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**MANAGING THE DEVELOPMENT OF HIGH SCHOOL STUDENTS'
VALUES WHILE TEACHING THROUGH DOCUMENTARIES
(Civic Education, History and Geography)**

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Extended abstract of Ph.D. dissertation in Education Sciences

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INTRODUCTION

High school education is very important and essential part of students' lives. It encourages them to identify and improve various talents and prepares them for their future careers. However, most importantly, it supports teens and young adults in identity and value formation, as exactly at this age they are making progress toward finding the purpose and personal meaning of their lives as well as understanding of general human values. Values are fundamental beliefs that guide young adults to prefer, accept and choose one thing over another or a behavior over another. Many will say that value formation is the responsibility of the parents, but indeed, educators have a crucial role to shape students' thinking, perception and personal attitudes toward many social issues, to support their students' personal and moral development, to teach them how to live in the real world. Thus, young people's ethical and moral education is closely linked to school and specifically, to educational programs in Social Sciences (Civic education, History and Geography). Social Sciences aim to create educated individuals who can be responsible citizens of their nation. Teaching young people Social Sciences increases the possibility of becoming more aware, more responsible as human beings. Teaching them Social Sciences increases chances that they will adhere to ethical and moral values in life. Consequently, properly planned curriculums, methods of teaching and creative approaches in these fields are very important. School leadership is implied to adhere to the national curriculum of the country and provide qualitative educational programs to students. Teaching methods and approaches of the specific subjects are mainly the responsibility of educators and influence very much on successful learning outcomes. Teachers play a decisive role in teaching their students in a motivational, challenging and attractive manner. Today, more than ever before, teaching methods must be innovative and creative to meet young generation's interest and demands. Young people entering high schools today have grown up immersed in a multimedia digital environment. Yet, the classroom environment they encounter often reflects nineteenth-century pedagogy of "walk and chalk" of a teacher standing in front of a chalk board, teaching about their subject. Unsurprisingly, many researches indicate that teens are not engaged by this antiquated mode of instruction. Nowadays, learners have a growing demand for different kinds of instructional strategies and methods. The learners not only absorb theoretical knowledge in different fields but actively contribute to construct own knowledge and ideology, to express and share own thoughts and feelings and get a new experiences from others. Modern learners are open and willing to discuss the challenges of today's world and current social issues, as well as to initiate debate, think critically, formulate questions and educated opinions about relevant social issues.

Therefore, it is very important to find new approaches and methods in teaching and learning process to support young people's personal development through their values formation, ethical and moral development. **The working definition of values that this thesis relies on is: values are concepts and/or beliefs that serve as guiding principles of what people consider important in life and which are developed through different developmental stages via socialization and education with the help of a social interaction.** The process will be more effective and tangible when young people are taught not only theoretically from students' handbooks but also through audiovisual aids. Audiovisual (A.V.) aids are supplementary teaching aids, such as recordings, transcripts, and tapes; motion pictures and videotapes; radio, television; and computers, used to improve learning.

Audiovisual aids provide the learners with realistic experience, which captures their attention and helps in the understanding of different social issues. They appeal to the mind through the visual auditory senses (Jain, 2004). There is a famous proverb that says: "if we hear we forget, if we see we remember, and if we do something we know it", this supports the concept statement that the use of A.V aids makes teaching and learning process more effective. Audiovisual aids are the best tool for making teaching effective and support the best dissemination of knowledge. Audiovisual aids, as a specific tool for teaching and learning of Social Sciences, is quite new and growing approach in Georgia. Therefore, the researcher thinks that teaching through audiovisual aids and specifically through documentaries is vital to encourage learners to question, think, react, reflect and decide in ways that develop critical-thinking, decision-making skills and their value formation toward nowadays social issues.

This makes the topic of the research **urgent and important**.

The objectives of this research are:

1. To explore the effect of audiovisual aids, specifically documentaries, on the formation of adolescents' values, attitudes and standpoints in the process of teaching and learning of Social Sciences (Civic Education, History and Geography) at high school level (grades 9-12).
2. To evaluate the effectiveness of using the method "Teaching through documentary films" among teachers.
3. To reveal the impact of the method "Teaching through documentary films" to create an effective classroom management practice.

The **problem questions** of the dissertation are:

1. Does the use of documentaries have effect on teaching and learning of social studies at high school?
2. Is teaching through documentaries an effective way to manage adolescents' value formation process?
3. How do teachers evaluate the use of the documentary films in teaching and learning process?
4. Does the use of the documentary films in educational process enhance classroom management?
5. How can the teacher awareness on documentaries and their possible effect on classroom management be used to create positive classroom environment?

The **hypothesis** of this paper has been drawn up based on the following assumptions:

1. Using documentary films will have positive effect on stimulating interest in the subject matter.
2. Documentary films will stimulate higher level of student participation and engagement in the classroom.
3. Deeper understanding of social issues will, in turn, significantly affect the process of value formation among students.
4. Improved classroom management through increased student engagement will be achieved by using documentaries during the teaching process.

The researcher used the following **research methods** to identify solutions to the above listed problems:

- Examination and analysis of existing literature
- Questionnaires
- Experiment
- In-depth interviews
- Statistical analysis of the data obtained through the experiment
- Transcription and data analysis of the qualitative research

Novelty

While there are lots of studies in the world about impact of audiovisual aids in enhancing the teaching and learning process, there is little systematic research available, especially empirically-based research, regarding using documentary films in educational process. This is the first study conducted in Georgia, which examines “Teaching through documentary films” method in school practice, and this is what makes the study innovative. The study provides a unique insight into identifying how the documentary films effect formation of personal values among learners, as well as how the teachers in Georgia evaluate the use of documentary films in practice. The given study is also focused on examining how the use of documentary films in educational process leads to enhanced classroom management.

