ClassHook
Research

Research on using popular media and multimedia in the classroom.

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Further Reading

Grounded in Learning Theory

Utilizing popular media can support all aspects of student learning: cognitively, socially, and emotionally

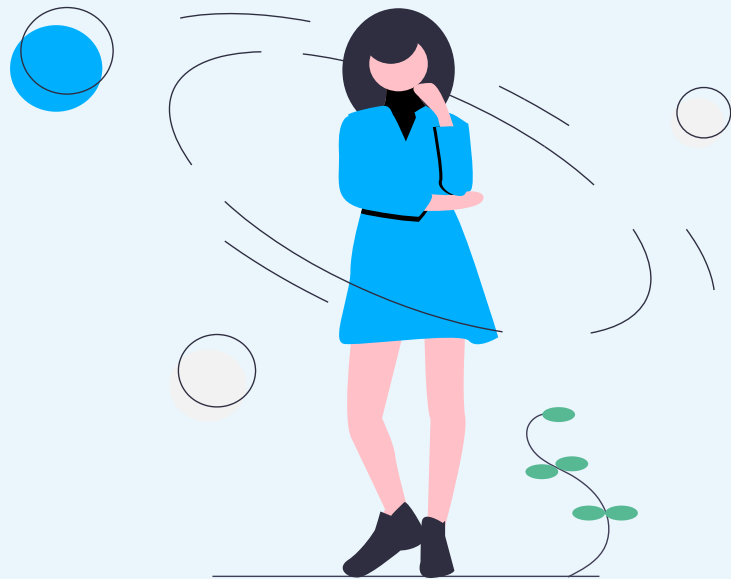### Cognitive theory of multimedia learning
Activating visual and verbal channels leads to deeper learning (Mayer, 2005)

Sociocultural theory
Constructing knowledge through discourse increases engagement (Vygotsky, 1938/78)

Experiential Learning
Contextualized and relevant content improves motivation to learn (Dewey 1938)

Potential Learning Outcomes

(Berk, 2009)

- Increase understanding
- Create memorable experiences
- Generate more interest in the content
- Improve attitudes towards learning
- Foster creativity
- Serve as a vehicle for collaboration
- Build a connection with peers and the instructor

Improving Learning

With videos as an instructional tool, students had increased learning gains across content areas

Deepening learning by allowing students to see the unseen and breaking down complex scientific processes

(Mojica, 2019; Barak, Ashkar, & Dori, 2011; Topal, Yildirim, & Onder, 2020)

Improving listening and speaking skills, through authentic contexts and speech patterns

(Safranj, 2015; Murshidi, 2020)

Increasing retention by reinforcing content and expanding on the historical context

((Butler, Zaromb, Lyle, & Roediger, 2009; Stoddard & Marcus, 2010)

Increasing Engagement

Videos can help students see content in new ways, which can increase interest in content and motivation to learn

Providing an **entertainment value** that turns dry, complex topics into exciting and understandable lessons
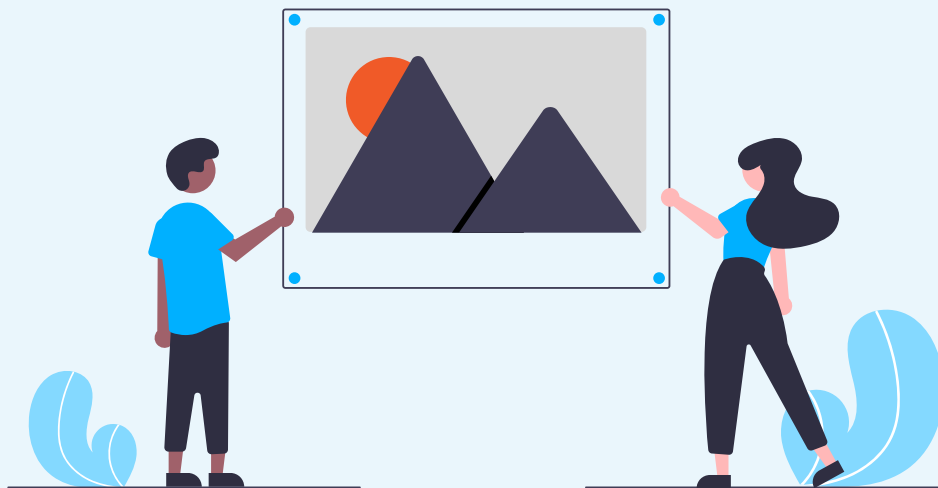
(Silvia, 2008; Mojica, 2019; Barak, Ashkar, & Dori, 2011)

Sparking curiosity by exploring content in novel ways that **bring the outside world into the classroom**

(Berk, 2009; Topal, Yildirim, & Onder, 2020)

Building Empathy

Movies and TV give students opportunities to experience cultures from different places and different time periods.

