**Social Studies Video Critique Assignment Sheet**

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**Video/Materials Location (full citation):**

Caldwell, J. (Producer). West Virginia: Wild and Wonderful (Video). Available from https://thepartnershipfor21stcenturyskills238.eduvision.tv/default.aspx

**Summary:**

The teacher begins the lesson by asking students an essential question of “what are the factors that make West Virginia an attractive tourist destination”. The students must prepare an infomercial the topic and then present it to the department of tourism for the state. The teacher states that he likes to do this assignment so students become aware of fun activities in their own state. It allows them to gain a better appreciation of the state. Before the students start on the assignment, the teacher does a quick review with things he calls the “responders”. With these responders, the students are asked questions using a Smart board and they must pick the correct answers on their responders. Their answers are then shown as a whole to the class. The teacher tries to get everyone involved by having students who have not answered share with the class. The teacher then allows the students to get into their groups to begin their movie-making project. They are directed by the rubric the teacher has given them. They must follow the rubric in order to earn all the points for the assignment. The teacher is also walking around the room, answering questions to make certain the groups are staying on track. Each member of the group is assigned a certain task. This is to ensure that all the students are participating in the group. The groups then present their videos to the class. Afterward, the class analyzes the videos using a form given to them by the teacher. For the critique, the students must write what they think must be added, what they liked and what needs to be changed. This lesson incorporates collaboration, technology, problem solving, critical thinking skills and civil literacy.

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| **Elements of Best Practice with definition** | **What the teacher is doing…** | **What the students are doing…** | **Comments** |
| **Social:**  Collaborative  Working as a group on a common task. The students share a common goal but may have different roles in the group. Instruction that teaches content using cooperative group learning | * Facilitating Learning * Guiding Groups * Asking Probing Questions * Listening to groups discussion * Making sure all Students are engaged and actively participating. | * Working in Groups * Learning from one another * Adding ideas to the main group idea * Building their understanding from others * Giving feedback to group members * Working together on a similar problem or idea. * Students have individuals jobs or roles * Students listen and act upon teachers suggestions and guidance | Teacher begins class with the guiding question: “What are the factors that make W. Virginia an attractive tourist destination?”  Students work in groups to prepare information to presented to the tourism department  Teacher gives students a rubric to guide the learning process.  Each person in the group is assigned a job and then a critique of the overall presentation is done afterward.    Not aware of what you can do in your own state  Gain appreciation of their own state |
| **Authentic Learning**  Real, rich, complex ideas and materials are at the heart of the curriculum | * Letting students choose assignments that are meaningful to them. * Giving students real world problems to solve * Lesson connect with life experiences and problems * Inviting outside resources (such as members of the community) into the classroom * Providing questions that challenge students | * Students are reading, writing, calculating, and investigating for purposes they have chosen * Choosing topics that are meaningful to their lives * Solving problems that are relate to the real world | The teacher allows students to investigate tourism in their own state.  Students act as advertisers and design an infomercial to draw tourists to their state.  The students will then present their videos to the department of tourism. |
| **Inquiry-Based**  The process of asking meaningful questions, finding information, drawing conclusions, and reflecting | * Identifying overall topic * Allowing students to explore and ask questions based on topic * Facilitating and monitoring the research/learning * Asking questions to guide student thinking. | * Researching to identify problem/question they want answered * Setting up a plan to explore the topic/have teacher check plan * Working with others or individually to answer question and find solutions * Making and reporting observations * Asking additional questions * Drawing conclusions | Teacher begins with an overall questions/topic (W. Virginia tourism).  Teacher allows students to work in groups to research tourism in the state.  The teacher walks around and monitors each groups’ progress.  Students follow rubric to answer the question of why people would want to come to W. Virginia. |
| **Critical Thinking**  Analyzing and evaluating information to make decisions, find answers, and draw conclusions in a meaningful way | * Asking open ended questions * Guiding students through connections - to self, others, and world * Requiring students to analyze events, changing viewpoints and criticizing decisions that were made in the past | * Engaging in discussion, debating topics, etc * Asking questions for further exploration * Researching and drawing conclusions based on findings * Making connections between self, others, and world | Teacher asks why people would want to come to W. Virginia.  Students conduct research to answer the question using their own thoughts and ideas.  Students connect with others by researching why people would want to visit the state. This connects them with others by brainstorming what attracts and interests people. |
| **Experiential**  Active and hands on experiences of the content. | * Plan and gather materials to develop authentic experience. * Facilitating learning * Leading discussions | * Participating in role-play or simulations. * Role-playing or simulating historical events, debates, or conflicts. * *Doing* rather than hearing about the content. * Being immersed in the content (culture, sounds, visuals, clothes) * Working collaboratively in groups. * Participating in surveys. * Making connections. | Teacher plans for students to work together using technology to complete an infomercial.  Teacher plans for each student to be assigned a role.  Students work together to make their own infomercial to be presented to the department of tourism.  Students connect what draws in tourist to their state. |
| **Social Learning**  Instruction that is interactive and engaging to students | \*Provides materials and lessons that are hands-on as well scaffolding learning | * Working together to promote meaningful learning | Teacher guides students through the rubric and by assisting students during their research.  Students create a product to present their information. |

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| **Reflective Thinking**  Instruction that promotes time to think and associate new ideas with previous schemas | \*Allows time for students to reflect on new learning  \*Provides different choices for evaluation of learning | \*Reflecting at their own pace, and connecting new knowledge to prior knowledge  \*Evaluating themselves on new material | Students review each others’ work using a critique form after the presentation. |

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Critique:

There were many points during the video where Best Practices were observed. There were three main Best Practices I observed the most. These included inquiry-based learning, authentic learning and collaboration. The lesson is based on inquiry-based learning. The students are given the question of why West Virginia would be attractive to tourists and are then asked to research the topic further. This question allows the students to research the topic in their own groups and then draw conclusions about it. The role of the teacher for this is to identify the topic and guide students during their research. Next, the video fit the authentic learning category of Best Practices. Authentic learning means providing real, rich, and complex ideas and materials to students. This assignment allows students to research a real life topic that is relevant to their lives. During the assignment, the students take the real life role of an advertiser. They must answer the same question that an advertiser would have to answer if they were producing a video about West Virginia tourism. The students can also draw on information from their own lives to help answer the question. For example, if a student has been white water rafting, they can connect that experience to why tourists might want to visit the state. All of these things help to make the learning experience real and meaningful to the students; they are solving a real world problem. Finally, the video shows collaboration. The students must work with peers in order to answer a common question and present the information. The teacher facilitates the learning, guides the groups, and makes sure everyone is participating. Although the students are working as a group, each one is given a different role in the group. This ensures everyone is participating in the learning process. Without this then one student might have to do all the work.

I believe the teacher did a nice job of exemplifying Best Practices in this lesson. He allowed students to work as a group to explore a real world problem. Whenever students are allowed to research a topic that relates to their lives, the learning process will be more meaningful and concrete. It is especially important to note the context of the assignment. The students were told they were advertisers that had to present a video to the department of tourism. This made the assignment more real to the students. If the students were just told to research West Virginia tourism, they would not have the real life connection of why they were researching the topic.

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Feedback: