

VIDEO CHAT CONVERSATION PROTOCOL

GOALS:

- To learn about our partners and their culture (who are we, where are we from, where are we going)?
- To use our skills and abilities in Spanish and to challenge ourselves further in learning Spanish.

BEFORE:

Spanish Speaking/Listening

- Review Spanish vocabulary and notes.
- Practice things you know you want to discuss, in advance, with classmates.

Clarify Priorities and Roles

- What do you want to discuss with your group?
- Who is taking on which role:
 - **Translator/Coach:** Native Spanish Speaker offers group members clarification on what is said in Spanish that peers might not understand. The coach actively helps non-native peers communicate in Spanish (when requested by their peer).
 - **Camera Person/Facilitator:** Supports the flow of the conversation, making sure that everyone is involved, and that no one voice is dominating the conversation.
 - **Timekeeper:** Sets alarm for 8 minutes after conversation starts (2 minutes left to chat as a group). Sets 5 minute timer for each partner pairing to talk 1:1.
 - **Notetaker:** Takes notes on a shared document during DEBRIEF, named **COUNTRY.GroupA.Conversation Notes** (shared with Sofia, Lisa, and all group members). Put date at the top of the document. Start the debrief with your team by listing key information that was discussed throughout the group conversation. Add to same doc every conversation, with new date and notes at the top every time.

Confirm Equipment and Location

- Bring your stuff: one laptop, journals, and recording/timing devices.
- Where is your conversation recording session happening? Arrive 15 minutes early, checking to be sure that it is ready, clean, and well-lit.
- Set up at least one camera/phone to record the conversation and you, ideally getting your faces and the back of the computer in the frame. If you have a second camera, a side view is also great.
- Audio check your computer and phone volume.
- Be sure SKYPE is on and ready on the teacher computer in use.

DURING:

Begin conversation

- Skype our partner teacher at the assigned time.
- Be sure to click RECORD on the external "Skype Video Call Recorder" before the dialogue even begins!
- After saying your initial hello, the Facilitator should ask permission to record the conversation
- Be certain that all group members are equally present on the screen (no one in front/behind each other)
- Speak clearly and at a normal/slow rate - nerves sometimes make us talk too fast (hard to understand!).

AFTER:

Debrief

- Turn video recorder off
- Review the conversation (Notetaker takes notes). What did you discuss (not how you felt about it)?
- Take five minutes to write/reflect about your chat in your journal. Timekeeper sets timer.
- Turn video recorder on.
Discuss (5 minutes) the following with your group:
 - What is on your mind, after that chat?
 - What was interesting/stood out to you in the conversation?
 - What new questions are coming up for you?
 - Did we make an effort to use the Spanish we have learned? Did we speak in Spanish to the best of our individual abilities? Are there things that really worked, or things we need help or practice with?
 - How did we do at sharing the dialogue, as a group? Did we share the air? Respect each other and our partners?
 - Appreciations - Choose specific things you can appreciate about each other - your tone of voice, helpfulness, calm demeanor, sense of humor, etc. What did your group members bring/contribute to the conversation?
- End your external video recording.

Amigos en las Américas

Sofia Tannenhaus & Lisa Griffin Team
Fall 2016 Semester Project



What is on teens' minds in different countries and cultures in the Americas?

1. Who are we, and how are we alike and different?
2. How does the context of where we are from impact who we are?
3. What choices are we faced with about our futures?

Project Description:

Students will build ongoing relationships with teens in Mexico, Central, and South America as part of a cross-cultural youth friendship project. Weekly video chat sessions will facilitate learning about their peers' lifestyles, beliefs, community, and culture, as will email and letter exchanges with their partners. Students will create essential questions for their dialogues, exploring issues that they and their peers are grappling with. They will also conduct research related to their partner's country, with a focus on the literary, social, political, economic, artistic, and historic factors that impact their partner and their culture.

Final Products:

- **Photojournalism book** featuring our students and students from our international partner schools. QR Codes link to video conversation highlights from each group.
- **Documentary film** capturing the process of our virtual exchanges to share with other educators.

Interdisciplinary Content and Skills:

- Identity explorations
- Understanding of cultural similarities and differences (i.e., traditions, language and colloquialism, lifestyle, values, beliefs, norms, cuisine, etc.)
- Culture Studies
 - Surface/Deep aspects of culture
- Cross-cultural understanding: compassion, gain/offer perspective
- Effective communication with people from other countries
- Interviewing skills
- Interview data analysis
- Formulating essential questions
- Video recording, compilation, and editing
- Photoshop

Spanish:

- Beginner and Intermediate students will learn how to effectively communicate in Spanish. Native Spanish-speakers will take on the role of a “coach” for their group members in which they will help their peers communicate in oral and written Spanish.
- Presentations will take place in several forms, including, but not limited to: presenting mini-projects to the class, discussing cultural celebrations, engaging in weekly video chats, and completing Conversations of Learning.
- One-on-one Conversations of Learning (CoL) with Sofia will occur once every two weeks, with the content varying between beginner/intermediate and advanced Spanish. CoLs will provide Spanish 1/2 students the opportunity to demonstrate their mastery of language and grammar covered in class, while Spanish 3 students will be assessed on their independent work/research.
- Writing will include weekly emails and mini-projects for all students. Spanish 3 students will have a writing assignment that combines research and analysis.

Humanities

- Context for understanding - historical, political, economic, social contexts of each region
- Diversity Training - recognizing our stereotypes/generalizations about Latin America
- Cultural awareness through Latin American fiction literature/music
- Conversation-driven research
- Literary translation of poetry/music lyrics
- Source analysis - identifying bias and perspective
- Compare/contrast (group-level), leading to new questions
- Analysis of key findings, using written and oral expression
- Journal and timeline of key cultural insights

Simple Ideas into Rich Projects

Goals:

- Challenge the culture of planning around big/complex ideas, but not at the expense of going big with projects.
- Explore the process of planning around simple/close to home ideas that can lead to more authentic connection, enthusiasm and ownership for projects.
- Recognize that if we work to understand ideas as they relate to us, we can better understand other applications of the same ideas.

Simple Idea:

The Story:

How/Where it is Real?:

The Product:

| <p style="text-align: center;"><u>Content Ideas</u></p> <ul style="list-style-type: none"> ❑ Non-negotiable content students should learn in my discipline. ❑ Ideas/philosophies/examples specifically or thematically connected to my simple idea and/or my product | <p style="text-align: center;"><u>Skills Ideas</u></p> <ul style="list-style-type: none"> ❑ Non-negotiable skills students should acquire in my discipline. ❑ Needs for “hands-on” or “build” elements of the project. ❑ Technologies students need to have a command of. |
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Prototypes (idea/description)

Closing Comments / Concerns / Questions