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Design of learner-centered literature and pop culture class using multimedia technology during the pandemic, crisis of public health

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Abstract---This study analyzes the effective classes of literature and popular culture, which are one of the liberal arts elective subjects in S University. This course is aimed at students from 1st to 4th graders of different majors, and the learning goal was not just to appreciate literary works, but to improve their ability to understand them in an easy and fun way, and to apply them to real life. This study examines how the literature class, the source of popular culture in the era of the 4th industrial revolution, can motivate students to learn and produce learning effects by using multimedia rather than the existing traditional method. In this study, the instructional procedure of a class that attracted a lot of students' attention among the classes that took place during the semester was presented as an example. In detail, the researcher conducted a pre-class survey and, through the results, grasped the level of background knowledge of the students and the characteristics of the learner, and proceeded with the class. After taking the questionnaire, eight items were surveyed, and only six items among them were analyzed. Specifically, the results were analyzed for the areas that were helpful to them, the degree of interest in using multimedia, the works that were helpful in the discussion, the interesting works, the works that gave a lesson, and ranking of works in which group presentation were helpful. This lesson proposal is a learner-centered model that induces active participation and response of students.

Keywords---literature and popular culture, multimedia, instructional procedures, learner-centered model.

Introduction

Modern people are losing their balance of life, considering material value more important than spirit. This trend is causing a crisis in humanities. Literature is a core study of humanities that aims to understand human life. Literature, which

features an artist expressing thoughts and feelings, shows the life of others and provides a view of life. Humans can get pleasure from literature, have emotional experiences, and understand culture. Sunki Kim explained that the reason why people should read literary works is to broaden their experience and understanding of various problems they face in their lives, to gain fun and impression in the process, and to gain wisdom and insight into human life (Kim, 2019). In conclusion, literature gives pleasure and lessons to people and embodies experiences or perspectives that we do not have.

The utility value of such literature may vary depending on the method of teaching literature. In order to effectively teach literature to students who are more familiar with visual media than print media, it is necessary to use multimedia well. This is because students are accustomed to using the Internet and smartphones, and have grown up in a learning environment using multimedia.

Multimedia is a term first used by Steve Jobs in the early 1980s and is a medium that can convey various types of information. This multimedia means text, sound, picture, and video, and the advent of computers and the improvement of computer performance are becoming important factors enabling multimedia.

Multimedia learning refers to learning from words and pictures. Multimedia instruction refers to the presentation of material using both words and pictures, with intention of promoting learning. Mayer explained three views of multimedia messages. The term multimedia can be viewed in three ways. First, it is the delivery-media view. The focus is on the physical system used to deliver the information – such as computer screens, amplified speakers, projectors, video recorders, blackboards, and human voice boxes. Second, it is the presentation - modes view. The focus is on the way that material is represented - such as through the use of words or pictures.

Third, it is the sensory -modality view. It focuses on the sensory receptors the uses to perceive the incoming material – such as the eyes and the ears. This view is learner-centered because it takes the learner's information-processing activity into account. Multimedia involves presenting material that is processed visually and auditorially. This view is consistent with a cognitive theory of learning that assumes humans have separate information-processing channels for auditory and visual processing (Mayer, 2009).

Mayer also explains two approaches to multimedia design. One is technology-centered approaches; the other is learner-centered approaches. The focus of the former is to provide access to information. The latter focus is on helping human cognition (Mayer, 2009). Therefore, the researcher selected Mayer's second approach, identified the students' background knowledge through a survey, and conducted learner-centered class to help students' cognition using multimedia.

This study proposes a method to effectively teach literature and popular culture liberal arts using literature texts and multimedia, and analyzes students' responses and learning effects by conducting a survey. The scope of literature guidance is world literature, including Korean literature, British literature, American literature, and French literature.

Methods

In this study, first of all, prior studies on the use of multimedia and the guidance of literature and popular culture were conducted. And then the research method was presented in detail.

Multimedia Utilization

In the 21st century society, multimedia has become a key means of information transmission. First, the definition of multimedia is as follows. Multimedia integrates various media such as text, sound, graphics, still images, and moving images into one object. It refers to an integrated system that processes, stores, transmits, distributes, and enables human interaction and all related technologies. In particular, from around 1995, multimedia using a computer started to become a full-fledged topic, and the representative multimedia can be said to be the World Wide Web service. This service is implemented in all kinds of media, namely text, image, audio, video, and animation.

The features of this multimedia are as follows. First, multimedia is a comprehensive medium and includes various information delivery media such as computer, wired/wireless broadcasting, internet, and satellite communication. Second, it is interactive. Third, it has an intimate nature with humans (Kim et al., 2008). Multimedia with such characteristics is being developed in various ways in modern society. Multimedia is being implemented not only in computers but also in various mobile devices such as cell phones, PDA's, PMPs, MP 3Ps, and digital picture frames. Next, the classification of multimedia is as follows.