Deepening understanding of historical peoples through seeing how they lived, rather than just reading about them in a textbook

(Stoddard & Marcus, 2010; Butler, Zaromb, Lyle, & Roediger, 2009)

Increasing interest in foreign cultures and confidence in interactions with foreign people in EFL classrooms

(Safranj, 2015; Murshidi, 2020)

Developing Digital Citizens

Active viewing of TV and Movies can promote critical media literacy, which has been identified as a necessary skill for 21st century learners

Building critical thinking skills for media consumption and analyzing information sources

(Stoddard & Marcus, 2010; Berk, 2009; Alvermann et al.,,1995)

Raising **responsible media creators** for self-expression, advocacy, education, and beyond

(Hobbs & Jensen, 2009; NAMLE, 2007)

Educating early, as media literacy has been shown to be an early predictor of future academic outcomes

(Diergarten, Mockel, Nieding, & Ohler, 2017)

Statistics: Learning

26.2%

Learning gains for students who saw videos in their elementary science class. This was 14.2% more than students who did not see videos.
(Barak, Ashkar, & Dori, 2011)

23.3%

Higher learning gains for students who watched historic films in class, compared to those who only read the textbook.
(Butler, Zaromb, Lyle, & Roediger, 2009)

Statistics: Interest

91%
Of students rated increased interest and understanding in foreign culture after watching English videos in their EFL class
(Safranj, 2015)

88%
Of EFL students rated that the classroom environment was more relaxed when watching English movies
(Safranj, 2015)

77%
Of EFL students had increased satisfaction of their class from watching English movies
(Safranj, 2015)

14.5%
Increase in student motivation after watching movies in their elementary science class
(Barak, Ashkar, & Dori, 2011)

Statistics: Value

78%
Of 5th grade science students agreed that the videos were helpful in learning the concepts related to them
(Topal, Yildrim, & Onder, 2020)

43.5%
Of 5th grade science students saw value and believed movies provided more permanent and meaningful learning
(Topal, Yildrim, & Onder, 2020)

36.5%
Of 5th grade science students perceived teaching with videos as effective, provided more detail, and made learning more fun
(Topal, Yildrim, & Onder, 2020)

97%
Of students agreed that watching English films improved their listening ability
(Safranj, 2015)

Statistics: Usage

92%

Of teachers reported showing all or part of a video once a week or more
(Marcus & Stoddard, 2007)

93%

Of students reported taking a course where they saw videos in the classroom
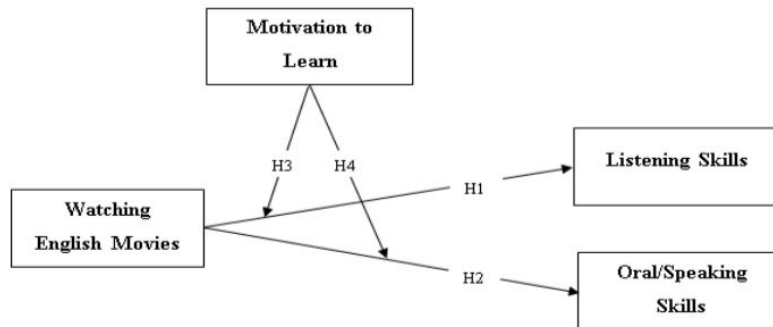(Butler, Zaromb, Lyle, & Roediger, 2009)

Figures

Figure 1. Theoretical framework

Watching English movies increased students' listening and speaking skills. This relationship was strengthened with increased motivation to learn.
(Murshidi, 2020)

Further Reading

For more details on the research, see the Research Document below.

[ClassHook Research Document](#)

At ClassHook, we help teachers find educational movie scenes.

[Watch a demo](#)

- Curated content library of short TV and movie clips

- Age-appropriate and aligned to standards

- Unit-level categorization (ex: Science > Physics > Thermodynamics)

- Familiar, relatable content that piques student interest

- Videos vetted by educators

- Teachers can find a relevant video in just a few minutes

Next Steps

Schedule a quick call or demo with our team

Click here or contact us below

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