

## **Cinema as an Educational Tool in Second Chance Schools: Opportunities and Challenges**

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### **Abstract**

This study explores the use of cinema as an educational tool in Second Chance Schools (SCS), focusing on both the potential and challenges associated with its integration into adult education. SCS provide adult learners with the opportunity to acquire essential knowledge and skills, addressing social and educational inequalities. Cinema, through its combined visual and auditory experience, offers an innovative teaching approach that enhances emotional engagement, understanding of complex concepts, and critical thinking. The main advantages of using film in education include the creation of an engaging learning environment, the development of collaboration and communication skills, and the strengthening of learners' emotional and cognitive connection to educational content. At the same time, foundational theories in adult education—such as experiential learning (Kolb), sociocultural theory (Vygotsky), critical pedagogy (Freire), transformative learning (Mezirow), emotional engagement (Dirkx), and reflective practice (Cranton, Brookfield)—highlight the importance of aesthetic experience and reflective meaning-making through cinematic storytelling. The paper refers to examples from both Greek and international practice, such as the educational platform CineDu, the European project ARTiT, and applications in Greek SCS, showcasing the role of cinema as a means of empowerment, social awareness, and empathy. Despite challenges, such as limited technological resources and the lack of systematic training for educators, several strategies are proposed: careful film selection, the integration of experiential activities, and the creation of short films by learners themselves. Overall, the use of cinema in Second Chance Schools constitutes a promising tool for improving the learning experience, fostering personal development, and cultivating a more participatory, reflective, and socially sensitive educational environment.

### **Keywords**

Cinema in education, Adult education, Second Chance Schools, Experiential learning, Critical thinking

### **1. Introduction**

Cinema is a multifaceted form of art and communication that can be creatively integrated into the educational process. This is particularly relevant in adult education, where learners' needs and experiences differ significantly from those in traditional teaching contexts. The use of audiovisual media—such as film—can meaningfully enhance active participation, emotional engagement, and reflective learning (Mayer, 2009; McClain, 2019).

Within the framework of Second Chance Schools (SCS), which cater to adult learners who have not completed basic education, the integration of cinema into teaching practice can act as a catalyst for deeper learning. Cinematic storytelling facilitates the connection between knowledge and learners' personal experiences, fosters the development of critical thinking,

and enables the exploration of complex social issues in an experiential manner (Freire, 1970; Hankir et al., 2015).

The international literature acknowledges the significance of cinema as an educational tool, particularly when framed within theories such as experiential learning (Kolb, 1984), sociocultural theory (Vygotsky, 1978), the theory of multiple intelligences (Gardner, 1983), and critical pedagogy (Freire, 1970). These theories emphasize the role of experience, interaction, and reflective processes in adult learning.

This article explores the opportunities and challenges associated with the use of cinema as a teaching tool in Second Chance Schools. Through a review of the literature and an analysis of real-world practices, it seeks to highlight the pedagogical value of cinematic art in adult education and to examine ways of enhancing its effectiveness.

The study is structured into sections that first present the theoretical framework, then discuss the advantages and challenges of the cinematic method, followed by implementation strategies and practical examples, and finally conclude with a summary of findings and recommendations for future research and instructional practice.

## **2. Theoretical Framework**

### **2.1. Second Chance Schools: Definition and Objectives**

Second Chance Schools (SCS) were established to meet the educational needs of adults who did not have the opportunity to complete basic education during childhood or adolescence. The primary aim of SCS is to offer a second opportunity to acquire essential knowledge and skills required in contemporary society, such as literacy, numeracy, science, and life skills, including problem-solving and critical thinking. Adult learners in SCS often face a range of educational, psychological, and social barriers, which necessitate differentiated teaching methods and tailored educational tools to enhance participation and promote learning (Goulas & Fotopoulos, 2024).

The significance of Second Chance Schools is twofold: first, they provide learners with the opportunity to acquire the knowledge and skills necessary for more active participation in society and the labor market. Second, these schools promote social inclusion and personal development by enabling learners to regain their self-esteem and cultivate the capacity for lifelong learning (Goulas & Fotopoulos, 2024). These characteristics make SCS particularly well-suited for the integration of innovative teaching methods, such as the use of cinema.

### **2.2. Cinema and Adult Learning**

Cinema, as a multimodal medium that combines visuals, sound, narrative, and emotional content, can serve as a highly effective pedagogical tool in adult education. Unlike traditional instructional materials, the cinematic experience engages learners holistically—cognitively, emotionally, and socially—providing a foundation for experiential learning and critical reflection.

