

VIDEO GUIDE

Video 1.1

You will see Dawn discussing the idea of publishing online, helping students think about when to post writing pieces online that are still in a rough draft (thinking) form as compared to more polished, final pieces. Additionally, Dawn discusses digital identity with students and asks them to consider the many elements that compose their digital identity. From there, students unpack concepts for how to respond to others online, including commenting appropriately to other writers in an online space; students recognize the need to back up their ideas—to provide evidence—in comments to others. Dawn then invites students to work on developing an online profile for Youth Voices.

Of particular note in the video, Dawn makes a number of references to the way that students could represent themselves online and act as good digital citizens. Given students' many interactions in online spaces, especially their social networks outside of school, they need to understand the ways in which their writing and thinking will be professional and appropriate to post online.

Video 1.2

Dawn began the peer-review conversation with students and established a focus on considering audience in a digital space. In this video, you will see Dawn providing more ideas students could use for their profiles, including previous writing for use in their profiles, as well as exploration of “self” and “world” questions. Self and world questions were used to help students work toward developing inquiry questions. Students share questions in order to generate ideas, and through facilitated conversation from both Dawn and Troy, students are provided more examples for developing inquiry questions. Through conversation about cultural experiences, Troy prompts students to think about culture and use that to guide their inquiry questioning. Dawn then prompts students to create their Youth Voices accounts in order to start getting involved in the online academic community through their profile, which serves as an introduction to the student writer, and to share their ideas and questions with a larger audience too.

Video 1.3

You will see Dawn explore the idea of culture being mutually constructed and the need to consider various perspectives when analyzing any text. Additionally, Dawn weaves in arguments about culture and reflects on the various types of texts students have encountered in this unit. By revisiting this idea throughout the unit, Dawn calls attention to the various modalities and models for composition that students are analyzing. Through conversations around texts of focus, Dawn models the role of questioning texts, and through this conversation, she also demonstrates questioning that can lead to inquiry questions. She introduces the concept of considering perspectives and observation as ethnographic study so that students consider questioning the world around them.

Video 1.4

You can see Dawn explain the instructions to capture pictures with a different perspective. You'll also see students jump up and take pictures right away. Students were engaged in this activity and excited to think about perspectives that we don't usually see. Through this exercise, students began to be more active observers. This consideration of perspective was a rich one as students engaged in a fun activity that was actually prompting them to keep thinking about different perspectives. One example of a perspective image comes from student photographer Zoya. Troy captured an image of Zoya and Anna working during this perspective assignment (see Chapter 1, page 52). The image that Zoya was photographing at that moment,

a panoramic of the classroom from the front whiteboard, is shown on the student handout for Lesson 5, page 53.

Video 2.1

Dawn discusses the specific assignment of the culture collage, which needs to consider visual design. When Dawn discusses design with students, she describes this work as she would any composition or writing assignment. Additionally, she reminds students to *own* their work so that they are pleased with their creation. She also notes that students need to be intentional and purposeful with all decisions they make in their composition. Dawn prompts students to consider the rhetorical situation or the MAPS (mode, media, audience, purpose, and situation) of the writing. And she reminds students to be purposeful in their work demonstrating cultural identity, by including artifacts of culture that help demonstrate cultural characteristics. This lesson is only one small part of what could be done with visual literacy; however, it begins to lay the foundation for thinking about visual compositions from a purposeful and rhetorical mind-set.

Video 2.2

Dawn introduces literature circles as a way to extend exploration of curiosities and inquiry through the study of fiction. Dawn specifically sets up literature circles to extend questioning and offer another lens with which to address questions, so that students continually see their work as a way to explore, question, research, and learn. Additionally, Dawn shares the literature circle book options with students and offers opportunity for student choice as a means for engagement in the reading process.

Video 2.3

Students wrestle with critical viewing skills. Through exploration of images, students begin to see that they live within a consumer society. Students identify brand names based on one letter from a brand logo. When students cannot identify a letter, Dawn leads students to question the audience of the brand and why they might recognize one brand over another. The class quickly learns that they know brands for products they consume and like, such as candies or processed foods. They know fewer brands that are cleaning products or healthier food options. Through this reading of visuals and quick product recognition exercise, students begin to wonder about the implications of their consumerism society and the role that images have in their understanding of the world. Identification of artifacts of culture, such as the logo of a product, leads students to examine characteristics of culture, such as advertising being ingrained in our daily lives. Dawn continually asks students to consider “So what?” about this critical viewing experience, so that students wonder why this matters including the implications for their lives, and how they can continually question texts as they read and write their world. In many ways, this relates back to the discussion of Michael Wesch’s brief film *Web 2.0: The Machine Is Us/ing Us* (2007) as students start to see themselves as being programmed to know certain brands, and they start to consider content filters and information being targeted right to them through online media. Students can also begin to understand and explore implications of companies tracking purchases of a consumer, as well as the filter bubble we find in our Internet searching experiences.

