

Vol 11 n°4

2026

International
Journal

and Media
Arts



**The Transformative
Power of Conscience
in Twenty-First
Century Cinema**

GUEST EDITORS

Manuel José Damásio, Yu Ran, Bangbi Francis Frédéric Kaboré,
Raúl López Echeverría, Heather Addison, Barry Dignam,
Stanislav Semerdjiev and André Rui Graça

IJFMA – International Journal of Film and Media Arts

Vol. 10 No 4

Special Issue: The Transformative Power of Conscience in Twenty-First Century Cinema

Publication: May 2026

The International Journal of Film and Media Arts is an open-access access, promoted by the FilmEU - European University and Film and Media Arts Department - Lusófona University (Portugal), and funded by CICANT/ FCT (UID/05260/2025). IJFMA is a semiannual publication that focuses on all areas of film and media arts research and critique, including animation, television, media arts, and videogames, as well as their varied social and cultural forms of expression and materialisation.

In June 2020, IJFMA was accepted for indexation in Scopus from Elsevier, one of the largest abstract and citation databases of peer-reviewed literature in the world. The Content Selection & Advisory Board (CSAB) of Scopus has pointed out that "The journal consistently includes articles that are scientifically sound and relevant to an international academic or professional audience in this field"

Editorial correspondence to be addressed to

Film and Media Arts Department

Lusófona University, Campo Grande, 376

1749-024 Lisboa. Portugal

EDITOR

Manuel José Damásio

GUEST EDITORS IJFMA Vol 10 No 4

Yu Ran, Bangbi Francis Frédéric Kaboré, Raúl López Echeverría, Heather Addison, Barry Dignam, Stanislav Semerdjiev and André Rui Graça

EDITOR MANAGER

Anna Coutinho

Oleksandr Lyashchenko

PUBLISHER CONTACT

Timóteo Rodrigues

Online version at: <http://ijfma.ulusofona.pt>

ISSN: 2183-9271

Authorial copyright © 2025

Licensed under the Creative Commons Attribution Non-commercial No Derivatives (BY-NC)

Design by Rute Muchacho



PROMOTED BY



FUNDED BY



This journal is funded by national funds through the FCT – Fundação para a Ciência e a Tecnologia, I.P., under the project CICANT UID5260/2020.

DOI10.54499/UIDB/05260/2020



CONTENTS

EDITORIAL

THE TRANSFORMATIVE POWER OF CONSCIENCE IN TWENTY-FIRST CENTURY CINEMA

Manuel José Damásio, Yu Ran, Bangbi Francis Frédéric Kaboré, Raúl López Echeverría, Heather Addison, Barry Dignam, Stanislav Semerdjiev and André Rui Graça

PIONEERING PERSPECTIVES AND RE-DEFINING FILM EDUCATION: EXPLORING PEDAGOGICAL FRAMEWORK OF FTII AND ITS TRANSFORMATIVE INFLUENCES

Debjani Halder

A STUDY OF "KONG" AND "QI" THEORY THROUGH CHINESE TRADITIONAL PAINTING AND CHINESE INK-WASH ANIMATION

Yuan Wei; Vimala Perumal; Zainudin Bin Siran; Razeef Shah Mohmad Rafik

EDUCATING FILMMAKERS: BALANCING CREATIVITY AND ETHICS UNDER VIETNAM'S CINEMATOGRAPHY LAW

Hà Đặng Thu Hà

ANIMATED CO-CREATED RITUALS: A CAMILLE

Kim Noce; Nica Harrison

DREAMING THE POSTHUMAN: NONHUMAN ENTANGLEMENTS AND SOUND AFFECTIVE IMMERSIVITY IN ILDIKÓ ENYEDI'S ON BODY AND SOUL (2017)