First, it is a perceptual media. There are two types of perceptual media. Namely auditory media which includes voice, sound, and music, and visual media which includes text, pictures, and moving screens. Second, it is an expressive medium. It represents the data type and defines the encoded form as well as the display form. Examples include text, audio, images, graphics, and video. Third, it is the input and output media. For example, keyboard, mouse, microphone, etc. Fourth, it is a storage media. For example, memory, floppy disk, hard disk, etc. Fifth, it is a transmission medium. Examples are telephone lines and coaxial cables (Kim et al., 2004). This classification considers users and computers.

Using such multimedia, Mayer explained the definition of multimedia learning as learning from the learning contents expressed in text and pictures. Mayer's argument that multimedia learning is effective is based on the assumption that people can better understand what it is explaining when text and pictures are presented together rather than text-only content (Mayer 2009). This is because college students are Generation Z, who prefer video content with sound and image rather than reading books and texts. Dimock defined this definition of Generation Z as those born after 1997. He also explained that Generation Z is the digital native generation born and raised with the Internet (Dimock 2019). Therefore, instructors should use various media through which learners can be more immersed in class. They should consider achievement motivation to achieve

learning goals and create an environment in which learners can actively participate in activities themselves.

The researcher makes the same assumptions as Mayer and assumes that it is more effective for students to learn through a variety of multimedia that can utilize visual and auditory rather than text-only literature. This study guides the class using such multimedia and analyzes the students' reactions.

Literary and Popular Culture Guidance

In the digital age of the 21st century, the language field uses an educational method using multimedia technology. However, in the field of literature, educational methods using multimedia technology are insufficient compared to language studies, and research is not active. In particular, literature instruction has largely maintained the existing educational method of reading literary texts, but a new educational method is needed.

There have been studies that scholars have applied to literature as a new teaching method. Hyunjin Park and Nikola Fraskini produced multimedia materials using the work of Heekyung Eun, *The House I Lived in* in the study of 'Korean Literature Class Using Multimedia' (Park et al., 2010) and analyzed the learner's reaction. Youngdon Kang conducted a class using the original movie 'Killing Heat' when teaching Doris Lessing's *The Leaves of Grass Sing* in the 'Study of Teaching Methods in English and American Literature Using Digital Media Technology.' A total of 86.4% of the respondents showed that they were satisfied with the teaching method (Kang 2015).

And Yeonjung Kim presented a discussion method in 'A study on the teaching method of literature class using E-learning in the era of the 4th industrial revolution - Focused on Franz Kafka's sentence' (Kim 2019). In this study, keywords to be discussed were announced in advance in E-learning, an online learning space, the week before the discussion and the presenters made a presentation based on the keywords suggested by the professor, and the students used the method of preparing the discussion content in advance. Youngdon Kang presented a teaching method using *Bartleby*, a short novel by American writer Herman Melville, in *A Study on Teaching Method of Liberal Arts Using the Creation of Experimental Education Model Based on Multimedia Technology*. The contents of this educational model are group presentations, open bands, open discussion rooms, and presentation of topic words for discussion, general free discussions, general opinions, and evaluation of presentation groups (Kang 2018).

What these studies have in common is that they arouse students' interest in the class to induce learning motivation and show the result of changing from a passive learner to an active learner's attitude. In a word, such research can be said to be learner-centered education. Learner-centered education is a method of emphasizing the process of learning with individual learners in learning. In the study of 'A Study on the application of new teaching and learning methods in higher education' Jeongsook Kwon explained that learner-centered education is a new paradigm of teaching and learning in which the center of education changes

from teaching to learning and the leadership of learning changes from knowledge (Kwon 2018). This can be said to be active learning, not passive learning.

Next, the cognitive processing process that occurs in Mayer's active learning is as follows. The first is to choose. The learner pays attention to the related text and pictures in the multimedia message to create a text base and an image base. The second is to organize. The learner builds an internal connection between selected characters to create a comprehensive linguistic model, and builds an internal connection between pictures to create a comprehensive pictorial model. Third is integration. The learner establishes an external connection between the linguistic model and the pictorial model, and integrates it with the prior knowledge (Mayer, 2003). In Mayer's cognitive processing process, the text base and the image base can be linked with visual literacy.

Understanding of literary works is related to visual literacy. According to Dana Statton Thompson of Birmingham University, visual literacy is the perception of how we experience images, videos, and other forms of multimedia. Thompson explained that visual literacy skills enable learners to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual and technical components related to the production and use of visual materials (Thompson 2019). As such, it can be said that visual literacy has a learning effect when literature and multimedia are used well. Mayer also explained that there is a learning effect when using visual and auditory data (Mayer 2003). This study would like to focus on the lessons using videos or DVD-made movies and YouTube videos.

