



## FROM THEORY TO PRACTICE

### Teaching with Magic: a review of AI

By Astrid Cruz, CCA teacher

Teaching is a wonderful job; it is probably one of the two most powerful jobs there are – in my personal list. However, it is not always the easiest, let alone the least time-consuming one. The art of teaching inherently demands work before and after the actual teaching. The entire process of lesson planning, setting and following up on action plans, checking platform progress, implementing flipped learning effectively, etc., requires us to find practical and organized ways to cope with the demands of our jobs. This is where artificial intelligence comes in handy.

AI is here to stay and has the potential to address many challenges, especially in education. By now, I am positive we have all heard of ChatGPT and the challenges it poses to assess students' actual skills in writing, for example. However, these tools can also make our job of teaching much easier. My favorite tool at present is Magic School.



<https://www.magicschool.ai/>

Different from ChatGPT, Magic School provides tools designed to assist teachers in daily teaching tasks and the regular chatbot called Raina. Among the services it offers are a rubric generator, YouTube video questions, report card comments (which are ultra-useful when it comes to uploading comments), teacher jokes, SEL lesson plans,

text scaffolders, text translator, syllabus generator, project-based learning, and many more. Not only does it come with a varied set of tools, but it is also free! You can, of course, pay for a premium version if you like, but even without doing so, you have access to many of its features to facilitate your work and save time. Some other benefits include the platform's ability to generate content aligned to standards. Additionally, it works for several subjects, beyond English teaching. It even comes with custom pricing for schools! My top three tools from Magic School include the rubric generator, YouTube video questions, and the report card comments.

It is worth mentioning that the site does not do all the work for you. It is paramount for users to ensure that the input provided to the tool is clear and aligns with the ideals for our regular classes. Magic School is still a tool, and it is up to the user to make the best of it. For example, when it comes to creating comments for students, the platform requires teachers to write comments that correspond to the actual student's performance. You can't just ask the tool - if using the report card comments feature - to just "come up with a comment for a student who fails the course due to language issues"; instead, one needs to type in the list of observations one has written down, both about weaknesses and strengths of the student. Once with the input, the AI proceeds to create the whole comment, but again, it is based on the teacher's observations, which makes the comment more trustworthy than a randomly created idea.



There are evidently downsides to using AI, whether it's Magic School or any other tool. We need to remind ourselves that it is OUR job to teach, and as such, we need to filter and curate the information so that it benefits our classes and our own teaching style. As much as I encourage teachers to use Magic School AI, I also encourage them not to rely on it for every single teaching task, as there is beauty in the creation process of one's own. Likewise, we still need to keep doing our job: taking notes on students' performance, giving feedback in a way that enhances learning, keeping a human-centered approach to AI, and, above all, building and maintaining a community of practice... in the end, it is us, teachers, who make the magic happen.

## FROM THEORY TO PRACTICE

# Flipped Learning at the CCA

By Astrid Cruz and Victor Blanco, Colombo Teachers



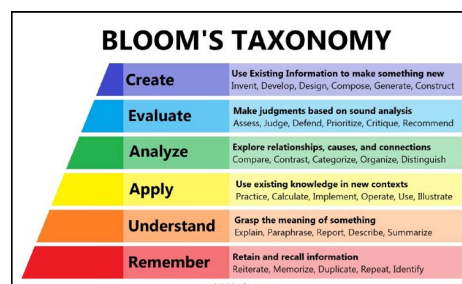
**F**lipped Learning is defined as “a form of blended instruction that mixes ‘synchronous’ learning with ‘asynchronous’ Independent study”, where the synchronous part of class takes place in a real-time classroom, while the asynchronous aspect happens outside the class and learners decide when they want to work. Considering the nature of the program, flipped learning aims at having students get familiar with new concepts and ideas outside of class, while taking advantage of class time to clarify, ask questions and have more time to practice the language and receive feedback on the use. In the flipped classroom, learners take on a more active role in their learning, without disregarding the teacher’s guidance and importance to making sure the objectives are being met. For flipped learning to be effective, it needs proper guidance in terms of teacher training, student training, and consistency from both teachers and students to make it work.