Theoretical value

The theoretical bases of the research study are:

- Concept of human values presented by different researchers and anthropologists Clyde Kluckhohn (1951), Shalom H. Schwartz and Wolfgang Bilsky (1987), Milton Rokeach (1973), Geert Hofstede (1980), William I. Thomas and Florian Znaniecki (1927).
- Ideas and theories in the field of cognitive and moral development by outstanding theorists Jean Piaget (1952), Lev Vygotsky (1978), Lawrence Kohlberg (1976) and Carol Gilligan (1982).
- Personality theories of Gordon Allport (1961) and Eric Erikson (1968).
- The role of audiovisual aids in education Andre Lestage (1959).

The research study attempts to offer insight into how audiovisual aids, specifically documentaries, effect adolescents’ personal value formation during the learning process of Social Sciences at high school level and to contribute to further development of the existing national curriculum in Georgia. This study aims to be beneficial to professional practitioners’, raise their understanding of discussed issues and to take its place in the academic literature.

Practical value

This study is set out to be of great value to students, teachers, school authorities and educational stakeholders by providing thorough inquiry into the discovering the effects of audiovisual aids,

specifically documentary films during the teaching and learning process on value formation process.

Specifically, the study will be significant because it will help enhance student learning processes and thereby improve overall academic performance, it will increase students' motivation, add clarity to the topics and make learning more interesting. The findings of the study will help keep the high school teachers updated on their roles in promoting the use of audiovisual aids, specifically documentaries, in teaching and learning. The research study will provide teachers and researchers of this field with practical recommendations on how to teach more effectively through documentaries. The findings will help reveal and form awareness among the school authorities on the importance of using documentaries in the teaching and learning process.

Structure of the dissertation

The dissertation includes introduction, three chapters, conclusion, recommendations and 12 appendices. There are 16 tables and 94 figures.

A Brief content of the dissertation

The first chapter of the research is exhaustive literature review on the definitions of the concept of values/moral by various authors and researchers. The chapter presents an overview and analysis of well-known theories of human values. The following perspectives highlight the theoretical and psychological depth and breadth that exists among several prominent thinkers on the topics of values and moral development.

The chapter focuses on the relationship between education and human value formation. The study discusses the significant influence of education on human values development.

The chapter also presents the information about the important role of classroom management in education. Effective teaching and learning cannot take place in poorly managed classrooms (Jones&Jones, 2012; Marzano, Marzano&Pickering, 2003; Van de Grift, Van der Wal &Torenbeek, 2011).

Consequently, well-managed classrooms play a key role in forming environment in which teaching and learning can prosper. It helps produce a productive learning setting, increases time spent on task completion, decreases classroom disruptions and eventually, it engages students in various activities and interactions, along with strengthening teacher-student relationships.

Conclusion to chapter 1

The chapter 1 demonstrates many theories that prove the connection between education and human values development.

The school has a definite and inevitable role to play in providing moral education. In this sense, teachers are very influential and significant adults in the lives of children. Teachers help children to understand and judge themselves and others based upon higher levels of morality.

Educators and teachers are the key persons for beneficial structuring of the atmosphere in a school which will support the development of value orientations, the faculty of judgment and the ability to undertake moral reflection. Based on theoretical and practical knowledge and experience teachers have to develop a variety of means to morally stimulate adolescents and make them committed to moral action. It requires of teachers to display the willingness, models of good behavior, resourcefulness and creativity to stimulate young people into the ongoing process of moral action and reflection.

To sum up, moral development takes place and values/morals can be imported and developed through the medium of education. School is the most important location to foster such changes in children and adolescents. Schools are institutions for preparing new generation for life, both academically and as moral agents in society. Teachers are vital in the moral development of the child because they are the important adults and role models that young people have.

The second chapter provides information about the developmental characteristics of adolescence. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014). Adolescence is accompanied by dramatic physical, cognitive, social, and emotional changes that present both opportunities and challenges for adolescents, families, educators, etc.

Young adolescents warrant educational experiences and schools that are organized to address their physical, intellectual, emotional/psychological, moral/ethical, and social developmental characteristics (Caissy, 2002). Practitioners, parents, and others who work with young adolescents need to be aware of both subtle and obvious changes in developmental characteristics.

Today's educators need to continue their support of initiatives that afford young adolescents with developmentally appropriate learning experiences and environments.

This chapter also provides information about modern Georgian educational system and its recent reforms, where new approaches and teaching strategies have been implemented. This chapter also gives information about instructional materials and specifically, about audiovisual aids. Audiovisual aids are important in education system. Audiovisual aids are the best tool for making teaching effective and the best dissemination of knowledge. Teachers now often use audiovisual aids as a supplement to textbooks. It increases the retention of knowledge and stimulates understanding. The use audiovisual aids in teaching process provide the basis for improved teaching and learning of a subject.

Finally, the chapter discusses the well-known educational program “One World in Schools”. One World in Schools is an educational programme that focuses on promoting education through documentary films and other audiovisual materials in schools. The experience of running the programme for 15 years has confirmed that documentary films are a great way of initiating debates and promoting interest among students in human rights, global development education, the environment, racism, and other issues, whilst also enabling them to form their own opinions, attitudes and values.