Next, it will examine the relationship between literature and culture. Literature reflects the culture of the time. First, the meaning of culture is as follows. In English, the word culture is derived from the cultivation of soil or plants, which later came to mean cultivation of the mind. Thus, culture is often defined as 'knowledge, beliefs, art, morals, law, and anything else, including abilities and habits acquired by man as a member of society' (Rothman 2014).

In this definition, the cultivation of the mind means that literature is an expression of life and thus provides man with a view of the world and a view of life. Regarding culture with this meaning, Hall argued that language, literature, and culture have an interactive relationship, and that literature can be an important medium for cultural education (Hall 2005). This means that learners can acquire a language by encountering literary works, understand culture, and have the ability to comprehend and analyze literary works.

Therefore, the researcher intends to use multimedia as a method of educating non-major students who have relatively less basic learning competencies for literature than those who majored in literature. Specifically, the researcher intends to use a discussion method to improve thinking skills after students encounter literary works through movies and acquire background knowledge through presentations and lectures.

The detailed research method is as follows. The subjects of this study are 90 students (1st semester of 2020) who are taking literature and popular culture, under liberal arts courses offered by Cheonan S University. The researcher used multimedia and conducted discussion classes, and guided the students to

understand the background knowledge of literary works and class contents through group presentations. During the 15-week course, students showed an active and positive response by easily understanding various literary works and popular culture, and being interested in learning and actively participating.

The level of background knowledge of the students in world literature was some knowledge of some famous writers such as Shakespeare, Hesse, Orwell, Austen, Hemingway, and Hyoseok Lee, and the number of students was 60, accounting for about 67%. The literature these students know includes Shakespeare's works, *Pride and Prejudice*, *Animal Farm*, and *When Buckwheat Blooms*. On the other hand, the rest of the students had little knowledge of literary works or writers.

In this study, a survey was conducted to find out the background knowledge of the learners about literary works, the individual characteristics of the learners, and learning effects. The survey used both open-ended questions and closed-ended questions, and both qualitative and quantitative research methods were used.

Specifically, the contents of the pre-class questionnaire are about the level of background knowledge of students on world literature, their strengths and weaknesses, their concerns, their desired career direction after graduation, and what they want to learn in this course. This content focuses on qualitative research. Denzin and Lincoln explained that it is a key element of qualitative research to describe the participants' individual experiences and events in detail and interpret them from multiple perspectives (Norman et al., 2012).

Like these scholars, the researcher emphasized the individual experiences and thoughts of students, used open-ended questions before class to identify their learning tendencies and individual characteristics, and then conducted individual counseling for students who needed counseling. After taking the questionnaire, a quantitative research was conducted to generate statistics using closed-ended questions to understand the learning effect, but the content aspect can be said to be a qualitative research. Because the researcher asked students about their experiences and thoughts.

This class consists of 150 minutes per week. In the first class, the syllabus was introduced and a survey was conducted before class. The contents of the questionnaire are about the students' background knowledge of literature, the content they want to learn in the course, and the students' tendencies and concerns. The class method is first, using multimedia. Second, it is to use the discussion method applying the reading guidance plan. Above all, the researcher intends to suggest an example of applying these teaching methods to an actual class and analyze the results of the questionnaire after taking the course in the next chapter.

Results and Discussion

Examples of Practical Classes using Multimedia

This class example is an English poetry class using the movie 'Dead Poets Society' at S University in 2020. Specifically, in class, a translated version of *Dead Poets Society* and a movie DVD with English lines and Korean subtitles were used, and some scenes were made using YouTube.

It is an American drama film released in 1989. It was directed by Peter Weir and starred by Robin Williams. The film received favorable reviews and was successful at the box office. At the 62nd Academy Awards, he was nominated for four awards: Best Picture, Best Director, Best Actor, and Best Screenplay, winning the best BAFTA film award. Against the backdrop of 1959, an English teacher is appointed to Welton Academy, a conservative private school for men, which inspires students who are forced to live a stereotyped life while teaching poetry and literature. The class procedure of this literary work is as follows.

Table 1
Literature and popular culture class procedures

Unit name	English poetry
Target grade	University 1st - 4th year (90 students)
Introduction	1) Ask the students what they associate with the word 'poetry'. 2) Ask what the title of Whitman's poem is. 1) Watch the movie 'Dead Poets Society' (Peter Weir, 2005). 2) The 4th group presenter will make a presentation in PPT. (Plot, theme, characters, poems in movies, messages in movies, famous scenes in movies, etc.)

Contents

Development

				
Movie introduction	Poetry in the movie	Masterpieces in the movie	Message in the movie	Famous scenes in the movie
1. Plot 2. Subject 3. Character	1. To the Virgins to Make Much of Time 2. O rose! O Life! 3. O Captain! My Captain!	1. Walden 2. A Midsummer Night's Dream	1. The Meaning of Dead Poets Society 2. Keating's Message - Educational Methods 4. Neil's Death	1. Outdoor Class Scene 2. Poetry recitation scene

(This is one slide of the PPT presented by Group 4. This slide is for the table of contents. It is about character, theme, the poem in the movie, masterpieces and the message in the movie.)