## Principles of Flipped Learning in our English Programs

For flipped learning to be effective, there are a set of guidelines and principles to abide by.

- 1. Clearly Defined Learning Objectives and Instructions:** Every flipped activity must articulate a precise learning goal, providing well-structured instructions to facilitate easy comprehension for students. Utilizing a standardized template establishes consistent habits and routines. Segment learning elements as pre-class or post-class, ensuring students discern tasks before and after sessions.
- 2. Effective Timing:** When presenting flipped content, it is vital to break down extensive material into shorter, more manageable tasks. Consider the audience and their availability; flipped learning activities ideally span from 5 to 10 minutes.

- 3. Use of Bloom’s Taxonomy:** Emphasize lower-level cognitive skills in the flipped learning approach for out of class tasks, centering on understanding and retention (refer to the associated image). This allows in- class sessions to pivot towards higher-order thinking: application, analysis, evaluation, and creation.



- 4. Student Accountability:** Students must display accountability through various means, such as journals, portfolios, online progress platforms, in- class and out-

of-class activities. Preparing for class is essential, and lack of preparation presents a challenge for educators. Consistency and training are fundamental for the success of flipped activities.

- 5. Diverse Learning Resources:** To keep learner engagement, offer a variety of resources and tools during the flipped segment, including grammar instruction, reading, listening exercises, podcasts, and writing tasks.
- 6. Integration into Classroom Sessions:** To highlight the benefits of flipped learning and establish a consistent routine, flipped content should be integrated into in-class activities with a clear purpose.
- 7. Follow-Up and closure:** Continuous follow-up and closure on flipped activities are pivotal for student accountability and class participation. Students should perceive their homework and external tasks as relevant to the class, fostering motivation and encouraging active student engagement in assignments. Proper closure of flipped learning activities can be done while in class or outside class, and they can be connected to either reflective activities on assessment, platform work, project work or additional exercises, any option should be aimed at closing the cycle.

## Flipped learning cycle example.

This visual representation outlines a practical application of the Flipped Learning Cycle within a classroom setting. The provided graph depicts a five-step process, where two steps are designated as “pre-class” and three occur during in-class sessions.

- 1. Setting the Objective and resources:** The primary goal of this flipped activity is to introduce and familiarize learners with a new concept. A 6-minute TED-Ed talk serves as an instructional resource.

2. **Providing instructions:** Learners are tasked with extracting notes on two specific aspects from the video, to be later discussed and used during the in-class session.
3. **In-Class Engagement:** Learners show accountability by sharing their findings from the video, engaging in discussions, and expressing personal viewpoints on the topic.
4. **Application of Knowledge:** Following the discussion, learners engage in an activity where they create a plan. This task requires the integration of insights from the video and individual experiences, fostering a comprehensive understanding of the concept.
5. **Closure:** To conclude this cycle, learners are asked to reflect on the acquired knowledge, relating it to their lives and identifying potential applications in their personal contexts.

## Recommendations and dos and don'ts for flipped learning.

Finally, below you will find a list of pointers, suggestions, and recommendations to have effective flipped learning sessions.

### DOs:

- **Clarity in Instructions and Objectives:** Clearly communicate learning goals to guide students effectively.
- **Manageable Work Assignments:** Tailor tasks to suit the population's needs and time availability, ensuring tasks are manageable.

- **Accountability Tasks:** Incorporate small tasks to ensure student accountability in the pre-class phase.
- **Providing Examples:** Offer illustrative examples to aid understanding of concepts and expectations.
- **Preparation of Learning Environment:** Establish a safe learning atmosphere before implementing the flipped learning approach.
- **Evaluation of Learning Material:** Thoroughly assess the quality and suitability of materials to match students' level, needs, and profile.
- **Reassess the "Class Preparation" concept:** Refrain from having class preparation as just a list of words, view and redefine the concept and structure of what 'Class Preparation' is, so that it aligns with flipped learning principles and your class needs.
- **Consistent Follow-Up:** Maintain consistent follow-up on content and assigned tasks to ensure progress.
- **Incentive System for Engagement:** Acknowledge that student engagement varies and consider implementing incentives (e.g., positive feedback) to encourage consistent participation and content analysis.
- **Resource Repository:** Keep a resource bank, preferably collaborative, to source diverse materials for use in flipped learning sessions.