Cinematic storytelling offers a safe space for expression and identification, allowing learners to recognize elements of their personal and social lives. Imagery, action, and dialogue, enhance emotional engagement, which in turn fosters critical thinking and self-awareness (Cranton, 2023; Dirkx, 2001). Moreover, cinema allows for the exploration of complex or abstract concepts—such as social inequality, racism, or solidarity—through narrative examples that resonate with the viewer's experience (McClain, 2019).

According to Kokkos (2009), the aesthetic experience can act as a catalyst for transformative learning, as it engages the learner in a process of personal inquiry and social awareness. Observing and reflectively analyzing a work of art—such as a film—contributes to the development of new ways of thinking, the deconstruction of stereotypes, and the formation of new identities.

Practical applications confirm the effectiveness of this approach. In a related study by Abidi et al., (2017), the use of films in adult education programs was found to enhance active participation, foster the development of social skills, and empower learners. Similarly, a recent study in Greece found that both educators and learners perceive cinematic education as an opportunity for creative learning and critical engagement with reality (Agorastoudi-Vlachou & Bimbou-Nakou, 2021).

Overall, cinema can make a substantial contribution to the advancement of adult learning, offering not only motivation for participation but also tools for the cultivation of personal and social identity.

### **2.3. Pedagogical Theories and Cinema**

The educational use of cinema is grounded in a set of learning theories that emphasize the experiential, social, and reflective dimensions of education, particularly in the context of adult learners.

Mezirow's theory of transformative learning (1991, 1997) is one of the most established theoretical frameworks in adult education. Mezirow argues that meaningful learning occurs when individuals challenge their existing assumptions and revise their frames of reference through the process of critical reflection. Cinema, with its narrative power and capacity to confront viewers with complex social and existential issues, can serve as a catalyst for such transformative experiences.

At the same time, Dirkx's (2001) theory emphasizes that emotion and imagination play a central role in meaning-making within adult learning. Through the symbolic and sensory experience that cinema offers, learners can process internal concerns, recognize personal experiences, and develop deeper understanding of themselves and others.

In a similar vein, Kolb's (1984) experiential learning theory suggests that learning occurs through a cycle of experience, reflection, conceptualization, and active experimentation. Cinema provides a form of "virtual experience" that can be critically reflected upon through discussion and analysis, thereby enhancing the learning process.

Brookfield (1995) adds that the role of the educator is to cultivate an environment in which adult learners feel safe to recognize and reflect upon their assumptions. Cinema can serve as a starting point for such dialogue, functioning as a "mirror" that provokes thought, emotion, and discussion.

Vygotsky's (1978) sociocultural learning theory highlights the importance of social interaction and cultural context in learning development. As cinema often embeds cultural and social meanings, it can enhance collaborative learning and dialogue among learners.

Gardner's (1983) theory of multiple intelligences supports the use of multimodal media such as film, as it allows instruction to be tailored to the diverse needs of learners. Cinema activates not only verbal-linguistic and interpersonal intelligences but also visual-spatial intelligence, enabling broader engagement in the learning process.

Finally, Freire's (1970) critical pedagogy encourages learners to interpret the world and take action to transform it. Cinematic art, with its power to highlight social inequalities and provoke

critical reflection, fosters transformative dialogue and strengthens learners' participation in the public sphere.

### **3. The Use of Cinema in Second Chance Schools**

The integration of cinema into the educational process of Second Chance Schools (SCS) offers a range of dynamic and multidimensional opportunities to enhance adult learners' educational experiences. As a form of both art and entertainment, cinema has the capacity to engage and captivate learners, thereby increasing their participation in the learning process (Myers et al., 2008). In addition, it can equip learners with tools to develop emotional and social skills, which are equally important for their personal growth (Hankir et al., 2015). In this section, we explore the use of cinema as a tool for fostering learning motivation and integrating social and emotional themes into education, and we present practical examples drawn from educational practice.

#### **3.1. Creating Motivation for Learning**

Generating motivation is a fundamental prerequisite for activating the learning process, especially in the context of adult education. Cinema offers a learning experience that combines cognitive, emotional, and experiential elements, enhancing not only content comprehension but also the internal processing of experience. This represents a form of multidimensional learning in which knowledge is not simply transmitted but is personally and socially reconstructed. Gardner's (1983) theory of multiple intelligences and Kolb's (1984) experiential learning approach both support the importance of engaging learners through diverse learning channels.

