Effective Discussions Tool for Video Analysis

Video: 5th Grade Classroom Discussion
Researcher Tip! Video analysis can be overwhelming. We suggest watching the whole video once, all the way through, and then play it back again and stop as needed. You may need to playback certain sections a few times - that's ok! Pause it when needed.

Video Analysis 1: Using Equity Moves

Note: The video clip for Video Analysis 1 is about 5 minutes and 30 seconds long.

PART 1: IDENTIFY AND ANALYZE PROTOCOLS AND STRATEGIES

Use the *Equitable Engagement Chart* to help you complete the following:

1a. Identify and briefly describe the protocol used to structure this discussion.

1b. Identify and describe the facilitation strategies the teacher used throughout the discussion. Refer to the strategies explored in the module and listed on the *Equitable Engagement Chart* to guide you.

2a. Discuss how effectively the protocol you identified worked to promote each of the following throughout the discussion:

- **equitable engagement**
- **effective communication**
- **critical thinking**

2b. Discuss how effectively the strategies you identified worked to promote each of the following throughout the discussion:

- **equitable engagement**
- **effective communication**
- **critical thinking**

PART 2. CREATE AND ANALYZE A DISCUSSION MAP

3a. Create a discussion map based on student and teacher talk during the discussion. Use these guidelines to create your map:

- Watch the video more than once if needed. Slow the video speed to map the discussion more effectively.
- Create a document for mapping discussion. Draw a circle on a blank piece of paper and identify the teacher as T. List each student to the left of the teacher using numbers starting with #1.
- Use this document to map the discussion drawing lines from speaker to speaker to track both student and teacher talk and interaction.

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3b. Analyze the results of your conversation map. Describe what the completed discussion map reveals about the distribution of talk during the discussion? What do you notice? Use these questions to guide your analysis:

- Did all the students speak? If not, who spoke and who did not?
- Did some students contribute more often than others? Who and how often?
- Did you notice any patterns of talk in relation to student backgrounds(e.g., gender, race…)?
- How often did students interact with other students? Teacher and students? Who was included in these interactions and who was not?

PART 3: PARTNER DEBRIEF AND DISCUSSION

- ❏ **Discuss your evidence and analysis from Parts 1 and 2 above with your partner.**
  - ❏ Which findings were similar?
  - ❏ For those findings that were different - discuss whether or not you agree on these findings.
- ❏ **Review the Effective Discussion "Look Fors" below and discuss how you believe the Discussion Protocol and Facilitation Strategies in the video helped to promote:**
  - ❏ Equitable Engagement
  - ❏ Communicate Effectively
  - ❏ Think critically
- ❏ **Place a ✓ on the "Look Fors" Chart where you both believe the Discussion Protocol and Facilitation Strategies in the video helped to promote:**
  - ❏ Equitable Engagement
  - ❏ Effective Communication
  - ❏ Thinking critically

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Video Analysis #1

Effective Discussions "Look Fors" Chart

"Look fors"	Protocols	Strategies
EQUITABLE ENGAGEMENT "LOOK FORS"		
Teacher supports students to express what they think		
More student voice than teacher voice		
Students express differing opinions		
Inclusion of dissenting voices/different perspectives		
Affirmation of voices and ideas		
Contributions by all students		
Students draw on experiences and prior knowledge		
Everyone listens carefully when others speak		
EFFECTIVE COMMUNICATION "LOOK FORS"		
Students share information, ideas and findings		
Students communicate complex concepts to others		
Students listen to and incorporate ideas and feedback		
Students provide appropriate and constructive responses		
THINK CRITICALLY "LOOK FORS"		
Students think analytically and creatively to evaluate and solve complex problems		
Students evaluate, integrate, and critically analyze		
Students reason and construct justifiable arguments		

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Video Analysis 2: Essential Questions and Talk Moves

Note: The video clip for Video Analysis 2 is about 9 minutes and 30 seconds long.

PART 4: IDENTIFY ESSENTIAL QUESTIONS AND TALK MOVES

Use the *Essential Questions and Talk Moves Chart* to help you identify the following:

4a. List the essential questions you hear the teacher asking during the discussion.
4b. List the talk moves being used during the discussion.

PART 5. ANALYSIS OF ESSENTIAL QUESTIONS

5a. What do you think the REASON is, for asking each question?

5b. Is each question you identified "essential" or not? Explain?

- **Use the characteristics for essential questions listed below to guide your analysis (sample pulled from Section 2 Resource: Effective Questions):**
  - ❑ Developmentally appropriate
  - ❑ Open-ended, allowing for multiple answers that may change over time
  - ❑ Engages and challenges learners
  - ❑ Prompts additional questions
  - ❑ Addresses key and "transferable ideas"
  - ❑ Requires evidence to support ideas and claims

NOTE- we include a sample of characteristics here. A full list of characteristics can be found in Resource 2: Essential Questions & Talk Moves.

PART 6. ANALYSIS OF TALK MOVES

6a. Review the talk moves you recorded from the video.

- **Identify the purpose/goal each talk move serves during the discussion?**
- **Are the talk moves effective toward meeting that goal? Explain.**

PART 7: PARTNER DEBRIEF AND DISCUSSION

- ❑ **Discuss your evidence and analysis from Parts 4, 5 and 6 above with your partner.**
  - ❑ Which findings were similar?
  - ❑ For those findings that were different - discuss whether or not you agree on these findings.
- ❑ **Review the Effective Discussion "Look Fors" below. Place a ✓ where you both believe the Essential Questions and Talk Moves in the video helped to promote:**
  - ❑ Equitable Engagement
  - ❑ Effective Communication
  - ❑ Thinking critically

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Video Analysis #2

Effective Discussions "Look Fors" Chart

"Look fors"	Ess. Quest	Talk Moves
EQUITABLE ENGAGEMENT "LOOK FORS"		
Teacher supports students to express what they think		
More student voice than teacher voice		
Students express differing opinions		
Inclusion of dissenting voices/different perspectives		
Affirmation of voices and ideas		
Contributions by all students		
Students draws on experiences and prior knowledge		
Everyone listens carefully when others speak		
EFFECTIVE COMMUNICATION "LOOK FORS"		
Students share information, ideas and findings		
Students communicate complex concepts to others		
Students listen to and incorporate ideas and feedback		
Students provide appropriate and constructive responses		
THINK CRITICALLY "LOOK FORS"		
Students think analytically and creatively to evaluate and solve complex problems		
Students evaluate, integrate, and critically analyze		

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Students reason and construct justifiable arguments		

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