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# CONNECTING CREATIVITY AND CRITICAL LITERACY THROUGH VIDEO

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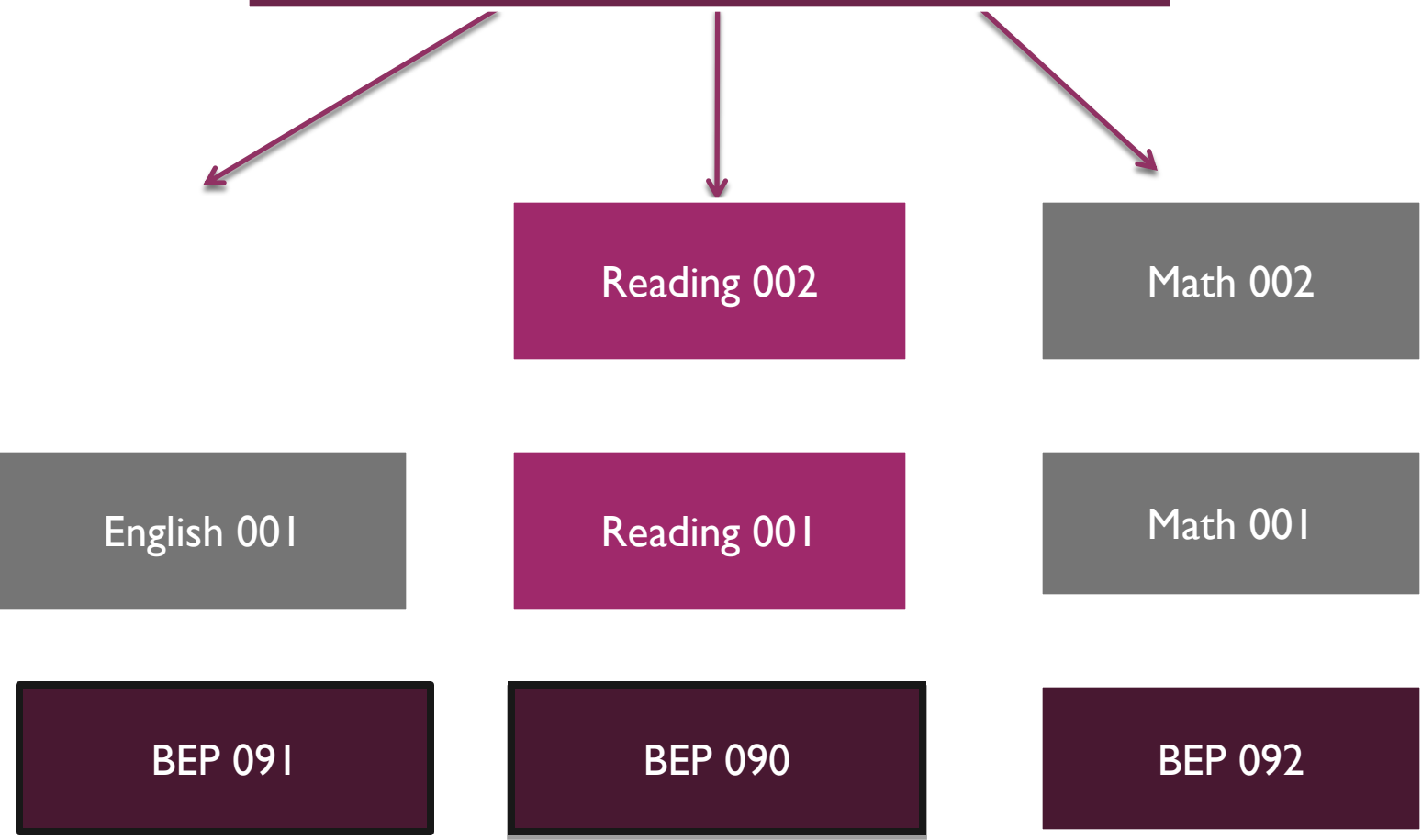
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# Non-Credit Classes at Nassau Community College



# BEP READING AND WRITING COURSE CHARACTERISTICS

- Small class sizes : Maximum 17 students
- Average reading/writing level approximately 8<sup>th</sup> grade
- Students often enter semester somewhat disheartened about non-credit coursework; have frequently had negative experiences in prior education

## In the Classroom:

- Teacher as facilitator
- Major goal: create a community of readers, writers, learners; all voices recognized and respected
- Encourage reading and writing for personal and academic growth
- Introduce schema/build and use background knowledge at every opportunity

## THEORY AND...

Instructional methodologies largely informed by

- Schema theory (Bartlett; Piaget)
- Transactional Theory (Louise Rosenblatt; 1978)
- Reading Workshop (Nancie Atwell; 1987)
- Theory of Multiple Intelligences (Dr. H.Gardiner; 1983)

## ... RESEARCH: “MILLENNIALS” AND “GENERATION Z” WHAT WORKS BEST WITH TODAY’S STUDENTS?

- Variety: “This is a culture that has been inundated with multimedia and they’re all huge multitaskers, so to just sit and listen to a talking head is often not engaging...” (Christy Price, EdD in Novotney “Engaging the Millennial Learner” 2010)

OR

- Task-switching: Absorption with technology has generated rapid movement from one medium or topic to the next. Instruction is best delivered in smaller “bites.” (D. Rothman “A Tsunami of Learners Called Generation Z” 2014)