The One World in Schools programme uses documentary films that are mostly chosen from the selection presented at the annual One World human rights festival, which has been organized by People in Need Foundation since 1999.

Currently, the programme’s materials are used by teachers in over 3000 primary and secondary schools throughout the Czech Republic. From 2010 the programme works in Kosovo, Bosnia and Herzegovina, Macedonia, Georgia, Armenia, and Mongolia.

During 2011-2013, number of teachers involved in the OWIS program and trained on “Teaching through documentary films” methodology in Georgia consists of – 250, in Armenia – 70, in Mongolia – 62.

Nowadays, number of schools involved in the OWIS program in Georgia is – 131, in Armenia – 58, in Mongolia – 46. You can see the information using the following link: <https://www.clovekvtisni.cz/en/education>

The goals of the educational programme are to raise young people’s awareness about the challenges of today’s world and current social issues as well as to initiate a debate, think critically and formulate questions and educated opinions about human rights and relevant issues. It also aims to promote an understanding of the global processes that influence the lives of

people in the world and to cultivate a sense of responsibility that will actively encourage them to contribute to addressing current social problems.

The programme offers schools documentary films and methodical handbooks for teaching about topical subjects concerning today's world and modern history. The selected films help increase awareness among young people by raising questions and pushing students to search for answers, drawing parallels to the students' own lives and encouraging them to form independent opinions. One World in Schools utilizes films that reflect today's world without lecturing the audience.

In Georgia, the educational program "One World in schools" firstly started in 2010. Georgian schools are provided with toolkits containing a methodological guide for teachers, 11 documentary films chosen specifically for young people, and tools for interactive activities (role games, quizzes, sample work sheets etc.).

From the videotheque of the educational program "One World in Schools in Georgia" three documentaries dubbed in Georgian language were selected. When selecting the films, the following criteria were taken into account:

- Compliance of films and lesson duration;
Considering the fact that the lesson process in school lasts 45 minutes, the selected documentary films did not exceed 30 minutes.
- Compliance of films topics with the topics (Civic Education, History, and Geography) determined under the Social Sciences subject group program of the national curriculum for high education level (9-12 grades);

With this in mind, the selected films included the following topics:

- Human rights
- Environment protection
- Acceptance/tolerance /migration
- Civil activism
- Conflicts
- Education
- Bullying
- The interest demonstrated by young people to the documentary films and their evaluation.

Considering the above, the three documentaries were selected for the experiment:

1. BRISTOL BIKE PROJECT

Alistair Oldman/UK/2009/17 min

2. MAN, WHO PLANTED TREES

Frederic Back/Canada/1987/30min

3. KIDS' RIGHTS

Marjoleine Boonstra, Dorothée Forma, Wilberry Jakobs, Ayfer Ergun, Christel

Voorn/Netherlands/2009/each 3-4 min

Conclusion to chapter 2

The concept of adolescence is a unique and difficult stage in the human life-course. During adolescence, the child continues to grow physically, cognitively, and emotionally, changing from a child into an adult. Therefore, adolescents deserve educational experiences and schools that are organized to address their unique physical, intellectual, emotional/psychological, moral/ethical, and social developmental characteristics and needs. Contemporary educators need to maintain their support of initiatives that offer developmentally fitting learning experiences and environments to young adolescents.

In this regard, use of audiovisual aids appears to be very crucial in modern education. Audiovisual aids are an important tool of teaching and learning process, as they make this process more effective and interesting. Audiovisual aids enhance students' understanding in the classroom and helps improve teachers' role in realizing the learning outcomes. Use of audiovisual aids helps to increase students' level of attention while increasing their understanding and intellectual capacity. And finally, it gives students realistic approach and experience.

The third chapter presents the research on how documentaries affect on formation the adolescents' values, attitudes and standpoints in teaching and learning process of Social Sciences (Civic Education, History and Geography) at high school level (grades 9-12).

This chapter also deals with the issue of the impact of the method "Teaching through documentary films" to create an effective classroom management practice. The research will present the results for two studies:

1. Study 1- The experiment; the study will display the effects of documentary films on high schools students' value formation process.

2. Study 2 - Teacher qualitative survey; the study will illustrate how teachers in Georgia view using documentaries in teaching and learning process, how they evaluate the importance of the method “Teaching through documentary films” in creating effective classroom management; whether they practice the method and what are the main benefits of using the documentaries in a school environment.

To prove the usefulness of using documentary films in educational process and to determine the changes at individual levels of students’ values formation an experiment was held by the researcher with 204 high school students in Tbilisi. The present research was held during academic year 2015-2016.

Methodology

This study was planned as an experimental model. In this study, experimental design with a pre-questionnaire and post-questionnaire in the experimental and control groups was used. This model was chosen because this study attempted to make comparisons in terms of values/moral development levels between adolescents who were in the experiment groups (in which, films were used in addition to textbooks) and in the control groups (in which no such intervention was used). Experimental design provides opportunities to make comparisons like this. Thus, pre-questionnaires were filled in before the implementation process, as well as post-questionnaires after the implementation. The questionnaires were distributed in printed form among the participants.

The pre-post questionnaire was designed on the topics of the films, in order to observe the attitudes and disposition of the respondents towards various social issues.

The pre-post questionnaires cover a total of 51 positive and negative items. These items of the questionnaires are grouped in seven main categories as follows:

- Human rights
- Environment protection
- Acceptance/tolerance/migration
- Civil activism
- Conflicts
- Education
- Bullying

Each category includes 6 to 9 items, which measure the respondent's values and attitudes towards specific issues.