Video 3.1

You will see Dawn remind students about skills they are practicing through literature circle discussions, such as how we engage in discussion in face-to-face meetings and in digital spaces. Additionally, students prepare for their close reading of literature circle passages by having journal materials (discussion questions, dialectic journal, culture log) for literature circles ready to share with their team. An example of how to do this work of close reading by marking a text is

offered in the video as Dawn walks students through how to use a Google presentation as a tool to mark passages with comments. Dawn prompts students to share their work in a public space too. At this point in our study, students are becoming more comfortable, interested, and used to sharing their work with others in online spaces. This again helps students to collaborate and begin to share content with others.

Video 4.1

Dawn reminds students about connecting outside texts to their books and inquiry questions. These connections help to scaffold learning for students. In this lesson, students share some of their intertextual connections. Kendra, for instance, shares connections between *The Curious Incident of the Dog in the Night-Time* and popular culture through the text of television shows. Following review of intertextual connections, Dawn reminds students of their questioning and speculating blog posts (see Chapter 3, page 114) and that inquiry is about exploring curiosities in order to learn more about ideas a student is interested in. Students have just rehearsed questioning and sharing of resources related to their question. Now, they are about to explore the formal inquiry-based research essay assignment with ideas and resources already in their minds.

Video 4.2

Dawn introduces both the inquiry-based research essay assignment and the media assignment. The introduction to this work is intentionally timed after students have done a lot of thinking about questions and started gathering texts related to their question and literature circle books. Dawn reminds students of the journey they have already taken in their work as they receive the assignment. Additionally, she establishes the first homework assignment to be naming their focus inquiry question. Students worked with various questions while reading, and now they needed to identify one question to focus on or one topic that they would explore for this assignment. We know that anytime students receive a major assignment, they can get overwhelmed (especially as they head into the final weeks of the school year). Because of that natural reaction to learning that they have to write a research essay, students were reminded to retrace the work they had already done and to review the assignment for the requirements so that they could begin to explore the next steps for their research and writing process.

Video 4.3

Dawn unpacks the inquiry-based research essay assignment with students by focusing on the role of audience and purpose for the writing. In this way, continuation of exploring the rhetorical situation through the use of MAPS (mode, media, audience, purpose, and situation) is explored with students. Dawn further reiterates that students are entering a conversation as readers, writers, and researchers. In this way, students are reminded that others may have explored similar questions, and it is their job to learn the conversations surrounding the topic and how they can add to the conversation too. This point also adds to the conversation related to writing for an audience beyond the walls of the school. Additionally, Dawn reminds students that they have to approach the assignment in manageable chunks and that this work is a snapshot of their thinking. It is easy for students to get overwhelmed with research, and breaking it down into reasonable pieces and recognizing that the process is equally important can help make the process smoother for students.

Video 4.4

Students visit the library for a day of research. You will see students employing research strategies with both digital and print texts. Students wrestle with the research process through reading and rethinking ideas. As they do this, some students find that they need to explore search

term alternatives. Students continue to collaborate and support one another, but they also have an opportunity to work one-on-one with multiple adult researchers, including their teachers and the librarian. As students read and research, they also begin to write and revise. In this way, the recursive nature of researching, thinking, reading, and writing takes shape for students. As students research, they embrace being real researchers by learning the conversation surrounding their topic and “putting in their oar” (Burke, 1973) or adding to the conversation, such as in the video when Kendra learns how to cite herself when she references a blog post she wrote that can be part of the conversation within her inquiry-based research essay.

Video 5.1

Students review their brainstorming ideas about the media project assignment. Dawn reviews possible types of media students might use and reminds students to connect their media project to the main ideas of their paper. In this conversation, Dawn also reviews the role of audience and purpose considerations students should think about while working on their media project. In this way, students are guided through the composition process, just like they would approach the writing process for print work. Students need to make purposeful decisions in the preparation stages of the media project. The sharing of ideas and drafts, as well as peer response work, are also valuable with media work.

Additionally, Dawn aims to make the work manageable for students. To help them narrow their focus and think carefully about the major ideas of their paper, Dawn invites students to narrow their ideas to look at one key paragraph from their writing and use that as a focus. For some students who needed help with brainstorming, this was a helpful way to focus their ideas. In this video, George shares his ideas to use “Hackasaurus” (the previous name of the Mozilla Webmaker X-Ray Goggles) to capture one image and then change the title over the image. After George shares his example, other students immediately are ready to jump in and talk through this idea with George. Walking through the process of media work with students is important to help them see how print and digital texts are purposeful compositions and that print and media compositions can work together to share information in smart ways.

Video 5.2

Zoya and Allie share their media projects. While both of these projects are collages, the projects’ modalities varied. The compelling part of their presentations—besides their confidence and willingness to share in front of the class and on video for our book audience—was the manner in which they discussed their inquiry questions as well as the thoughtful decisions they made in creating their work. Zoya discusses her choices to show beauty from a variety of contexts and how it relates to her research, as well as the societal response she received about her work. Allie describes the role of image manipulation and the impact on identity through analysis of her images. She also describes the digital work that she did to modify some pictures with different filters and how she used modified versions to contrast with original images to support her argument of identity changing based on image manipulation. The way both of them describe their work is reflective of their careful critical thinking, which is also demonstrated in their writing and reflections. Through multiple ways of writing and thinking about their work, both students are clear in their explanations of their work without even planning a formal presentation. Quite simply, they were engaged, and they knew their context because of the continual practice they had in explaining and thinking about their work.