3) The researcher explains poems, 'To the Virgins to Make Much of Time' by Robert Herrick, 'The Road not Taken' by Robert Frost, 'She Walks in Beauty' by Lord

Byron, 'O Me O Life' and 'O Captain, My Captain!' by Walt Whitman. In this case, a video of poetry reading on YouTube is used (Librivox, 2012)(Eunicci, 2019)(Peteritaly, 2011)(Jessling, 2012)(Barron, 2020). In particular, Whitman's poem 'O Me O Life' is based on a class reading by Robin Williams, who plays Teacher Keating in the movie 'Dead Poets Society', and 'O Captain! My Captain!' uses scenes from the movie 'Dead Poets Society' and readings from Doug Barron.



(This scene is from the movie 'Dead Poets Society', where students say to Mr. Keating, 'Oh Captain! My Captain!')

4) Five students form a group and discuss. Discussion topics include problems with education in Korea and ways to prevent Neil's death. Team members elect a leader, and the leader writes down the content of the discussion and presents it. (The discussion method is based on the reading guide. The researcher proceeds in the stages of 'opening thoughts, sharing thoughts, broadening thoughts, and organizing thoughts'. Ask the students the appropriate questions for each step.)

5) Summarize what has been discussed.

Closing

1) Ask questions about the students' reactions to poetry through movies.

2) Summarize what you have learned.

3) Announce the next class.

The most important characteristic of this class procedure is the use of movies and YouTube so that literature, the source of popular culture content, does not become boring. Kisung Lee presented a genre-integrated method, in other words, a class that linked Munyeol Lee 's literary work *Our Twisted Hero* and film(Lee 2003). In addition, the students created an opportunity to find problems and solutions that occur in modern society through discussion. The discussion method used at this time was to find a way to solve problems by presenting questions based on the Problem Based Learning (PBL) and reading guidance. The detailed discussion method is as follows.

First, it is problem-based learning (PBL). PBL is a learning model based on structuralism epistemology. It is a theory that the knowledge that an individual acquires from things depends on the previous knowledge he already knows and

creates new through internal structural processes, rather than adding them one by one through an additive process from the outside. Based on cognitive theory, the process of representing learners' knowledge from the inside is emphasized. In other words, it focuses on the process of the learner representing knowledge from within and constructing an understanding of knowledge through his or her own experiential interpretation. This is again reconstructed through the learner's experience and directly contextualized into a context related to real life. In other words, knowledge is constructed from experience, and learning creates an internal representation through a constructive process. When this constructivist epistemology is applied to the educational environment, it can be said that it is a learner-centered theory that views the learner as the subject of learning.

PBL has already been started with Kilpatrick in 1918 and has been continuously used in various educational fields (Boss 2013). This method presents a practical problem to the learners, and in order to solve the presented problem, the learners jointly develop a problem-solving method. It is a learning method in which learning takes place in a series of processes in which a common solution is prepared through individual learning and cooperative learning. With respect to this method, Walton and Mathews defined PBL as "a learning method that enables students to cope with similar situations in the future by discovering problems through the presented situation and learning the necessary knowledge, skills, or attitudes through solving them." (Walton et al., 1989).

In short, PBL is student-focused, which allows for active learning and better understanding, as well as retention of knowledge. It also helps to develop life skills that are applicable to main domains. It can be used to enhance content knowledge while simultaneously fostering the development of communication, problem-solving, critical thinking, collaboration, and self-directed learning skills. Among the educational goals of this method, the cultivation of effective and efficient problem-solving ability is similar to the goal of reading instruction.

Second, the reading guidance plan can be composed of the steps of 'opening thoughts' (brainstorming), 'sharing thoughts' (explicit questions), 'broadening thoughts' (interpretative questions), and 'organizing thoughts' (contemplation questions). It can be an opportunity to experience the expansion of thinking and expression. In particular, in this stage of broadening and organizing thoughts, problem-solving ability can be cultivated like PBL. Regarding this learning effect, in 'A Model Study of University Reading and Debate Education', Yangseon Kim suggested reflective writing that relates to one's own life and social reality, focusing on the problem consciousness that emerged from the discussion, and to develop problem-solving and communication skills (Kim 2009). Although the researcher suggested questions appropriate to the stage of the reading guide in class and divided the team and instructed the members to present the topic or problem they wanted to discuss. This was an attempt to create an opportunity for students to directly solve problems they encounter in real life.

The researcher used discussion method when using this reading guidance. The history of debate goes back to the time of ancient Greece, when democracy developed. The first popular debater was Isocrates, and the famous debater was Socrates. In 1265, discussion and debate culture developed in England, led by the

Congress. In the 19th century, parliamentary debate contests were particularly popular at Cambridge University, Oxford University, and so on. Since then, discussions and debates have become widespread and common in the Western society.

