

Narrative Transport of Undergraduate CANR Students in an Environmental and Sustainability Film Course

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METHODS

EduFlow Survey - Measurement of "flow" in an educational context – Being in the "flow" or having an optimal experience

Cognitive absorption
Time Transformation
Loss of Self-Consciousness
Autotelic Experience
(1-Not Agree to 5-Very Much Agree)

Narrative Transport Survey – (Scores ranged from 12 to 60)

Categories of films:

Documentary-Based Fictional Drama (Erin Brockovich)
Documentaries(Food Inc.)
Student produced

RESULTS

Documentary-Based Fictional Dramas *M(SD)*

Cognitive Absorption
3.33(1.19)

Time Transformation
3.10(1.12)

Loss of Consciousness
3.32(1.18)

Autotelic Experience
3.43(1.23)

Narrative Transport
40.0(13.77)

Documentaries *M(SD)*

Cognitive Absorption
3.44(0.73)

Time Transformation
3.11(0.61)

Loss of Consciousness
3.27(0.67)

Autotelic Experience
3.55(0.74)

Narrative Transport
40.1(8.60)

Student Produced Films *M(SD)*

Cognitive Absorption
3.72(1.30)

Time Transformation
3.60(1.29)

Loss of Consciousness
3.64(1.31)

Autotelic Experience
3.52(1.28)

Narrative Transport
41.4(15.46)

Narrative Transport Theory suggests that individuals have the ability to transport into the narrative of a film or piece of literature.

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INTRODUCTION

Film as an instructional approach (Levey, 2015).

Retention of content by students using film (Filene, 2005).

Dynamic approaches to learning (National Research Council, 2009).

Increasing incidence of optimal experience (Huette et al., 2016) and transporting students into the film narrative (Green and Brock, 2000).

OBJECTIVES

Descriptive/correlational study framed around "flow" and narrative transport theories.

Using film themes and student assessments.

Comparing descriptive differences and correlations between optimal experiences, narrative transport and student Mental Models.

CONCLUSIONS

Ratings of documentary films had the most potential for development of student autotelic experiences.

Optimal experiences of cognitive absorption, time transformation, loss of consciousness and narrative transport were highest when students were watching student produced films as part of a class assignment.

Eduflow-based optimal experiences while watching specific categories of films indicated that students were able to detach from their current setting through empathy and mental imagery to "transport" themselves into the material supporting dynamic approaches to learning in an undergraduate classroom.

Moderate to strong correlations were found between all Eduflow constructs and narrative transport scores within each of the three categories of films.

LITERATURE CITED

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The authors suggest further research comparing optimal experience and narrative transport data in other environmental and sustainability films.