The questionnaire-based survey of the respondents was carried out using the Fensis Likert scale. The socially acceptable responses by questionnaire items were identified in advance, both for positive and negative statements. The identification of socially acceptable responses in this thesis was based on the universally accepted values that are defined in the Universal Declaration of Human Rights (United Nations General Assembly, 1948).

Thus, “socially acceptable” response in this thesis means the response that most conforms to social norms and universal human values.

Accordingly, for each statement of the questionnaire, regardless their formulation there is socially acceptable or not acceptable responses, that fit to social norms and universal human values.

Research Participants

Two public schools from Tbilisi were carefully selected by the researcher to participate in the designed experiment. These schools have been a part OWIS educational program since 2013. Therefore, schools' Social Science teachers had already been trained and were using the “Teaching through documentary films” methodology. Table 1 illustrates this information.

Table 1. Target schools in Tbilisi

N	Tbilisi
1	LEPL Tbilisi № 42 Public School of Physics-Mathematics named After Academician Ilia Vekua
2	Tbilisi № 136 Public School

In total, 204 participants contributed to the experiment. The respondents in this research were high school students, aged 15-17. 204 students filled out the pre-questionnaire. Out of this 204, 9 participants have dropped out of the experiment after the pre-questionnaire due to absenteeism problems. It is important to note that the answer sheets of those dropped out, were eliminated from the statistics (thus, eventually 195 answer sheets for the pre and post-questionnaires were assessed).

The questionnaires were anonymous, but were coded with the special symbols for each participant (e.g. initials of own and parents' first names, birth date, gender, age).

Thus, identification of those 9 students who did not complete the post-questionnaire was possible.

Process

This phase of the experiment included implementation of the planned intervention in schools, namely, using the documentaries during the teaching process and post-screening activities. At the beginning of the experiment, the selected 10th and 11th grade students, in total 204 students from both schools (4 experimental and 4 control groups) filled out the pre-questionnaire. At the next stage, only the experimental grade groups from each school watched three selected documentary films and took part in post-screening activities on relevant topics.

Each screening was supplemented by reflection and a group discussion. The aim of the discussion was to reflect on the topics of the films from multiple perspectives and form a well-founded opinion about it. Teachers applied different interactive learning techniques, such as brainstorming, group work, mind map, role play, free writing, jigsaw method and others.

All practical activities that teachers used in the classroom had been presented in the methodological handbook for teachers. Accordingly, each lesson had its goals and specific plan which were determined in advance by the teacher.

Three different documentary films were screened in each experimental grade group (4 grade groups in two schools), i.e., 6 screenings in the two experimental groups of Tbilisi № 136 Public School and 6 screenings in the two experimental groups of LEPL Tbilisi № 42 Public School of Physics-Mathematics named After Academician Ilia Vekua.

Consequently, in both schools, the 4 experimental grade groups watched documentary films 12 times, which were followed by respective activities. After the completion of each film screening, students were asked to join in different activities, which included self-reflection, discussion and appropriate exercises over the topics rendered in the films.

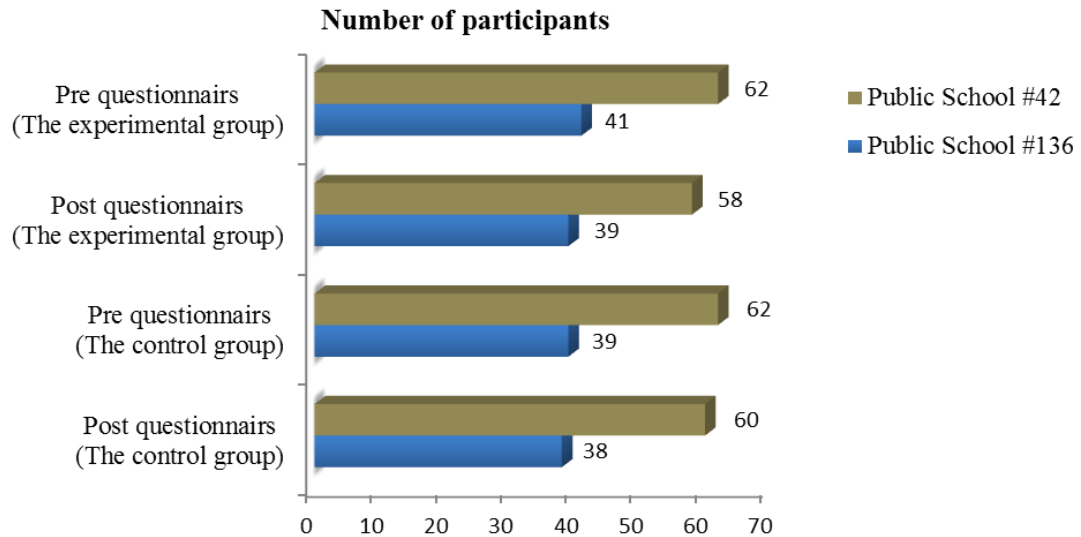
The intervention in the experimental groups included screening of the films, as well as the activities around the relevant issues during the lesson process that promoted active involvement of students and their understanding of the issues in many ways.

The post-questionnaire was filled out by 195 students (the same 4 experimental and 4 control grade groups) from both schools. As previously mentioned, the post-questionnaire was paper-based and it was distributed among both, experimental and control groups, for filling out.