The necessity of discussion class can be said to improve the thinking ability, moral development, and increase participation in class. The benefits of discussion classes are experience from different perspectives, careful listening, new understanding of differences, improved communication skills, improved cooperation, improved empathy, and improved convergence skills.

The researcher applied this method to the Hallyu, which has recently become the hottest topic in popular culture. The guidance used in the third week class is presented below.

Table 2
Reading guidance plan

Unit name	Hallyu (The Korean Wave)
Opening thoughts	1) What comes to mind when you hear the word 'Hallyu'? 2) What are your favorite Korean songs, dramas, and food?
Sharing thoughts	1) What is the origin of Hallyu? 2) Why was K-Pop able to spread abroad? 3) Why did the drama 'Dae Jang Geum' enjoy a sensational popularity in Iran? 4) Why do foreigners want to learn Hangul?
Broadening thoughts	1) What are the problems in each field of Hallyu? 2) Why did Hallyu become popular all over the world? 3) How will Hallyu of Korean products affect us abroad?
Organizing thoughts	1) What method would you suggest to develop Hallyu? 2) Watch the movie 'Malmoi' and find ways to love and protect Hangeul in your daily life.

As shown in Table 2, the researcher selected and used some of the questions made by the students and suggested the rest of the questions. In the final stage, 'Organizing Thoughts', the students gave various answers about how to develop Hallyu through team discussions. Specifically, they are as follows. First, we conduct market research and identify trends in various fields such as movies, dramas, music, games, sports, travel culture contents, festivals and cultural contents, and develop cultural products. Second, it is necessary to study the storytelling that expresses the uniqueness of Korea and the worldview. Third, we need to communicate with our fans through the use of SNS. Fourth, it is necessary to nurture creative talents who can professionally study Hallyu and work in

various cultural contents industries. The students presented a variety of other methods.

The researcher cited the Nanta performance based on bibimbap as an example of Hallyu. The PMC production company opened five Nanta theaters in Korea and abroad. This work was produced by combining the food culture that people around the world can relate to and the traditional Korean food, bibimbap, as the subject matter. The researcher also cited 'Empress Myeongseong' as an example of Hallyu. The production company made a movie based on the life of Empress Myeongseong. This is the first Korean creative musical to enter Broadway in the US and West End in the UK, and it is a large-scale performance that has received worldwide recognition.

The researcher also explained a project using advanced technology in the field of music as an example. Mnet's A1 Music Project has succeeded in creating a complete stage of the three-member mixed group, Turtle, by restoring his voice based on data from the life of Turtleman (Seonghoon Lim), who died of a myocardial infarction in 2008, and reproducing his face with face-editing technology. In addition, BTS' Suga, who stopped activities at the Mnet Asian Music Awards (MAMA) due to shoulder surgery, was filled with 'Virtual Sugar' implemented with volumetric technology. The image of him walking out of the middle of the stage of 'Life goes on' was made into a live-action-based stereoscopic image shot simultaneously by multiple cameras. In this way, the students were able to understand the cases explained by the researcher and develop the ability to solve problems that can be encountered in real life through discussion.

Classes using Multimedia. Literature can be said to be the source of popular culture, and the method of using movies belonging to the category of popular culture and using it in class plays a role in improving the learning effect. This method mainly uses a home video tape recorder VHS or DVD. However, it is more convenient to use multimedia using the Internet for movies and poetry reading videos that are not readily available. This study will give specific examples of the researcher's use of multimedia in the classroom.

First, the main content of the second week class is the definition and function of literature and popular culture, and the relationship between literature and popular culture. For example, some scenes from the movie 'My Sassy Girl' were used (Gongteojigi 2013). As another example, when describing a poem that became a song, a video of Runway sang Sowol Kim's poem, 'I lived without knowing the world' was used as a song (Jamie, 2009). To teach popular music, which is one of the mainstreams of popular culture, BTS's song 'Poetry for Small Things' YouTube video was used (Labels 2019).

Second, the main content of the third week class is Hallyu, and some scenes from Hallyu dramas were searched on YouTube and used. For example, the drama scenes and OST of 'Winter Sonata' (Fortunekidvonhong 2007) and 'Dae Jang Geum' were used (Ryu 2016).

Third, the main course content for the fourth week is Shakespeare's Hamlet, and the sixth week's main course content is The Little Prince. The former used the 'Renaissance Man' movie and the latter used the 'Little Prince' movie.

Fourth, as for the other class contents, the 9th and 10th weeks are listening to English poetry, the 11th and 12th weeks are understanding popular music, the 13th week is a Korean novel, and the 14th week is a feminist drama. In this class, the most used multimedia was a movie, and the OST was searched on YouTube and used.

Learner-centered Class. For this study, a learner-centered class was conducted by conducting a survey in the first class and analyzing the results. The details of the survey are as follows.

