

## Panel B1

Auditorium

### Education and Animation II

**Alba Montoya Rubio**

#### **Use and Abuse of the Film *Inside Out* (2015) as Didactic Resource**



As we know, animation is the perfect audiovisual format to represent anything human imagination can create. Therefore, CGI was the perfect way to recreate what happens in our minds and visualize abstract concepts such as anger, Long-Term memory or even what are made dreams of. Logically, many educators have taken the film *Inside Out* as the perfect resource to teach their pupils about what do emotions mean, how we must accept difficult times or how does work the transition from childhood to adulthood. Although this is perfectly understandable, it might be more to be seen in this film than it appears. Of course, it has many good points, but sometimes also falls to explain concepts not accurately. Thus, the aim of this paper is to highlight how can this film be used as in the classroom, which concepts are well enough explained through the film, which ones should be amended and what other topics could be raised after visualizing the film. One scene that could be thoroughly used is the one about “abstract thinking”: the teacher could develop psychological terms about the development of the intelligence. Also, the use of music in the film could be a very interesting topic to talk about: how does music connect with our emotions and because of that it can rescue forgotten memories from oblivion. Nevertheless, there are also concepts wrongly explained on the film, such as how does personality blossom (the representation in isles merges moral values with truly character traits), or how shall “behave” emotions (many times during the protagonist infancy her anger is confounded with sadness). To conclude this paper, it might be also interesting to explore how could some topics be further developed. For instance, how anger and happiness are associated with impulsivity, while sadness and fear are linked with reflexivity.

For all the above explained, we think that after an accurate work this could be a very useful resource for educational purposes, but always considering the imperfections that narration have inflicted on the film.

### Biography

**Alba Montoya Rubio**

Universitat de Barcelona

[albamontoya@ub.edu](mailto:albamontoya@ub.edu)

Associate professor at the department of Education of the University of Barcelona, where she teaches the subject of Music and Sound in Media. She is also about to finish her PhD at the same University, which is about the use of music in Disney films. Moreover, she has participated in several international conferences and written articles in scholarly journals and books, such as “Colonialism, Nationalism and War in Lawrence of Arabia's Soundtrack” presented on the 9th Symposium on film music studies organized by the Kieler Beiträge zur Filmmusikforschung, hosted by the Universität Humboldt (Berlin).

**Francisca Rubio Oya**

Universitat d'Alacant

Professor at University School of labour relations of Elda, where she teaches the subject of Work psychology. She holds a degree in psychology from the University of the Balearic Islands. Her current research line focuses on the implementation of different aspects of positive psychology in the workplace. She has written several papers in scientific publications, such as the chapter of the book *Propuestas y experiencias educativas para mejorar la convivència* about emotional education.