

QUESTIONS TO THE FILMS "SING" (MINDENKI - EVERYBODY) AND EDUCAYSHUN

The main idea of this task is to learn how to compare two films. The start point for each comparison is the grounds for comparing, simply speaking films should be different and resemble simultaneously. Obviously, in terms of ordinary spectators' impression these films are different and produce quite different media-emotions. But from the point of view of a researcher of education, these films are comparable, and thinking about the task you will practice this position concerning the analysis of films.

While it is my decision to compare these films, I would explore the reasons. The films reveal the very probable corruption of education and high risk of injustice concerning the students, both films consistently perform a school class drama genre, and both are short – what is really important in terms of the very strict rules to present the priorities which would be in focus of our comparison. Along with these similarities (or positive comparability), the films are different because of historical substantiation ("Sing" is about first post-socialist years, and *Educayshun* – quite recent period of struggling for tolerance and integration), cultural contexts ("Sing" is extremely Hungarian because of music and *Educayshun* seems to play with global idea of contemporary education), and linking with ordinary world ("Sing" is based on a true story, while *Educayshun* is dystopic parody). My comparison aims to sharpen the issue of education, society and injustice as one of the basic points for our course.

Education vs. Society: Dilemmas and dichotomies

In both films education is presented as a system which faces the dilemma of individual interest vs. collective goods (public good) – for instance, collective trip to Sweden or equal access to education even Advanced Mathematic Class. Do you agree that this dilemma is one of the most important? What is the role of education: should the school teach the students to submit their interest to collective priorities; to face the dilemma of individual vs. collective and practice different strategies to solve it; to teach to protect individual interests against collective/group pressure? Are these films different in their own answer to this question?

Both films stress the multiple separation of classroom from external environment (gradual move of the main protagonist from general space to the passage to the classroom, and then to classroom, the doors which should be closed). Why both films emphasize this separation of classroom from external world? What is the position of education in the films regarding society and out-of-school life?

Both films emphasize "closed in closed" effect. In "Sing" both girls share their "sanctuary places" where they feel themselves safe and relaxed in contrast to the space of classroom. In *Educashay* there is the box with the bodies or body of former students in the center of the classroom. How does this difference in constructing the opposition of external world to school work in each of the films?

Injustice in education: natural or artificial

What is the core of injustice, why students are not satisfied and cry for justice? Who are these students in each of the films? The age of students is different: in the *Educayshun* they are young adults or late adolescents and in "Sing" young adolescents, is it important for understanding injustice in each of the films? Is it important that in both films the teacher is a woman? How this gender dimensions works?

What is the main source of injustice, who and why produces injustice? In both films the teacher is corrupted by the system, even more the teacher deepens this effect by corrupting the children. How do the teacher "seduce" the students to participate in injustice and legitimize it? Please, provide

detailed comparison of the repertoire of identity – values, cultural practices, (un)reasonable expectations. How these values operate in favor of injustice and make the students be ready to participate in arbitrariness and take responsibility?

What are the main consequences of injustice? The teachers corrupt values – using them in own violent favor. In which case it looks more disgusting, when it is about liberal values, progress and tolerance or about music as a kind of national heritage? What do the students feel and which issue they face? How do the films bring the deprivation of the students into focus? What are the key scenes of losing dignity, who loses dignity because of oppression, does this experience unite?

Disobedience: way to justice?

In both films the students face the dilemma of dignity vs. obedience, but what makes justice possible in the “Sing” and what makes it impossible in the *Educayshun*? Compare the composition of the students’ characters in both films – what is the main difference between these two films in terms of the students’ group, the role of informal leaders, etc...?