First, they were instructed to write the title of a Korean or world literary work that they know and the name of the author. Second, it is about what they want to learn in the course and what you want the professor to do. Third, it is about self-introduction. Fourth, it concerns what they are currently worried about. Fifth, it concerns their desired career direction after graduation. Sixth, it concerns what they think they did best during winter break and what they regret.

Among these items, the first item aims to determine the level of background knowledge of students, and the second item reflects the learning content students want to learn when conducting a class. The rest of the items were designed to comprehend students' personal dispositions and concerns, and to prepare discussion questions to be used in the discussion session.

Analysis of Questionnaire Survey Results after Taking the Course

For this study, a questionnaire consisting of eight items was surveyed at the end of the first semester of 2020. Of the 90 participants, five did not respond due to absence, so only 85 were statistically analyzed. The specific contents are the areas that were helpful to them through this course, their interest in using multimedia, useful works, interesting works, works that provided lessons in the discussion, works that were useful in group presentations, understanding of works through the report, and the ideal number of reports. The following is an analysis of the survey results by limiting to five items.

Areas that Have Helped You

Table 3
Areas that have helped you

Area	Responder
Improving thinking skills through discussion and discussion	22(25.9%)
Literature and popular culture knowledge	46(54.1%)
Moral Value	2(2.4%)
Emotional cultivation	14(16.5%)

Other	1(1.2%)
Total	85(100%)

As shown in Table 3, the areas that helped them were literature and popular culture knowledge at 54.1%, improvement of thinking skills through discussion at 25.8%, and emotional cultivation and moral values respectively. Others referred to it as writing ability. According to this result, the area that helped them the most was literature and popular culture knowledge, which is consistent with the learning goal. The improvement of thinking ability in the next domain is the result of using the discussion method applying the PBL and reading guidance plan. In addition, emotional cultivation and moral values can be said to be learning effects that can be obtained through liberal arts subjects.

Interest In Multimedia Utilization

Table 4
Interest in multimedia utilization

Area	Responder
1	1(1.2%)
2	2(2.4%)
3	15(17.6%)
4	32(37.6%)
5	35(41.2%)
계	85(100%)

As shown in Table 4, the degree of interest in multimedia use was analyzed using the five-point Likert scale, and the degree that drew the most attention was 41.2% for area five, 37.6% for area four, 15% for area three, 2% for area two, and 1.2% for area one. As can be seen from these results, Likert scales 4 and 5 exceeded 78%, and their average exceeded 17%. These results are considered to reflect the students' preference for multimedia lessons.

In particular, in the second week class, the researcher dealt with movies and dramas based on novels, 'Teaching Students of the Same Age', 'My Name is Samsoon Kim', and 'Coffee Prince'. These dramas were connected with broadcasting culture. Junman Kang described the development of Korean popular culture as the explosion of popular novels, radio, movies and TV, and the mass media of the 1980s (Kang 2012). In this way, literature appeared in various forms due to the mass media and became the source of the development of popular culture.

The researcher dealt with dramas based on cartoons, such as 'The Foreigners of Fear', 'Sikgaek', 'The Palace', and 'Full House'. In addition, the researcher used Songs of Chihwan Ahn and Changsik to teach poems such as Sihwa Ryu 's Salt Doll (Jaynam 2013) and Jeongju Seo's Blue Day (Changsik Song 2019).

As mentioned earlier, in the third week class dealing with Hallyu, PPT and YouTube were used the most. After explaining the concept and development

process of Hallyu with PPT and using YouTube for some scenes and OSTs from the drama, students' interest in multimedia usage increased and positive responses were confirmed that it was fun. In the course of other classes, multimedia continued to be used, and responses to increase interest in literature were identified.

Results of Rankings of Fields or Works that Were Helpful in the Discussion

Table 5
Ranking of fields or works that were helpful in the discussion

Field or work name	Responder
Korean Wave	10(11.7%)
The Little Prince	30(35.3%)
Dead Poets Society	33(38.8%)
Wandeugi	2(2.4%)
Present	0(0%)
Patch Adams	3(3.5%)
Frozen and Mamma Mia	2(2.4%)
Renaissance Man	5(5.9%)
Total	85(100%)

As shown in Table 5, *Dead Poets Society* (Han 2004) was the most helpful work in the discussion. After understanding the educational situation in Korea and discussing desirable educational methods, students had an opportunity to think about how to change the social atmosphere centered on academic backgrounds, and help them recognize the value of life through the English poems in the works.

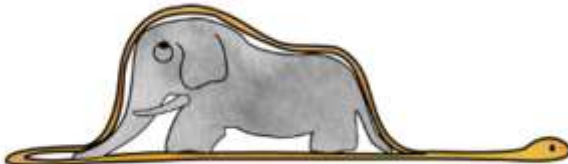
After discussing desirable educational methods, the students had an opportunity to understand the educational situation in Korea and to think about how to change the social atmosphere centered on academic backgrounds and help them recognize the value of life through the English poems in the works.