Data analysis and results

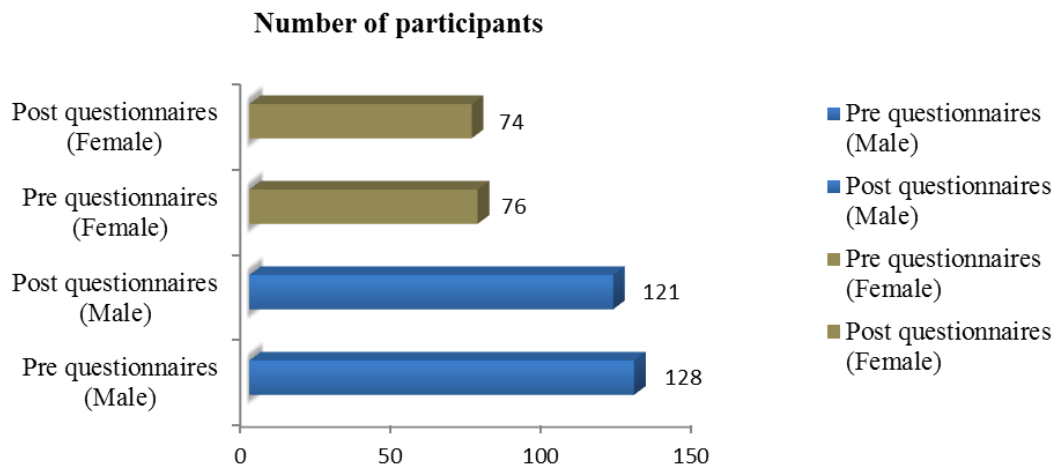
The data analysis was conducted using the SPSS (Statistical Package for Social Sciences) software - version 16. Descriptive statistic methods were used for processing the collected data. The total number of surveyed participants using the pre and post-questionnaires in two target schools is shown below. See figure 1.

Figure 1. Distribution of the respondents by schools, by number of pre and post-questionnaires



In the experiment, the number of male and female respondents was almost the same. Figure 2 indicates the distribution of the respondents by sex.

Figure 2. Distribution of the respondents by sex



The research has identified a significant difference (22.13%) in the answers of experimental group members, in the pre and post-questionnaires (“totally agree” and “agree” are calculated together). Below, figures 3 and 4 present the differences between the socially acceptable responses in the pre and post-questionnaires.

Figure 3. Distribution of the socially acceptable responses by the experimental groups in the pre-questionnaires

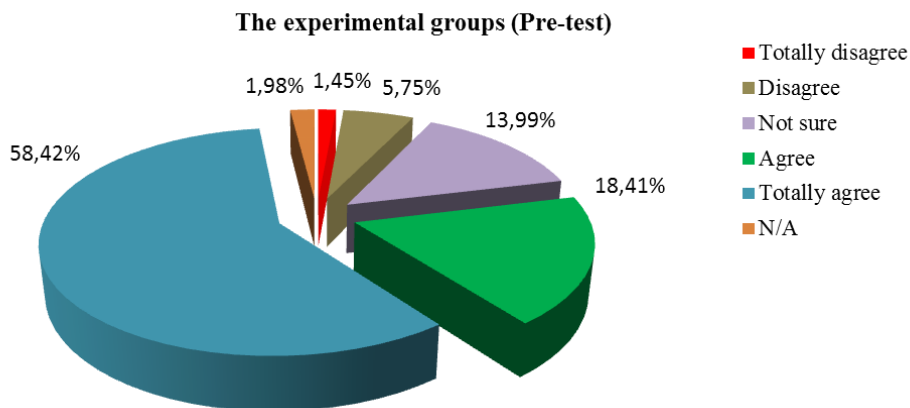
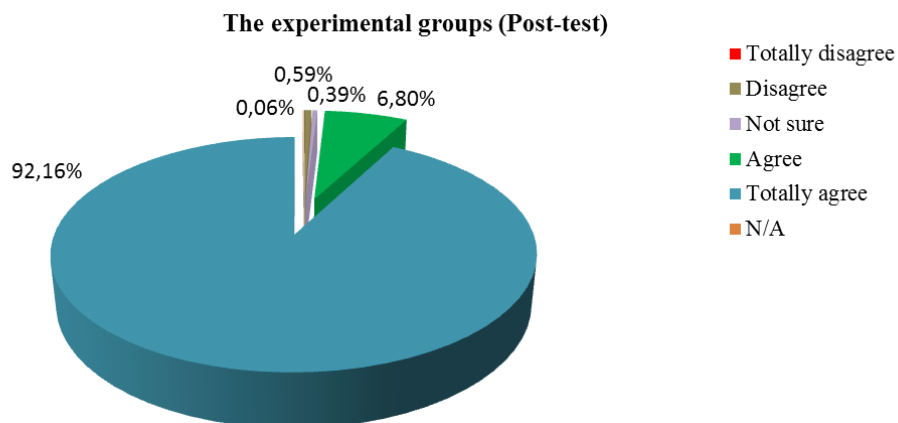


Figure 4. Distribution of the socially acceptable responses by the experimental groups in the post-questionnaires



In case of control groups, the difference between the pre and post-questionnaire responses was insignificant - 0.22% (“totally agree” and “agree” are calculated together). This demonstrates the fact that the absence of experimental intervention resulted in unchanged values and attitudes among students. This emphasizes the effectiveness of experimental intervention. Figures 5 and 6 show the socially acceptable responses by the control groups in the pre and post-questionnaires. See figures 5 and 6 below.