## ... RESEARCH: “MILLENNIALS” AND “GENERATION Z” WHAT WORKS BEST WITH TODAY’S STUDENTS?

- Relevance: “Millennial students are more likely to perform better when professors connect their lessons to real life” (Steven Meyers, PhD, in Novotney “Engaging the Millennial Learner” 2010)
- Screen Time/Visual Stimulation: Gen Zers spend a large portion of each day interacting with a screen, and are often looking for a similar classroom experience (D. Hawkins “Here Comes Generation Z. What Makes Them Tick? 2015)

# THE ELEMENTS OF FICTION, WITH VISUAL HELP FROM “ALMA”

## Instructional Objectives:

- Demonstrate understanding of the foundational elements of fiction: conflict and plot
- Recognize and analyze a writer’s (or director’s) choices; application of the concept of choice to students as readers and writers (and viewers)
- Connect to text considering both content and structure

...highlight the use of inferential and critical thinking in fulfilling these objectives

“Alma” is a short film written and directed by Rodrigo Blass. <https://www.youtube.com/watch?v=kHDJ0Wigrd0>





# WAYS TO USE NON-FICTION VIDEO TEXTS TO ENHANCE LITERACY AND CRITICAL THINKING SKILLS

## □ To encourage note-taking and reflection

- *The NY Times* Learning Network provides a double-entry response journal for films that can serve as a model for other texts

<https://static01.nyt.com/images/blogs/learning/pdf/2015/FilmClubDoubleEntryJournalLN.pdf>

# WAYS TO USE NON-FICTION VIDEO TEXTS TO ENHANCE LITERACY AND CRITICAL THINKING SKILLS

- ❑ **To distinguish plot and theme**
  - “Kite Flight” (*NY Times Op Doc*)
    - What Happened vs. What’s the Point?

# WAYS TO USE NON-FICTION VIDEO TEXTS TO ENHANCE LITERACY AND CRITICAL THINKING SKILLS

## ❑ To activate/build background knowledge

- Brainstorm responses to an essay question and then watch a video to enhance discussion and writing
  - The criminal justice system in the United States, including the police and the courts, is supposed to treat all citizens equally under the law. Do you believe the justice system treats all people fairly?

Pair this question with a viewing of “A Conversation With Police About Race” (*NY Times Op Doc*)

- Many people leave their homelands to immigrate to the United States. What are some of the reasons why people come to the United States? Be certain to include details, explanations, and examples from your experiences, your observations, and what you have read to support your answer.

Pair this question with a viewing of “Icing on the Cake” (*PBS Point of View StoryCorps Short*)

# WAYS TO USE NON-FICTION VIDEO TEXTS TO ENHANCE LITERACY AND CRITICAL THINKING SKILLS

- To teach argument writing
  - Watch “Summer’s Choice” (*NY Times* Op Doc) and complete double-entry journal
  - Write a letter to Summer explaining whether or not she made the right choice, citing specific reasons for your view

# WAYS TO USE NON-FICTION VIDEO TEXTS TO ENHANCE LITERACY AND CRITICAL THINKING SKILLS

- To complete a thematic text set

## Identity

- Read “The Terror” by Junot Diaz and watch “Zak Ebrahim: I am the son of a terrorist. Here’s how I chose peace.” (Ted.com)
- Examine the content and structure of each
- Write a narrative essay about an incident that influenced your identity

## USING A NON-FICTION VIDEO TEXT TO ENHANCE LITERACY AND CRITICAL THINKING SKILLS: MODEL

*Free Write:* Should you ever alter your appearance or behavior in order to conform to society's expectations? Why or why not?

USING A NON-FICTION VIDEO TEXT  
TO ENHANCE LITERACY AND CRITICAL THINKING SKILLS: MODEL

*What if people perceived your appearance as a threat?*

# USING A NON-FICTION VIDEO TEXT TO ENHANCE LITERACY AND CRITICAL THINKING SKILLS: MODEL

<http://www.nytimes.com/2015/03/17/opinion/a-conversation-with-my-black-son.html>



# USING A NON-FICTION VIDEO TEXT TO ENHANCE LITERACY AND CRITICAL THINKING SKILLS: MODEL

- Read “Just Walk on By: A Black Man Ponders His Ability to Alter Public Space” by Brent Staples

Excerpt:

Over the years, I learned to smother the rage I felt at so often being taken for a criminal. Not to do so would surely have led to madness. I now take precautions to make myself less threatening. I move about with care, particularly late in the evening. I give a wide berth to nervous people on subway platforms during the wee hours, particularly when I have exchanged business clothes for jeans. If I happen to be entering a building behind some people who appear skittish, I may walk by, letting them clear the lobby before I return, so as not to seem to be following them. I have been calm and extremely congenial on those rare occasions when I've been pulled over by the police.

Excerpt from:

Funk, Robert W., Susan X. Day, Linda S. Coleman, and Elizabeth McMahan. *The Simon and Schuster Short Prose Reader*. Sixth ed. New York: Pearson, 2012. Print.

# USING A NON-FICTION VIDEO TEXT TO ENHANCE LITERACY AND CRITICAL THINKING SKILLS: MODEL

**Now write an essay in response to the original question:**

Should you ever alter your appearance or behavior in order to conform to society's expectations? Why or why not?

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