The cinematic experience enables learners to engage emotionally with the content, to identify with characters or situations, and to reflect on their own life experiences. Through this process, new perspectives emerge, and self-awareness, empathy, and active participation are strengthened.

Repeated exposure to selected excerpts of audiovisual material can reinforce learners' reflective and critical capacities—particularly when activities include guided questions, comparison of multiple perspectives, and group discussion. For example, viewing the same scene within different narrative contexts or with alternative subtitles can highlight the ideological dimensions embedded in cinema and encourage the decoding of its messages (Dirkx, 2001; Mayer, 2009).

Moreover, cinematic storytelling serves as a powerful tool for addressing complex or abstract concepts that are often difficult to grasp through theoretical instruction alone. Topics such as power, discrimination, mental health, or social exclusion become more accessible through the emotional engagement, identification, and personal interpretation that a film can evoke. Freire (1970) and Cranton (2023) emphasize the role of aesthetic experience in emancipatory education and in the development of social consciousness.

Cinema, therefore, is not merely a pleasant interlude in the learning process, but a dynamic pedagogical tool capable of activating adults' intrinsic motivation, enhancing their engagement, and providing meaningful opportunities for personal and social development.

#### **3.2. Integrating Social and Emotional Learning Themes**

Cinema has the potential to address sensitive issues related to learners' social and emotional development. Second Chance Schools, which serve learners with diverse social and psychological backgrounds, provide a fertile context for the inclusion of films that tackle

important social concerns or mental health topics. Through cinematic narratives, learners can engage with personal and societal issues relevant to their own lives, gain insight into human behavior and emotional responses, and learn to navigate social and emotional situations in a more mature and reflective manner (Hankir et al., 2015).

For example, films that address social issues such as poverty, inequality, racism, or violence can help learners understand the causes and consequences of these phenomena (Agorastoudi-Vlachou & Bimbou-Nakou, 2021). At the same time, such films encourage discussion and critical thinking about how society deals with these problems and how learners themselves can contribute to change.

In addition, films that focus on psychological or emotional themes can enhance learners' empathy and help them recognize and manage their own emotions (McClain, 2019). This is particularly valuable for adult learners, who often require tools for more effective communication and emotional expression. By strengthening their understanding of others' emotional states, learners can develop stronger social skills and improve their interpersonal relationships (Langer, 2000).

### 3.3. Examples of Implementation

The use of cinema in adult education—and specifically in Second Chance Schools—is gaining increasing attention, as it combines aesthetic experience with the development of reflective thinking, emotional engagement, and social awareness. At the international level, structured programs such as *Into Film* in the United Kingdom have successfully fostered active participation among students and educators by employing cinema as a tool for dialogue and empowerment (Papadopoulos, 2020). Similarly, Alain Bergala's theoretical approach in France highlights cinema as an art form that cultivates aesthetic judgment and creates space for pedagogical depth beyond its instrumental use (Papadopoulos, 2020).

In the Greek context, although cinematic education has not been institutionally integrated into the national curriculum, noteworthy initiatives have emerged both in informal learning settings and within Second Chance Schools. Particularly significant is Kokkos's model of transformative learning through aesthetic experience, which posits that art—and cinema in particular—can act as a catalyst for reflection, personal expression, and social consciousness (Kokkos, 2014).

Within the context of my personal experience at the Second Chance School of Nafplio, the film *Dead Poets Society* (1989) was used in the Social Education course to introduce topics such as self-determination, critical thinking, and the pedagogical relationship. Learners were encouraged to compare their own educational experiences with the philosophical stance of Professor Keating, highlighting, through dialogue, the role of encouragement, emotion, and interaction in the learning journey. The cinematic narrative served as a medium for empathy and reflection, creating a safe space for personal storytelling and expression (Brookfield, 1995; Dirkx, 2001).

In his undergraduate thesis, Kalathas (2018) explores the perspectives of educators in Second Chance Schools regarding the application of transformative learning through aesthetic experience. Although specific films are not referenced, the study confirms educators' positive attitudes toward the use of artworks—including cinema—as tools for reflection and personal development among learners.

Similarly, the European project *ARTiT*, implemented with the support of the University of Patras, provides methodological tools and instructional scenarios for the integration of art—particularly cinema—into adult education, with the aim of fostering empowerment, social inclusion, and meaning-making (ARTiT, 2022).

