

FNED 246: Schooling for Social Justice

Video Analysis Template

In this course, we will watch several videos (together or asynchronously) and each time you will need to take notes on this template. **To write on the document, go under FILE and MAKE A COPY to save it in your own Google Drive.**

Your Name: _____Aidan Danburg_____

Title of Video/Text: _____Precious Knowledge_____

Low-inference notes (Notes & Observations)	High-inference notes (Reflection & Connection)
<u>Purpose</u>: To document what you actually see or hear – your observations (not your opinion or interpretation). <i>Do this while you watch/listen.</i>	<u>Purpose</u>: To connect what you see and hear to. ideas/concepts/arguments from articles and videos from class.
Minimum of 10. *Be specific in naming specific things you see and hear in the text.. Quote the text if you can. *Bullets and notes are appropriate for this section.	Minimum of 5 *Be specific. Use specific ideas and concepts from the reading and apply them to your observations in the low-inference column. *Write in complete sentences. (See sentence starter ideas at the bottom of the table.) *You do not need to have a high-inference note for every low-inference note.
- The room has a lot of personality. - Teacher is open to fun in the classroom. - Teacher isn't bothered by student's minor setbacks or misdemeanors (such as not putting books away properly). - "Tech support", TA's and other classroom jobs gives students opportunities for responsibility and autonomy in the classroom. - Lots of social media. - Lots of pink. - Prizes!! We love to see some positive reinforcement.	Kohn Seeing the desks put in clumps rather than rows in this classroom reminds me of Kohn's note about how this facilitates student discussion and conversation. As noted in the low inference notes, this teacher utilizes positive reinforcement through small prizes. Kohn is a big supporter of this and I'm sure would be thrilled to see it in the classroom. The classroom is decorated in student work and "get to know me" type posters or activities. This is something Kohn cited as being critical to a welcoming learning environment, so it's pretty neat to see in this classroom.

	Culturally Responsive Teaching Further building on the note about how displaying student work and posters that help share both the student's and teacher's personality, the teacher is at one point quoted as saying these things make the classroom "my own and my student's". This shows that the teacher has some understanding of culturally responsive teaching, as she understands the importance for students to have an environment they can be proud of and engaged in while learning. The teacher has her rules clearly and effectively laid out numerous times in the classroom, as well as a written out schedule of what they're going to do that day in class, what they're focusing on as a subject, and much more. This reminds me of a note we learned about culturally responsive teaching, which asserted that clearly and repeatedly stating the expectations you have for students is a good way to overcome linguistic or cultural barriers that can make it a challenge for students to understand what's expected of them. An emphasis on equality and human rights is put on by the posters found around the room. This shows that the teacher is at least attempting to be aware of the struggles and needs of other cultures outside of her own in the classroom.
Low-inference notes (Notes & Observations)	High-inference notes (Reflection & Connection)
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SENTENCE STARTERS TO HELP WITH YOUR HIGH INFERENCE NOTES:

- When ____ happens in the video, Author X would argue that this is an example of ____ because ____.
- This moment in the video (describe) illustrates Author X’s argument about ____ because ____.
- Author X argues that _____. While I agree that _____, when ____ happens in the video I realized that we also need to consider _____.
- My first interpretation of ____ was that _____; however, thinking more about Author X’s idea of ____ made me realize that _____.
- While some people might interpret _____ as _____, Author X’s idea of _____ shows us that we really need to think about _____.
- While Author X might say the issue at hand is _____, Author Y points out that we also need to pay attention to _____.
- This moment in the video (describe) reminds me about our class discussion about _____ (explain).