Specifically, in this work, Mr. Keating introduces the students to Robert Herrick's poem, 'To the virgins to make much of time'. He delivers the Carpe Diem message to the students, 'Don't miss the time, be faithful to yourself every moment' through the content of a poem that encourages beautiful women to enjoy the pleasures of life before the time runs out.

The next work that helped the students is *The Little Prince* (Hwang 2015). This work has a translated version and Korean subtitles and uses a film with English dialogue. Students look at the pictures and give their opinions on how they interpreted each picture, making them think of adults who judge only what they see. After they figured out how to tame the fox that the little prince had explained to them, they recognized how they could try to win a precious friend. Hyunsoo Yuk suggested two educational meanings in his study on 'The educational meaning of *The Little Prince* from the perspective of intertextuality'. It means that the world we live in can look different for each person, there is an intertextual relationship in which adults and children grow together (Yuk, 2020). It is judged

that such educational significance was helpful for college students who have grown up. This study presents the lesson plan during the discussion in the class as follows.

Table 6
Discussion plan

Learning Objectives	1. Students can understand the meaning of taming and learn the value of taking responsibility for taming. 2. Students can understand the idea that the most important thing is not to see it not with your eyes but only to see it with your heart.
Opening thoughts	Looking at the picture below, the adults said it was a hat, and the little prince said it was a picture of a boa constrictor holding an elephant. What do you think it is? 
Sharing thoughts	1. Adults like numbers. When you tell adults about my new friend, they ask, "How old are you? How many brothers do you have? How much does his father earn?" What aspects of adults are these questions trying to address? 2. Why did the little prince pluck the roots of the baobab tree growing on the star? 3. The fox told the little prince to tame himself if it wanted to make friends. The little prince asked about the method, and the fox replied that it should be very patient. How did the fox specifically suggest how to tame it?
Broadening thoughts	A woman in blue jeans stood at the window of an expensive shop. Though she hesitated for a moment, she finally went in and asked to see a dress that was in the window. The saleslady who served her did not like the way she was dressed. Glancing at her scornfully, the saleslady told her that the dress was sold. The woman walked out of the shop angrily and decided to punish the saleslady the next day. She returned to the shop the following morning. This time she was dressed in a fur coat, with a handbag in one hand and a long umbrella in the other. After seeking out the saleslady she asked for the same dress. Not realizing who she was, the saleslady was eager to serve her this time. With great difficulty, the saleslady climbed into the shop window to get the dress. As soon as she saw it, the woman said she did not like it. She enjoyed herself making the saleslady bring almost

	everything in the window. And then she finally bought the dress she had first asked for.	
	1. After reading this article, what do you think the female salesperson's attitude toward customers expressed? Have you ever misjudged a friend based on his or her appearance?	
	2. What are some ways you can try to get a precious friend?	
	1. Think about the meaning of famous saying in The Little Prince and draw when you were happiest and what you should be responsible for.	
Organizing thoughts	Famous saying	Picture
	"Mister... my flower..."I'm responsible for that flower! And that flower is so weak and very naive. That flower is protecting its body from outside powers with four thorns that are nothing."	

As shown in Table 6, the researcher focused on expanding thinking skills by conducting discussions in four stages. Through the discussions, the students had an attitude of listening to other students' opinions with a careful and humble attitude and had a learning effect of learning cooperation. In addition, the students played a role in changing society by thinking from the perspective of others, sympathizing, and solving problems.

In particular, after viewing various literary works and movies, the students discussed ways to prevent suicide, take responsibility, develop Hallyu, solve problems and present solutions to situations in which children from multicultural families are discriminated against in society, find identity, and develop family relationships. Students can have a learning effect that can be applied in real life.

Interesting Works Ranking Results

Table 7
Interesting work ranking results

Field or work name	Responder
Renaissance Man	11(12.9%)
The Little Prince	25(29.4%)
Dead Poets Society	25(29.4%)
Wandeugi	5(5.9%)
Frozen	5(5.9%)
Patch Adams	0(0%)
Mamma Mia	5(5.9%)
Bohemian	
Rhapsody	9(10.6%)

Total	85(100%)
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As shown in Table 7, the most interesting works are *The Little Prince* and *Dead Poet's Society*. The former aroused the interest of students by revealing the world of adults through the pure eyes of the little prince and setting unrealistic spaces and characters to reveal fairy tale characteristics. The latter is a subject about youth and growth, and Keating's teaching method aroused the interest of the students.

Next is 'Renaissance Man' (Marshall, 2011), a work where Mr. Bill happily teaches trainees the work of Hamlet in the military. Shakespeare's 'Hamlet' is a play written in 1601 that is very difficult to read in English, so Hamlet's work from the movie 'Renaissance Man' was used to motivate students to learn. This film is composed of modern English dialogues and Korean subtitles, so students can easily understand Hamlet's work in film, which is why it was interesting.