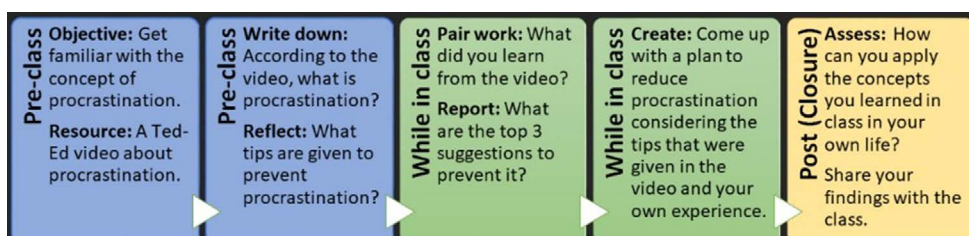
### DON'TS:

- **Assuming Full Comprehension:** Avoid assuming all students have fully grasped the assigned topics without verifying understanding.
- **Monotony in Instruction:** Steer clear of using repetitive video types, instruction sources, or follow-up methods, as monotony may demotivate students.
- **Passive Approach:** Refrain from a 'set it and forget it' mentality; flipped learning demands active participation from both teachers and students, along with continuous monitoring of goals.
- **Ambiguity in Tasks:** Avoid vague or unclear tasks as they hinder expected student outcomes.
- **Overloading Learners:** Break down lengthy tasks into manageable segments, considering that students are more likely to engage with shorter, clearer tasks.
- **Neglecting Homework Integration:** Ensure that homework is integrated into class sessions to underscore its relevance for students.
- **Immediate Expectations:** Recognize that flipped learning requires training and consistency for enduring, impactful results rather than expecting immediate success from day one.

### Further Reading:

- THE FLIPPED CLASSROOM FOR ENGLISH LANGUAGE TEACHING, Nik Peachey, 2021 Found in: <https://fdslive.oup.com/www.oup.com/elt/feature/oup-focus-flipped-classroom.pdf>

By adhering to this cyclical process, all fundamental principles of flipped learning are effectively met.



### Editors:

## TEACHER VOICE

# Navigating Diversity: Strategies for engaging blind and low vision learners in English

By Catherine Torres, Supervisor and English to Fly (ETF) Teacher

In the dynamic landscape of the modern classroom, fostering inclusion isn't just an aspiration; it's an imperative. Central to our job as teachers are the strategies we employ. Being creative in planning our lessons can not only embrace diversity but also captivate and engage every student. At Colombo, inclusivity isn't merely a goal; it's a collaborative effort. We're supported by an amazing team that includes Gissel Espitia and Claudia Rodríguez, who are always ready to provide help and guidance. To truly embrace

inclusion, we must cultivate open-mindedness and welcome the myriad of diversities that enrich our classrooms. Each student brings a unique perspective, and it's our responsibility to approach every situation with care, empathy, and effective communication. Inclusion isn't a buzzword; it's a transformative shift that's long overdue. As educators, it's incumbent upon us to continually evolve our practices, ensuring that every student feels valued, seen, and empowered in our classrooms.

### HOW DO WE CATEGORIZE THE ETF POPULATION?

#### Blind / Low vision\*

\*Objects can be discriminated, they can read, and use text.  
\*Can only see shadows, not text, have to use talkback tools and voiceover tools.

#### Practical Tips and Strategies

##### For interaction:



- Identify yourself - (if you stand by a blind student, say who you are and that you are there.)
- Learn their names from the first class.
- Group strategically (Low / blind / conventional)
- Avoid auditory distractors.
- Avoid over consideration.
- Communicate openly, respectfully, no Taboos.
- Be very clear, specific and detailed with instructions ("Go over there" x )

##### Moving around - in / out classroom



- Have a moment for space recognition (in class).
- Do not point.
- Provide clear instructions, (move to the right, there's a chair etc.).
- Do not touch. First, identify yourself and ask if help is needed.
- Shoulders and elbows are OK.