Fernando Torres Viteri

THE LIMITS OF THE IMAGE: ETHICAL RESPONSIBILITY AND FILM EDUCATION IN THE AGE OF DIGITAL AND AI TECHNOLOGIES

Da Vu Hoang

BEYOND EFFICIENCY: REFRAMING AI HALLUCINATION AND REFUSAL AS AESTHETIC-ETHICAL GESTURES IN CINEMATIC PRACTICE

In Sun Jung; Do-Kyun Lee; Sang-Mi Im

PHOTOGRAPHY, CRITICAL THINKING AND PEDAGOGY: THINKING THE CITY WITH GABRIELE BASILICO

Joana Nunes; Henrique Soeiro Andrade; Lorenzo Stefano Iannizzotto

WHERE FIGURATION FAILS MIGRATION

Edwin Culp; David Grimaldo

JEAN-LUC GODARD: EXPERIMENTATION AND PEDAGOGY

Marta Belo

THE FICTIONAL CONTRACT AND MODERN DRAMATURGY

Jorge Paixão da Costa

AUTEUR CINEMA, FILM EDUCATION AND ARTIFICIAL INTELLIGENCE

Roberto Moreira

CRITICAL PEDAGOGIES OF OTHERNESS: RETHINKING ETHICS AND INCLUSIVENESS IN FILM EDUCATION

Miriam Martínez-Villar; Antonio Francisco Alaminos-Fernández

EDITORIAL THE TRANSFORMATIVE POWER OF CONSCIENCE IN TWENTY-FIRST CENTURY CINEMA

MANUEL JOSÉ DAMÁSIO,
YU RAN, BANGBI FRANCIS
FRÉDÉRIC KABORÉ, RAÚL
LÓPEZ ECHEVERRÍA, HEATHER
ADDISON, BARRY DIGNAM,
STANISLAV SEMERDJIEV AND
ANDRÉ RUI GRAÇA

This special issue of the *International Journal of Film and Media Arts* is published in collaboration with CILECT, the global association of film schools, and presents a curated selection of papers originating from the CILECT 2025 congress held in Guadalajara, Mexico, convened by CILECT and the University of Guadalajara. The issue adopts the congress theme, “**The Transformative Power of Conscience in Twenty-First Century Cinema**,” and foregrounds the conference’s central inquiries: **What films should be made? For whom are they made?** and **Why make them?**

The 2025 CILECT congress sought to foster sustained dialogue among educators committed to preparing the next generation of filmmakers. It emphasized critical reflection on the ethical responsibilities of cinema within contemporary society and on the pedagogical role of film education in cultivating meaningful, socially engaged practice. The conference provided a forum for interrogating how conscience and responsibility inform creative decision-making and curricular priorities in film schools.

To extend and deepen the intellectual exchange initiated at the congress, the editors and CILECT devised an alternative publication model for this special issue. Presenters at the conference were invited to submit substantially revised and expanded versions of their conference papers to the journal. This approach required contributors to elaborate on initial arguments, incorporate further evidence or theoretical framing, and situate their work more explicitly within ongoing scholarly and pedagogical debates. A substantial number of authors responded to this invitation and submitted revised manuscripts for peer review.

The revised submissions address a range of interrelated concerns in film and media pedagogy, including:

- Ethics and responsibility in film education
- Preparing students to consider the social impact of cinematic projects
- Pedagogical strategies that foster motivation, critical thinking, and creative development
- Curricular redesign to support diverse and inclusive narratives
- Integration of cultural and social diversity into teaching
- Emergent models of film education and pedagogical innovation amid technological change

These contributions reflect a shared commitment to rethinking the role of film education in the twenty-first century. They point to the need for pedagogical approaches that are not only responsive to industrial transformations but also attentive to broader cultural, social, and ethical considerations.

Following a rigorous peer-review process, a select group of papers was chosen for inclusion in this issue. The resulting collection demonstrates the value of the editorial model in strengthening the nexus between a major annual academic event—the CILECT congress—and the journal. By encouraging authors to revisit and expand their work, this model fosters greater depth, clarity, and scholarly rigour, while also extending the lifespan and impact of conference-based research.

We contend that this approach merits further exploration. It offers a productive framework for consolidating research agendas in film and media arts education, promoting sustained reflection on the interplay between research and creative pedagogy, and reinforcing the role of academic journals as spaces for ongoing dialogue within the field.