In the context of digital support for film education, it is worth mentioning the *Cinedu* platform of the Greek Film Centre (<https://www.cinedu-gfc.gr>), which provides access to selected films and educational material. Although originally designed for school-based education, it can be creatively adapted for use in Second Chance Schools, fostering emotional development, empathy, and critical reflection. For example, the short film *Boys in the Shower* (2018), included in the platform's catalog, can be used to explore topics such as gender identity, social acceptance, and personal freedom, enhancing openness and collaboration within the classroom.

These examples demonstrate that cinema can be meaningfully and critically integrated into the learning process, offering stimuli that combine lived experience, aesthetic appreciation, and collective meaning-making. However, its effective use requires theoretical grounding, a reflective stance, and intentional pedagogical planning on the part of the educator.

#### **4. Advantages of Using Cinema in Second Chance Schools**

The use of cinema in Second Chance Schools (SCS) offers numerous advantages, both pedagogical and emotional. Integrating cinema into the educational program of SCS can significantly enhance the learning process by fostering motivation, supporting skills development, and strengthening learners' personal connection to the educational content. This section explores the key benefits of using cinema in SCS, including the promotion of critical thinking, the recognition and reinforcement of learners' personal experiences, and the power of audiovisual media in supporting learning.

##### **4.1. Developing Critical Thinking and Discussion**

The analysis of films within the context of Second Chance Schools provides learners with opportunities to develop and strengthen their critical thinking skills. Cinema fosters a range of competencies, such as the ability to identify and analyze a film's central ideas, understand characters and their motivations, and recognize the social and ethical issues that emerge through the narrative (Baratta, 2019).

The process of film analysis encourages learners to think deeply about the concepts addressed in the film and to discuss their views with others. Post-screening discussions provide opportunities for learners to express personal opinions, hear diverse perspectives, and strengthen their ability to support and justify their positions with arguments (Langer, 2000). This type of interaction fosters collaboration and dialogue, developing learners' communication skills as well as their capacity to think critically and articulate ideas clearly.

Moreover, the critical analysis of films prompts learners to examine the political, social, and ethical dimensions of the issues depicted, thereby enhancing their understanding of the world around them (Agorastoudi-Vlachou & Bimbou-Nakou, 2021). The ability to connect film-related issues with their own lives and broader society promotes self-awareness and encourages the development of new perspectives and values.

##### **4.2. Recognition and Reinforcement of Personal Experiences**

One of the most significant advantages of using cinema in Second Chance Schools is the opportunity to connect films with learners' personal experiences. Learners in SCS often carry diverse—and, in many cases, challenging—personal histories linked to social, psychological, and economic difficulties. Cinema, through the power of storytelling and emotional impact, offers a platform for processing these experiences and creating meaning through experiential connection with the characters and situations portrayed on screen.

Films that explore socially and emotionally charged themes—such as poverty, inequality, domestic violence, or social marginalization—can enhance learners’ empathy and help them recognize shared experiences or challenges they face in their daily lives (Hankir et al., 2015). This process supports learners in better understanding their own emotional responses and in connecting their feelings and personal struggles to the issues addressed in the film.

Through this recognition, learners gain the opportunity to re-evaluate their personal perceptions and develop a more open and positive attitude toward the social conditions that affect them (McClain, 2019). Cinema can act as a mirror of their lived experiences, offering a space for reflection and the redefinition of their views about the world and themselves.

#### **4.3. Audiovisual Learning: The Power of Audiovisual Media**

Cinema, as a medium of audiovisual learning, has proven to be highly effective in supporting learners with diverse learning styles. Learners in Second Chance Schools—like adult learners more broadly—often prefer the use of practical and audiovisual materials for acquiring new information, rather than traditional books and texts. According to Mayer (2009), the simultaneous presentation of visuals and verbal information can enhance cognitive processing and facilitate knowledge transfer, particularly when adapted to multimodal learning environments.

Audiovisual learning promotes comprehension and retention, as images and sounds create stronger and more lasting connections in learners’ minds (Mayer, 2009). Films often incorporate a variety of visual elements—such as settings, facial expressions, body language, and music—that help reinforce concepts and deepen understanding of situations. This is particularly beneficial for learners who may struggle with traditional forms of instruction, as it allows them to learn in ways that integrate cognitive, emotional, and experiential dimensions. That is, they engage not only with the information itself, but also with their personal processing and interpretation of the experience—an approach supported by Gardner’s (1983) theory of multiple intelligences and Kolb’s (1984) experiential learning theory.