Instructive Work Ranking Results

Table 8
Ranking results of works that teach a lesson

Field or work name	Responder
Renaissance Man	4(4.7%)
The Little Prince	27(31.8%)
Dead Poets Society	48(56.5%)
Wandeugi	1(1.2%)
Frozen	1(1.2%)
Patch Adams	2(2.4%)
Mamma Mia	2(2.4%)
Bohemian	0(0%)
Rhapsody	
Total	85(100%)

As shown in Table 8, the work that gave students a moral lesson the most was *Dead Poets Society*, where Mr. Keating reminded students to save time to pursue true values rather than to pursue vain things. Keating made us realize that romance, love, and beauty are the purpose of life through poetry. Next, *The Little Prince* presented a lesson about relationships and responsibilities.

Ranking Results of Works in which Group Presentations were Helpful

Table 9
Ranking of works in which group presentations were helpful

Field or work name	Responder
Dead Poets Society(Group4)	35(41.2%)
The Little Prince(Group2)	20(23.5%)

Renaissance Man((Group1)	19(22.4%)
Bohemian Rhapsody (Group5)	6(7.1%)
Frozen(Group6)	2(2.4%)
Wandeugi(Group7)	2(2.4%)
Mamma Mia(Group8)	1(1.7%)
Patch Adams(Group3)	0(0%)
Total	85(100%)

As shown in Table 9, the first place in the list of works in which the group presentation helped students is Dead Poets Society. The second place is The Little Prince, the third place is Renaissance Man, the fourth place is Bohemian Rhapsody, the fifth place is Frozen and Wandeugi, the sixth place is Mamma Mia, and the seventh place is Patch Adams.

Among these works, Group 1, 2, 4, 6, 7, and 8 presented by comparing literary works and films. Group 3 and 5 presented background knowledge on films that show popular culture well. Patch Adams, released by the third group, is a film based on a true story based on the process of a medical student becoming a doctor. Group 5 presented about Bohemian Rhapsody films and popular music. Previously, the researcher dealt with Dead Poets Society, the number one work in which group presentations helped students. The figure below is a slide from one of the PPTs presented by the second group about The Little Prince, which is in second place.

Popular culture derived from A Little Prince



French Musical 2002



French Animation 2015

* Korean Popular Music

I see my little star over there in the night sky. Close your eyes and hold my hand.

- Hyeong Ju Lim

All you need is one rose. Yeah. It's okay if the plane I used to ride every day breaks down, so walk with me. - Ha On Kim

A flower lived in that little star. There was a little prince who loved that flower. - A duet of love

The little prince told me. It is the most difficult thing for a person to win heart. - Rye Wok

Figure 1. *The little prince (PPT)*

One of the pictures in this PPT is a poster of The Little Prince made by French musical. The other is a poster of The Little Prince made by French animation. Group 2 introduced the songs of Hyeongjoo Lim, Haon Kim, Duet of Love, and

Ryeowook, which deal with the stories in the work of *The Little Prince*. Through the second group's presentation, students understood the fact that literary works were used as material for animation, musicals, and songs, and understood that the source of popular music was literature. Group 4's presentation was considered to be the most helpful for students in that they prepared and presented the most background knowledge about literary works.

Group 2 drew the interest of the students because it was presented in connection with literary works and popular music. It is understood that the rest of the group did not receive good reviews from students because they lacked preparation for background knowledge on literary works and movies and their communication skills were poor.

Conclusion

This paper presents a method to teach literature and popular culture subjects using multimedia, breaking away from the existing educational method of reading literary texts in the digital age of the 21st century. Specifically, the researcher suggested an example through an actual class using multimedia and the class procedure. This course procedure was written by reflecting the results of the survey in the first class for students taking literature and popular culture course in S University.

The biggest feature of this class procedure is that it teaches literature in a fun way using multimedia. It is a way for students to naturally encounter literary texts through multimedia, not the traditional way of reading only literary texts. Among the literary genres, non-major students, who had the most difficulty with poetry, watched the movie 'Dead Poet's Society' and learned English poetry in an easy and friendly way through movie scenes.

In addition, the students' discussions were systematically guided using the reading guidance plan. Specifically, it has the effect of helping students expand their thinking skills by discussing how to solve problems that can be encountered in real life by understanding literary works.

As the trend of students who prefer multimedia increases in modern times, it is possible to create audiovisual effects using sites such as movies and YouTube rather than lectures on literature and popular culture at universities rather than reading existing texts. This method can be said to be an education that suits the learning tendency of the students.

In the first class, the researcher focused on writing and guiding class procedures by identifying students' background knowledge and learners' characteristics through the survey results. The survey results after class were reflected in the next semester and used to fill out and guide the questionnaire. This can be said to be learner-centered education that focuses on interacting with learners. It is expected that research on literature and popular culture teaching methods will expand as a liberal arts course in the future.

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