##### Slide Design / Tools



- ARIAL - Dark background
- High contrast
- Images can be included, (They need to be described).
- Use capital letters in classcards and other signs.
- Few words and information.
- Use clear nomenclature and numbers for text, docs and Whatsapp messages.
- The use of Whatsapp is recommended.

## WHAT ELSE IS NEWS?

### Meet our new Curricular Design Coordinator!

By Laura Daniela González



From 2011 to 2013, I was a student at CCA. Little did I know that my teachers just to mention some of them: Otto Gutierrez, Lina Diaz, and Karl, would eventually become not just mentors but also partners in my journey. The old North branch holds

a special place in my heart; it's where my love for learning began. CCA and English had a profound impact in my life. I was fortunate to homologate my English classes at university, streamlining my path to business English.

Transitioning to EAN University, I expanded my linguistic horizons by learning French and Portuguese. Portuguese, in particular, stole my heart. Here, I honed my skills in translating and interpreting, became a tutor and mentor, and most importantly, embraced the spirit of entrepreneurship.

My educational journey continued with a master's degree in digital Didactics, graduating with cum laude honors. My meritorious thesis delved into the prototype of curricular design with an ESP approach for aviators, highlighting the intersection of technology and education this with the help of one of my CCA fellows, Yeison Sua.

For over 7 years, CCA has been an integral part of my life. Starting as a Junior teacher, I expanded my roles to KTP teacher, contributing to tourism initiatives in Cundinamarca, Tocancipá program, SED rural in Sumapaz, Ciudad Bolivar, Adult program, and culminating as an AS in Boyacá. Teaching diverse populations in different locations became a passion during my time with Convenios. I wanted to be part of the unique experiences that Colombo and its varied locations offered.

But the story doesn't end there. As I embark on this new role as a Curricular Design Coordinator, I view it not just as a career milestone but as a chance to repay the debt of gratitude to CCA. With the unwavering support of the Alumni and Academic group, let's pioneer a future where technology and education converge to bring English teaching to new heights for the Colombian people. Here's to the next chapter of growth, innovation, and positively impacting lives through education.

**The journey continues, and I couldn't be more excited!**

## WHAT ELSE IS NEWS?

# Let's Romanticize Black History Month with Culture

By Óscar Pardo, Cultural Mediator



February is not only for celebrating San Valentine but also for commemorating the Afro-American experience. In this light, the Culture Department has prepared a wide array of events and Cultural Meditations that aim to reach the whole Colombo community which includes parents, collaborators, the general public, and mainly, our students. The Black History Month agenda comprises three main activities:

- 1. Documentary Projections:** Both in Niza or Centro. These are massive mediations and there are over 16 dates in different schedules. If you want to obtain information about the dates or to book yours, you can reach out to Juan Camilo Fonseca or Oscar Pardo.

  - **For levels A1 – A2:** We reflect on Black Art and Black Legacy. We'll learn about the most successful black painter to date, and a bit of music. Throughout the session, SS will be tasked to think of Black artists they admire and explain to each other why they like them.
  - **For levels B1+:** These documentaries will show us the injustices that the Afro-American community has suffered throughout history. Slavery, housing, Black Panthers, and murder are some of the topics included here. SS will be tasked to analyze different real-life scenarios and to rewrite history.
- 2. Two art exhibitions:** These exhibitions are the result of a collaboration with the Smithsonian Institution and the National Museum of African American History and Culture. You could find them both in Niza and Centro, but they will eventually swap locations.

  - **A place for all people** (now in Centro): A captivating glimpse of the profound narratives that the National Museum of African American History and Culture has to tell. Slavery, black identity and pride, and the contributions to art and culture, are some of the topics you could find there.
  - **City of Hope** (now in Niza): This is an exhibition dedicated to honoring the bold vision of Dr. Martin Luther King for economic justice and equal opportunities for all U.S. citizens. The Poor People's Campaign was a national movement in 1986 that brought people from all corners of the USA to Washington to demand change.
- 3. Two new mediations:** In class activities, aimed to disrupt and have fun while practicing English doing some craft.