Figure 5. Distribution of the socially acceptable responses by the control groups in the pre-questionnaires

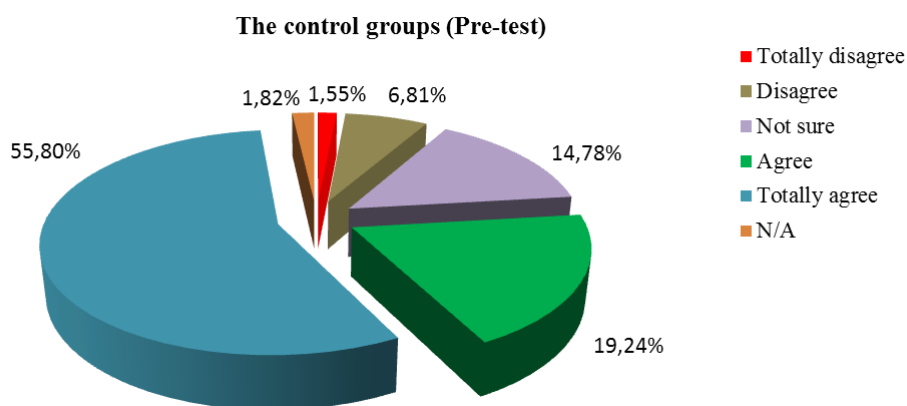
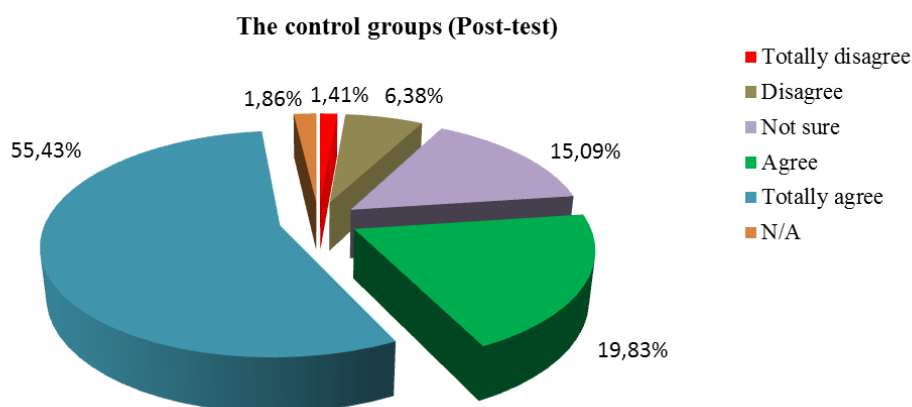


Figure 6. Distribution of the socially acceptable responses by the control groups in the post-questionnaires



Thus, the difference in the experimental and control group results is evident. In the study, significant differences were found between the students' values/moral development at the pre-questionnaire and post-questionnaire stages. It was determined that the values/moral development levels of the adolescents who have participated in the intervention (the experimental groups) were significantly higher in the post-questionnaire results than those of the adolescents who did not participate in the intervention (the control groups). Thus, results of the control groups in the experiment remained almost the same, while the results of the experimental groups showed significant difference in the pre and post-questionnaire stages.

The distribution of the socially acceptable responses in the experimental groups looks like this: 76.83% out of all answers in the pre-questionnaire and 98.96% at the post-questionnaire. Thus, the socially acceptable responses from the experimental groups increased by 22.13% in

the post-questionnaires compared to the pre-questionnaires. Certainly, it is statistically significant number. While in the control groups, the results in the pre and post-questionnaires differ only by 0.22%, which, certainly, is statistically insignificant. The minor difference in the control groups' pre and post-questionnaire results indicates the absence of influence of other factors, which makes the experiment's intervention effect more reliable. See below table 2.

Table 2. Distribution of the socially acceptable responses by the experimental and control groups in the pre and post-questionnaires

Socially acceptable responses	Pre-questionnaires	Post-questionnaires
The experimental groups	76.83%	98.96%
The control groups	75.04%	75.26%

In terms of gender, both males and females in the experimental groups showed the increased socially acceptable responses in the post-questionnaires compared to the pre-questionnaires. For instance, in the experimental groups the percentage of socially acceptable responses increased by 23.19% among girls, whereas the same indicator equaled only 0.73% in the control group. See table 3.

Table 3. Distribution of the socially acceptable responses by sex (females) in the pre and post-questionnaires

Socially acceptable responses	Pre-questionnaires	Post-questionnaires
Females in the experimental groups	76,35%	99,54%
Females in the control groups	75,84%	76,57%

The similar trend was identified among male respondents. The difference between pre and post-questionnaire results in the experimental groups is significant here as well and it equals 21.09%. As for the control groups, the change was only 0.51%, which confirms the effectiveness of the intervention once again. See table 4.

Table 4. Distribution of the socially acceptable responses by sex (male) in the pre and post-questionnaires

Socially acceptable responses	Pre-questionnaires	Post-questionnaires
Males in the experimental groups	77,27%	98,36%
Males in the control groups	75,42%	75,93%

As the above tables demonstrated, the increase in socially acceptable answers for both male and female participants is obvious and significant. In another words, after the experimental intervention the values and attitudes towards various social topics have changed significantly, in both male and female respondents.

Herewith, if we compare the experimental groups' post-questionnaire results based on respondents' gender, we will see that the difference is only 1.18%. The same indicator equals only 0.64% for the control groups.

Therefore, it would be statistically inconclusive and insignificant, in frames of this experiment, to make arguments regarding different values in male and female respondents. The research has not identified the difference in values in adolescents, by gender. The given data does not provide basis to make generalized conclusions in this regard.

