

Abstract

The dissertation deals with the fourth-grade students' collaboration in a film production practice, using iPads as a production tool in the Danish public school. Through video observations, which serves as the dissertation's primary source of empirical data, it becomes clear that iPads have a great impact on the students' work when creating films, and that the students' collaboration largely is expressed through embodied interactions around the iPad.

In the dissertation film production on iPads is defined as a circular movement between recording, reflection and editing. These findings challenge linearly oriented film education, which takes its starting point in pre-production, production and post-production in successive phases, which must be facilitated pedagogically.

In addition, the students' films are compared with the students' evaluation and reflection. The dissertation's focus here is to which extent the practical work in film production is also reflected in the student's ability to reflect on film aesthetic issues on a more analytical level. The central observations touch on the relationship between the creation process, production and reflection.

The dissertation's analysis is concluded in a discussion of relevant perspectives and approaches when evaluating film education. This dissertation gives rise to discuss a renewed awareness of media technologies in film production practices, and further to discuss film education in a broader perspective.