  - **Basquiat, a genius chaos** (Teens and Adults): We'll reflect about Jean-Michel Basquiat's life and success, identify the main elements of his art, and create a piece of art in the style of Basquiat.
  - **My rainbow skin** (Kids and Pre-teens): We'll reflect about the beauty of having different color skins and how we should not compare them but embrace them. We'll create a paper rainbow with different skin tones.

**Remember that Black History Month is not about “the others”. It is about “us” and how we are all responsible for re-writing history, in the United States or Colombia, regardless of our skin tone, and for creating a place for all.**

TEACHER VOICE

# Come and Visit the Lab: We Have An Effective Way To Practice English

By: Shirly Cardona, Colombo Teacher



As junior teachers we are challenged to create a project with the purpose of providing tools or developing ideas for improvement applied to our field of work. Learning a new language is a challenge that many face with enthusiasm. However, finding effective ways to practice can be difficult. So, I focused on creating a project that facilitates English practice. All of us teachers are familiar with a variety of practice websites for different topics, but there was no solid and categorized database that would allow both teachers and students to consult them in a reliable way. To address this need, an innovative project arose: Webreference.

Webreference collects a series of websites to help English language learners practice their language skills. These web pages are categorized by levels from A1 to C1, and by language skills, such as listening, speaking, writing, reading, pronunciation, grammar and vocabulary. Each language skill contains 8 web pages for each level. The pages include a variety of

activities, such as games, videos, music, worksheets, and explanations with comprehension exercises, among others. The pages were selected with special attention to accessibility, ensuring that they are easy to use and adapted to each level.

To ensure learning and relevance of the activities, a student-centered methodology is used. Each week in the Colombo's lab, a specific skill is promoted. Junior teachers assess what is learned on the website with interactive and engaging activities that motivate students to visit the lab and practice.

This project has been implemented since October 2023 in all Colombo sites. More than 100 students visited the different labs asking for the skill of the week, studied the web pages and had fun with the different challenges. This project has added to the tools that students have access to by being part of the CCA. By providing easy access to multiple resources and tailored to language levels and skills, the web pages help improve students' language comprehension and confidence. In

addition, by being accessible online, these tools reach a wider audience and different contexts. Not only can independent learners practice with this tool in the lab or at home, but webreference is a project that can also be developed in the classroom, allowing the teacher to adapt the activities to any content.

The challenge for the year 2024 is to continue with the propagation of the project, invite more and more students to visit the lab and practice in a fun way. My commitment is to keep updating the web pages to provide an innovative and up-to-date tool and to create different weekly challenges that will catch the student's attention and motivate them to continue practicing independently. Webreference has been an exciting project that has the potential to revolutionize the way language is practiced and learned.

Some ideas to make this project more innovative and enriching? email: [scardona@colombobogota.edu.co](mailto:scardona@colombobogota.edu.co)



TEACHER VOICE

## 5 Steps to Flipped LEARNING

How do you know if you are applying the flipped learning principles correctly?

1

**BEFORE YOUR CLASS, HAVE YOU...?**

- Looked at the following lessons?
- Decided what to flip, why to flip it, and how it will benefit the class?
- Chosen the resource you will use as input?

**FOR THE FLIPPED ACTIVITY, HAVE YOU...?**

- Identified the objective of flipping such activity?
- Given clear, concise instructions and task?
- Measured how long it will take to complete? (from 5 to 10 minutes)
- Thought of a way to collect evidence?

2

3

**FOR YOUR LESSON, HAVE YOU...?**

- Decided how it will be used in class?
- Thought of how to connect it to the class?
- Found a way to make it relevant and important to the class?

**FOR ACCOUNTABILITY, HAVE YOU...?**

- Decided on a way for students to show accountability on the assigned task?
- Thought of a way to make sure students accomplished the goal of the flipped activity?

4

5

**TO FOLLOW-UP, HAVE YOU...?**

- Thought of a way to close the flipped cycle?
- Found a way to keep track of students work and assignments?