Conclusion to study 1

To conclude, the survey has revealed a significant difference in the values/moral development levels between the respondents' results before and after the intervention (22.13%), while in control groups, without such an intervention the change was insignificant (0.22%). It proves that audiovisual aids, specifically, documentary films represent a great way of demonstrating positive and realistic role models to students, supporting their value development and personal growth through self-reflection, discussions and various activities which are related to the film topics.

Applying documentaries in Social Sciences instruction in high schools is more than traditional on-paper+lecturing way of teaching. The method raises young people's awareness about the challenges of modern world and current social issues, it encourages them to think critically, to formulate questions and educated opinions about the relevant issues, as well as cultivate a sense of responsibility that will actively encourage them to contribute to addressing current social problems.

The method gives the students the chance to interact with others, share their opinions and form better understanding of social issues. Documentary films present an effective tool for teaching and learning students Social Sciences (Civic education, History and Geography) and they might be easily applied to other subject curriculum at high school level.

Study 2 – Teachers qualitative survey

The following research reveals to what extent teachers in Georgia value and use documentary films in educational process and what is the role of documentary films in establishing effective classroom management, according to them. The researcher has surveyed the teachers to identify their opinions about the methodology “Teaching through documentary films”, its effect on creating effective classroom management, the advantages and limitations of the method and discover other findings. The qualitative research was carried out with the participation of six teachers in Tbilisi.

The aims for the study involve three concerns:

1. To evaluate the effectiveness of the method “Teaching through documentary films” in Social Sciences instruction (Civic Education, History and Geography) in high schools.
2. To study the level of satisfaction among school teachers applying the method in teaching and learning process.
3. To assess the effect of applying documentary films in classroom management educational process.

Method

Interview protocol form was developed for the in-depth interviews with teachers. The designed interview protocol form focused on revealing the respondents’ opinion and level of satisfaction regarding effectiveness of this method in practice and its effect on classroom management. The questions were related to the process of using the method “Teaching through documentary films”, the classroom management issues, the advantages and limitations, the applicability, the worth of the method in practice and the effect of the intervention on students as well as on teachers. The interview protocol included 12 major questions.

The interviews were recorded on audio tape with the informed consent of all interviewees. These interviews were transcribed and analyzed.

Research Participants

The respondents/participants of this research were high school teachers in Tbilisi. The age of the respondents varied from 30 to 50 years. In total, 6 teachers from 2 target schools took part in the survey. Out of the six respondents, 2 are the teachers of Civic Education, 2 teachers of History

and 2 of them are Geography teachers. Thus, for the study from each school was selected one teacher for each subject. Table 5 represents the information.

Table 5. Target schools in Tbilisi

N	Target schools in Tbilisi	School subjects	Number of teachers
1.	LEPL Tbilisi № 42 Public School of Physics-Mathematics named After Academician Ilia Vekua	Civic Education History Geography	1 1 1
2.	Tbilisi № 136Public School	Civic Education History Geography	1 1 1

Conclusion to study 2

Based on the main findings of the qualitative research we can conclude:

The use of documentary films enhances teaching and learning and complements traditional approaches to learning. Applying documentaries in Social Sciences instruction in high schools is an effective and contemporary method that enhances educational process.

It enhances classroom management and engages students, aids students’ retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

The outcome of the findings on the qualitative research revealed that the use of documentary films significantly impacts the teaching and learning process of the Social Sciences in high schools. It was also discovered that the impact of documentary films in educational process rests on the fact, that they stimulate students’ interest and participation in classes and also on enhanced positive classroom environment.

Films stimulate increased involvement of students in the classrooms and build social and emotional awareness in ways not available from textbooks or lectures.

Therefore, the method “Teaching through documentary films” will be quite beneficial for Georgian educational system. The method might be applied in other school subjects in future.

Limitations in using documentaries:

The study has revealed some limitations of the method “Teaching through documentary films”. Some of the restraints related to the use of documentary films in educational process are:

- Material-technical base of schools, technical problems of devices and/or technical skills of teachers.
- Limited number of documentary films dubbed in Georgian and/or locally produced documentary films.
- A teacher should invest more time and effort in preparing his/her lessons.
- The experiment was a short scale study and in order to more generalize the results, it would be better to expend the scale.

CONCLUSIONS

In accordance with literature analysis and the experimental findings the following fundamental conclusions emerged from the research:

1. Values are concepts and/or beliefs that serve as guiding principles in people's lives which arise out of socialization and education with the help of a social interaction. It is defined as a belief upon which individual acts by preference. By a close examination of different sources of the meaning of values, we may say 1. Values are general standards and higher order norms. 2. Value is a belief that something is good and worthwhile. 3. Value is a measure of goodness or desirability. 4. Values are socially defined and accepted desires and goods that are internalized through the process of learning and socialization.

2. Education can be thought of as the transmission of the values and accumulated knowledge of a society. Education is a powerful tool to cultivate values in an individual. Therefore, all the educational institutes have greater responsibility to impart learning and cultivation of values through education. The family and society is important in developing the moral/values of child. Family is the foundation on which values are built. However, school and teachers play a major role in mental growth and in inculcating a child's values.

3. Adolescence is a period of critical importance, as it is a time when values and attitudes are formed. During this sensitive time, it is vital that teachers provide support to their students' moral, intellectual and socio-emotional development. They should help adolescents realize the essence/deeper meaning of values, for the good of society, as well as for themselves. Thus, teachers play a significant role in raising students as valuable members of society.