Moreover, repeated exposure to selected excerpts of audiovisual material—such as films, documentaries, or short videos—can enhance critical thinking when combined with reflective questions and guided discussion. For instance, using the same scene within different narrative contexts can reveal issues of multiple interpretations and hidden biases (Dirkx, 2001; Mayer, 2009). Through this process, learners develop observation and recognition skills that can be applied not only in educational settings but also in their everyday lives.

### **5. Challenges and Limitations**

The integration of cinema into teaching practices in Second Chance Schools (SCS) may encounter several challenges and limitations, which stem from both structural aspects of the schools and a degree of resistance to the use of audiovisual media in education. Although cinema has the potential to enhance learning and offer experiential opportunities for learners, it is not always easy to incorporate it effectively into the school environment. Various factors can hinder its successful implementation.

#### **5.1. Challenges of Integration**

One of the main obstacles to integrating cinema into teaching in Second Chance Schools is the issue of limited resources. Educators and administrators in SCS often lack sufficient funding to purchase or rent educational films and to upgrade technological infrastructure such as screens



and projectors. The need for specialized equipment and the cost of film screening licenses restrict the schools' ability to utilize cinema as an educational tool (Abidi et al., 2017). Studies have shown that SCS frequently face shortages in infrastructure and equipment, which may hinder the effective implementation of innovative teaching methods (Goulas & Fotopoulos, 2024).

In addition, the time available for incorporating cinema into teaching is limited. In SCS programs—where the curriculum is dense and focused on practical skills and essential knowledge—the inclusion of an additional medium such as film requires time for preparation, analysis, and discussion, which may not be feasible under these constraints (Wang, Sainz, Rose, & Alfred, 2024). Moreover, integrating cinema may necessitate schedule adjustments, posing further challenges for educators already working under time limitations and increased demands.

### **5.2. Resistance to the Use of Audiovisual Media**

Another significant barrier to integrating cinema into teaching is resistance from certain educators and learners. Some educators may not be familiar with using audiovisual media in educational contexts or may believe that cinema lacks the pedagogical value of more traditional teaching methods. Difficulties in adapting to new technologies and methodologies may lead to hesitation and a more conservative stance toward the use of film (Nicolaou & Kalliris, 2020).

In addition, learners may not be accustomed to cinema as a learning tool. For some, the shift from viewing cinema as entertainment to using it as an educational medium may present adaptation challenges, and it may not be immediately clear how cinema can support the learning process (Rosenblatt, 2018). This is particularly relevant for learners from socially vulnerable groups or with limited exposure to cultural and educational resources, who may perceive the use of cinema as unfamiliar or ineffective in achieving learning objectives (Wang et al., 2024).

### **5.3. Limited Educational Material**

Another significant limitation in the effective use of cinema in Second Chance Schools is the scarcity of educational films that are appropriate for the age and learning levels of SCS learners. Films available for educational use often do not meet the needs of adult learners, as many are designed for children or adolescents. Learners in SCS have distinct life experiences, cultural references, and levels of understanding, and selected films must be suitable for their age group and life context. This requires educators to carefully search for appropriate materials, which may not be readily available or may require the purchase of specialized films—adding further cost and pressure on already limited SCS resources.

Additionally, the lack of educational programs and guidance on how to effectively use cinema in adult education can lead to underutilization of its pedagogical potential. The need for specialized training for educators, enabling them to select and implement suitable films for instructional purposes, is also a critical factor (Abidi et al., 2017).

## **6. Methodology and Strategies for Implementing Cinema**

The integration of cinema into the educational process of Second Chance Schools (SCS) can serve as a powerful tool for enhancing adult learning, provided that it is guided by a well-structured methodology and strategic planning. This process involves the careful selection of appropriate films, the development of teaching strategies aimed at fostering critical thinking



and participation, and the creation of participatory projects that enable learners to engage actively in the educational experience.

### **6.1. Introducing Films in the Classroom**

Selecting appropriate films is crucial for the effective use of cinema in teaching. Films should be relevant to the topics being taught, aligned with learners' needs and proficiency levels, and incorporate social and cultural issues that stimulate critical thinking. In choosing a suitable film, educators must consider factors such as learners' age, cultural background, and their level of linguistic and social comprehension (Wang et al., 2024). It is important to select films that promote values such as social justice, empathy, and critical thinking.