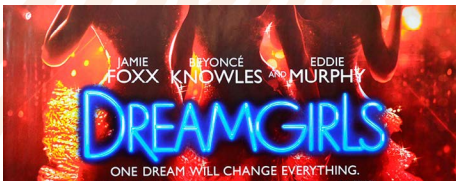
THE ANSWER TO ALL OF THESE QUESTIONS SHOULD BE "YES" TO MAKE SURE YOUR CLASSES REFLECT STRONG CCA FLIPPED LEARNING PRACTICES.

By: Víctor Blanco, Colombo Teacher

## TEACHER VOICE

# Black History Month: 2000's Entertaining movies to celebrate and recommend this month

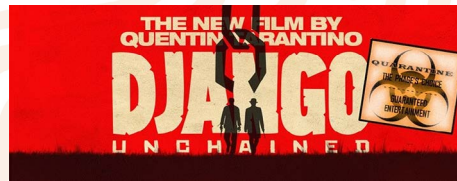
By: Danny Torres, Colombo Teacher



- **Dreamgirls, 2006** [Musical] (Directed by Bill Condon): Get stunned by spectacular singing and acting performances by Jennifer Hudson, Beyonce, Jamie Fox, and Eddie Murphy. Based upon the lead singer of The Supremes, Diana Ross's rumored solo story, and hit Broadway musical, this is a must-see for music lovers, as it has such powerhouse singers and a slick soundtrack. It celebrates black excellence in music and reminds us of its incomparable influence that stands the test of time. Hudson gets to overshadow the rest of the cast with their acting into a well-rounded story, compared to Angela's Bassett: What's Love Got To Do With It (1993); Dreamgirls is synonymous with good fun and music.



- **The Help, 2011** [Drama] (Directed by Tate Taylor): Despite Viola Davis expressing regrets over her participation in: "It Wasn't the Voices of the Maids That Were Heard", the movie remains one of the most entertaining of the period. Just the cast alone is worth the time watching it over and over. With Emma Stone, Viola Davis, Bryce Dallas, Octavia Spencer, and Jessica Chastain on board, you cannot expect anything but excellence. It truly brings out the deep-rooted racism in American society referenced in the 1960s with such neat production. Its biggest achievement is to be liked by most audiences for its compelling storytelling, well-crafted script, and happy ending for its characters.



- **Django Unchained, 2012** [Western Action] (Directed by Quentin Tarantino): Gory but not as violent as many of his films, Tarantino manages to tell the story of Django, a freed slave in the quest for his wife's freedom. The whole setting is out of the box but is believable, relatable, and well-built. It's just an awesome revenge story. Jamie Fox, Samuel L Jackson, and Leonardo DiCaprio set the climax of the story giving the main character such a satisfying arc. A thought-provoking Western, challenging viewers to confront the harsh realities of slavery.



- **Selma, 2014** [Historical Drama] (Directed by Ava DuVernay): A modern recreation of one of the most pivotal moments in American history ever produced. A very well-executed chronicle of Mr Luther King Jr's crucial role in the defense of civil rights. An unprecedented march from Selma to Montgomery in 1965 with a compelling leading performance by David Oyelowo makes you relive a unique historical moment and even shed a tear. With articulated, moving, and well-sequenced storytelling, DuVernay crafts an unforgettable picture that not only educates but also deeply touches the heart.
- **Moonlight, 2016** [Coming Of Age, Drama] (Directed by Barry Jenkins): Infamously known for beating La La Land for Best Motion Picture, it sure deserved to



be acknowledged as one of the best movies of last decade. A beautiful coming-of-age film takes through the childhood, adolescence, and young adulthood of Chiron, battling unique struggles and finding it hard to fit in Miami's 90's. The breathtaking cinematography misleads you into thinking of it as a simple story, but in reality, it is a heartbreaking yet captivating exploration of self-discovery with a comforting ending. Masculinity, sexuality, and love are deeply developed into a story that resonates on a profound level with anyone fortunate enough to experience it.



- **Get Out, 2017** [Horror, Comedy] (Directed by Jordan Peele): Unique in its kind and groundbreaking became one of the best horror movies in history. A weekend getaway ends up in a psychological trip with a mind-blowing plot twist that successfully blends horror and dark comedy. Awarding Daniel Kaluuya his first Oscar nomination, his character development makes you rethink race relations for its very smart commentary by exploring themes like white privilege and complex family bonds. Impeccable writing, masterful pacing, and stellar acting ages very well and have encouraged his director and producer to continue his work on films like Us, and Nope; as well as has also inspired socially conscious horror movies such as His House, Bad Hair, and The Blackening to develop the genre even further.