4. Using audiovisual aids, specifically documentary films as a teaching method stimulates thinking and improves learning environment in a classroom. Effective use of audiovisual aids substitutes monotonous learning environments. Students develop and increase personal understanding of the areas of learning when they experience a successful and pleasant learning in the classroom. Use of audiovisual aids helps to increase students' level of attention while increasing their understanding and intellectual capacity. Audiovisual aids help improve teachers' role in realizing the learning outcomes.

Teacher may be more likely to motivate students better with the use of these supporting materials. And finally, it gives students realistic approach and experience.

5. Documentary films have a significant effect on high school students' value/moral development process. All the findings from the data collection support that documentaries represent a great way of supporting students' value/moral development and personal growth through self-reflection, discussions and various activities which are related to topics covered by the films. The results of the given study show that there is a positive relationship between using documentary films in classes and the students' attitudes and changes in their values. **Students' values and attitudes change to a greater extent (22.13%) towards various social issues, if documentary films are presented in the curriculum and instruction of Social Sciences in high schools.**

6. Students acquire more information through documentary films that brings deeper understanding of the topics. Proper use of documentary films by teachers makes difficult concepts and abstract ideas more comprehensible to students. They take keen interest in the classroom teaching and learning and deepen their academic knowledge.

7. Use of documentary films makes connections between subject matter and real-life contexts, allow students to use real-life connections during the learning activities. This method engages and facilitates students' understanding by linking their previous knowledge, life experiences and the subject matter. Documentary films provide opportunities to students to think about, discuss, or evaluate various social issues from multiple viewpoints in classroom. If teachers use the documentary films carefully, the instruction of Social Sciences in high schools will become more effective.

8. The research determined that using documentary films as a teaching method improves learning environment in a classroom. The method "Teaching through documentary films" enhances effective classroom management by engaging students in learning, provides opportunities for students to work together, creates and maintains a positive classroom environment. Learning environment becomes engaging and interactive through the use of documentary films in the classrooms; instead of being passive listeners, students take active participation in learning activities, thus enhancing the level of knowledge retention and understanding of the subject matter. The method helps to create a productive learning environment, increases the task time and reduces classroom disruptions. Use of documentary films in educational process increases meaningful academic learning as well as time spent academically engaged. Moreover, the method "Teaching through documentary films" builds strong teacher-student relationships

and positive interactions among students, promotes social and emotional growth of students.

9. Both teachers and learners benefit from documentary films in educational process. Documentary films make teaching and learning of Social Sciences more effective, the classes interactive and interesting; they motivate the learners as well as **enhance teachers' teaching quality**, increase teachers' motivation to learn about new methods/strategies that will be interesting and useful for their students. The method gives teachers opportunity to broaden their knowledge and experience beyond the established curriculum in schools.

10. The method "Teaching through documentary films" is a good complementary method together with traditional approaches in the Social Sciences instruction in high school which must be applied in practice. Use of documentary films effectively supplements traditional teaching methods/strategies in high schools. Documentary films improve students' level of motivation and interest in classroom processes, as well as other learning activities that encourage the attainment of desired learning outcomes and improve quality of teaching.

11. The study has also revealed some limitations of the method "Teaching through documentary films". Not every school has an appropriate material-technical base (such as projectors, computers, and speakers in classes) as well as **many teachers lack technical skills** allowing them to use technical devices for applying the method in practice. There is a limited **number of documentaries dubbed** in Georgian or locally produced documentary films that reflect the local context. Finally, using the method "Teaching through documentary films" is **more time consuming for teachers**; they have to invest more time and effort in preparing their classes.

Recommendations

According to the findings, following recommendations are made:

- Inclusion of the documentary films as a complementary teaching method into the official curriculum of Social Sciences (Civic Education, History and Geography) at high school level (grades 9-12) in Georgia.
- Teaching and learning resources mostly used by high school teachers are textbooks. This research therefore, recommends that high school teachers should be exposed to other teaching strategies such as “Teaching through documentary films”.
- Providing trainings/workshops for high school teachers of Social Sciences to get acquainted with the effective use of documentary films in educational process.
- The school facilities should be modified to accommodate the use of documentary films in classrooms.
- The number of documentary films should be increased (expand both age and thematic spectrum). Especially, enlarge the number of documentary films dubbed in Georgian or locally produced documentary films, which will better reflect the local context.
- The Ministry of Education and Sciences of Georgia should appeal to nongovernmental organizations (NGOs), educational stakeholders and/or experts in the field to assist in supplementing new educational materials and methodological handbooks for teachers.

List of publications related to the doctoral dissertation:

1. Kuchukhidze, Sh. (2017). Using documentaries to teaching and learning in social sciences instruction in schools and evaluation of the method effectiveness. *Journal Association 1901 "SEPIKE"*, Edition 16. p. 17-22
2. Kuchukhidze, Sh. (2016). Using documentaries in social science instruction in schools as an effective source of value development for high school students. *Journal of Education in Black Sea Region*. Vol. 2, No 1, p.116-129
3. Kuchukhidze, Sh. (2016). Managing the development of the high school students' values while teaching through documentaries. *6th International Research Conference on Education, Language & Literature*. IBSU. April 22-23, Tbilisi. Georgia. p. 428-439
4. Kuchukhidze, Sh. (2015). Theories of value development and teacher's role in supporting students' personal, social and emotional development. *5th International Research Conference on Education, English Language teaching, English Language and Literatures in English*. IBSU. May 1-2, Tbilisi. Georgia. p. 262-269