Furthermore, choosing films that are available for educational use—either copyright-free or licensed—is essential to ensure legal compliance and avoid potential issues. As Nicolaou and Kalliris (2020) point out, the use of cinematic works in educational settings requires awareness of copyright restrictions, particularly when materials are shown in public or non-formal learning environments. Educators may need to adapt the material by using excerpts, accompanying worksheets, or complementary media to meet learners' needs while remaining within the bounds of legality.

### **6.2. Teaching Strategies**

Teaching strategies for integrating cinema should focus on promoting critical thinking and active learner engagement. The use of cinema should not be limited to passive film viewing but should include analysis and discussion activities that encourage learners to examine the meanings, social issues, and emotional elements of the films (Abidi et al., 2017). Discussions can help learners develop critical thinking skills, articulate their views, and exchange ideas with peers, thereby enhancing the process of social learning.

Educators can also design film analysis activities that incorporate guiding questions and prompts to evaluate the film's content. For example, learners can analyze the plot, characters, and the film's social or political messages, and discuss the relevance or impact of these elements on their daily lives. Critical analysis should emphasize the identification of issues such as social inequality, identity, human relationships, and personal growth—topics closely linked to the lived experiences of learners in Second Chance Schools (Baratta, 2019).

### **6.3. Creating Participatory Projects**

Another strategy for enhancing learner engagement is the development of participatory projects. Through the use of cinema, learners can create their own short films or engage in film analysis activities that foster creativity and collaboration. They may work in groups to analyze and reenact scenes from a film, explore the social issues depicted, or write their own alternative versions of the plot.

The creation of short films by learners can help develop skills in communication, teamwork, and production. Moreover, such activities promote active participation, as learners are invited to identify and convey the messages they draw from the film through a creative process. In doing so, they also strengthen their problem-solving, critical thinking, and analytical skills (Rosenblatt, 2018).

Film analysis can also focus on identifying and examining social issues such as poverty, education, identity, and gender equality. Learners can recognize these issues and discuss how they relate to social conditions and their own lived experiences, reinforcing the connection between cinema and reality. This process contributes to the development of social awareness and empowers learners to recognize social inequalities and propose solutions (Freire, 1970).

## 7. Conclusions and Recommendations

This study has highlighted cinema as a powerful pedagogical tool in adult education, with a particular focus on Second Chance Schools. Through a review of the literature and reference to practical examples, the multifaceted contribution of cinema to the learning process—both cognitively and emotionally—has been substantiated.

The first part presented the theoretical framework of adult learning and the role of Second Chance Schools within the educational system. It emphasized the need for pedagogical approaches that respond to learners' needs and foster active participation and motivation.

Subsequently, the use of cinema was examined as a form of multimodal and experiential learning. Cinema, through aesthetic experience, narrative, and emotional engagement, significantly contributes to the development of critical thinking and reflection, in alignment with key adult learning theories. Kolb's (1984) experiential learning theory, Brookfield's (1995) approach to reflective learning, Mezirow's (1991) theory of transformative learning, and Dirkx's (2001) emphasis on the role of emotion and imagination in adult learning together form a strong theoretical foundation for the educational application of cinematic art. Cranton (2023) further stresses the importance of inner meaning-making and personal transformation that can emerge from such experiences.

The section on social and emotional learning demonstrated the power of cinema to facilitate the processing of complex issues such as racism, poverty, and discrimination, as well as personal experiences related to learners' emotional identities. Through examples from both Greek and international educational practice, the pedagogical value of cinematic storytelling in fostering empathy and social skills was substantiated.

In the section on practical applications, the integration of personal experience from the Second Chance School of Nafplio enriched the literature-based discussion with experiential data and confirmed the educational potential of cinema as a tool for reflective learning.

Overall, this study reinforces the view that cinematic art can serve as a catalyst for personal and social transformation in adult education. Its effective educational use requires pedagogical sensitivity, careful planning, and a reflective stance on the part of educators.

Further research is recommended to assess the effectiveness of specific cinematic approaches in SCS, using qualitative or mixed research methods. Of particular interest would be the evaluation of the impact of cinematic storytelling on the empowerment of vulnerable social groups, as well as the exploration of the educator's role as a mediator between art and learning.

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