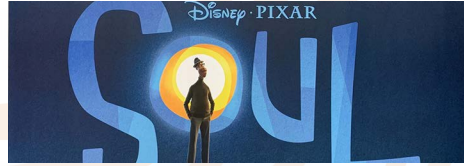
## TEACHER VOICE



- **Black Panther, 2018** [Action, Superhero] (Directed by Ryan Coogler): The good news is that you do not have to be a Marvel Cinematic fan, nor have seen prior movies by the time this one came out. The whole film is a celebration of black culture and a wonderful sample of representation. The story takes place in a fictional African country called Wakanda, where T'challa comes back to reign after his father's passing. The fights, music, fashion, and stunning performance by Chadwick Boseman make the story entertaining and is a homage to Black culture's influence. It's a simple storyline yet enjoyable which fixes many superhero movies' flaws such as lackluster character development, special poor effects, or a not well-thought-out villain. Although its sequel is not as good, the influence of the writers prevails in the successful animated feature: Spiderman Across The Spideverse in 2023.



- **Blackkkklandsman, 2018** [Biopic, Crime, Comedy] (Directed by Spike Lee): Ron Stallworth, an African-American detective infiltrates the Ku Klux Klan supremacist hate group. Based on actual events, John Washington and Adam Driver's two-faced role ends up captivating you as you learn about systematic hatred, it stands as a powerful reminder of the dangers of extremism. Beyond its thrilling crime narrative, Blackkkklandsman digs into romance, action, and suspense themes. Every aspect of the movie: the music, humor, and production encapsulates the essence of the 70s in a very effective manner.



- **Soul, 2020** [Animation] (Directed by Pete Docter): The lovely heartwarming tale of a teacher who ends up making sense of his own life by helping someone else to find their soul. Although some argue it tends to be a little bit meta or pretentious to be a Disney production, its particular story and jazz make a beautiful movie to enjoy with your family. Leaving you with a smiley face, you will be inspired to learn how to appreciate your gifts. Released in the pandemic and re-introduced in cinemas now, it is an underrated picture. Pete Docter's direction, knowledge, and passion for jazz shine in this animated masterpiece, offering a new way of introspection.



- **Candyman, 2021** [Horror] (Directed by Nia DaCosta): Black horror icon played one more time by Tony Todd is brought back to life by Da Costa and Jordan Peele. Needless to say, the original Candyman movies (1992, 1995, 1999) stand alone as a formidable horror movie rooted in black culture, this sequel offers a fresh perspective for today's filmgoers into the world of urban legends and supernatural horrors. Instead of coming back with a mere remake, this sequel works perfectly for today's complex society as a critique of gentrification and the current art scene. Mixed, reviewed and controversial for horror fans, the plot and cinematography take you back to the story of a slayer that aims to examine how Black trauma is intergenerational.



- **American Fiction, 2023** [Drama, Comedy] (Directed by Cord Jefferson): Based on a 2001 novel, the relevant political and social commentary makes it a current Oscar nominee for Best Picture from last year. It portrays the journey of a frustrated professor and writer forced to write and publish a stereotypically "black" book. With a small and not quite well-known cast by international audiences, it makes you laugh with its clever satirical writing. It exposes the hypocrisy of modern culture as you empathize with Monk's intricate social and family relationships. **American Fiction** stands as a thought-provoking and entertaining reflection on contemporary issues.

### Honorable Mentions:

- Precious, 2009
- The Princess And The Frog, 2009
- 12 Years A Slave, 2013
- Fences, 2016
- Hidden Figures, 2017
- The Death and Life Of Marcha P, 2017
- Us, 2019
- Judas and The Black Messiah, 2020
- Miss Juneteenth, 2020
- Nope, 2022
- Creed III, 2023
- Spiderman Into The Spider-Verse: 2023
- Color Purple, 2023 & 1985