# STRATEGY 22 COLLABORATIVE LISTENING VIEWING GUIDE (CLVG)

## Objective

To gather information from video and audio texts through structured note taking and collaborative discussion.

## Rationale

The Collaborative Listening Viewing Guide (CLVG) is a guided note-taking strategy that helps foster comprehension of visual and auditory texts—videos and podcasts, in particular. CLVG brings together double-entry notes, collaboration, and reflection to help students process and think about information. It provides a structure that allows students to treat digital texts as traditional print media. For example, as students view a video in class they can take notes using CLVG and then discuss and share their notes with others, adding to them as needed. Then students reflect on their notes and summarize the most important things they have learned. These notes can be shared in a whole-class discussion. See the template provided in Figure 22.1.

## Digital Applications

The CLVG strategy can be adapted for online use with the following digital tools:

- **Evernote (www.evernote.com):** CLVG can be created in shared document spaces like Google Drive and also works well with tablet apps like Evernote or Pages. These apps allow students to take notes using a tablet or even a smartphone as they listen to a podcast or view a video. See Figure 22.2 for an example of using Evernote with the CLVG.
- **BrainPOP (www.brainpop.com):** Students can interact with visual information in the form of online videos (e.g., YouTube, www.brainpop.com), interactive websites (www.discoveryeducation.com), and/or apps (e.g., BrainPOP Featured Movie app). These videos can also be linked to QR codes that students can scan with free apps on the iPad or other mobile device. When scanned, the QR codes will take students directly to the online video. Therefore, this approach can be useful for small-group centers.

## Procedures

### Teacher Preparation Stage

➔ **Step One:** The teacher selects a topic of study and identifies key resources for students to use including a variety of texts (print, video, websites).

➔ **Step Two:** The teacher prepares a CLVG for students to use. The CLVG can also be created in a shared application like Google Drive and projected and shared with students. It's best to give students a printed copy or access to the digital version.

## Prereading Stage

➔ **Step Three:** Students are introduced to the topic and texts.

➔ **Step Four:** The teacher shares the CLVG form with students and explains its use. If shared in a digital form, the teacher provides access to students.

## Reading Stage

➔ **Step Five:** Students listen or view the text and take notes on the left side of the two-column notes under "My Notes." Note: It is important for the teacher to talk to students about making detailed notes as they listen or view. It is particularly helpful for the teacher to model this for students so that students learn to write down information that is meaningful and useful for the unit of study. The teacher can replay segments of the video or audio to help students.

## Postreading Stage

➔ **Step Six:** After students listened to or viewed the text and written notes, they talk with a partner or in small groups sharing with each other what they wrote. Students write new information on the right side of the two-column notes under "Our Group Notes." Students may ask the teacher to replay a segment of the video or audio to help them clarify or extend their notes.

➔ **Step Seven:** After the discussions, students write summary reflections addressing the two prompts—"Important things I've learned" and "What this means to me."

- See Figures 22.3 and 22.4 for examples of a completed CLVG exercise.

➔ **Smuggling Writing:** It's easy to see the writing connections in CLVG. As a guided note-taking strategy, CLVG helps students smuggle writing into texts they often fail to see as texts—audio and visual media. However, beyond writing down information learned, CLVG also pushes students to use writing to evaluate that information and consider what it means to them.

## Standards-Based Connections

### Examples of Common Core Anchor Standards

**CCSS.ELA-Literacy.CCRA.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.ELA-Literacy.CCRA.R.7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CCSS.ELA-Literacy.CCRA.R.8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.ELA-Literacy.CCRA.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Reference

Wood, K. D. (1994). *Practical strategies for improving instruction.* Columbus, OH: National Middle School Association.

## Figure 22.1 • Collaborative Listening and Viewing Guide

**Name:** _____ **Partners:** _____

**Topic:** _____

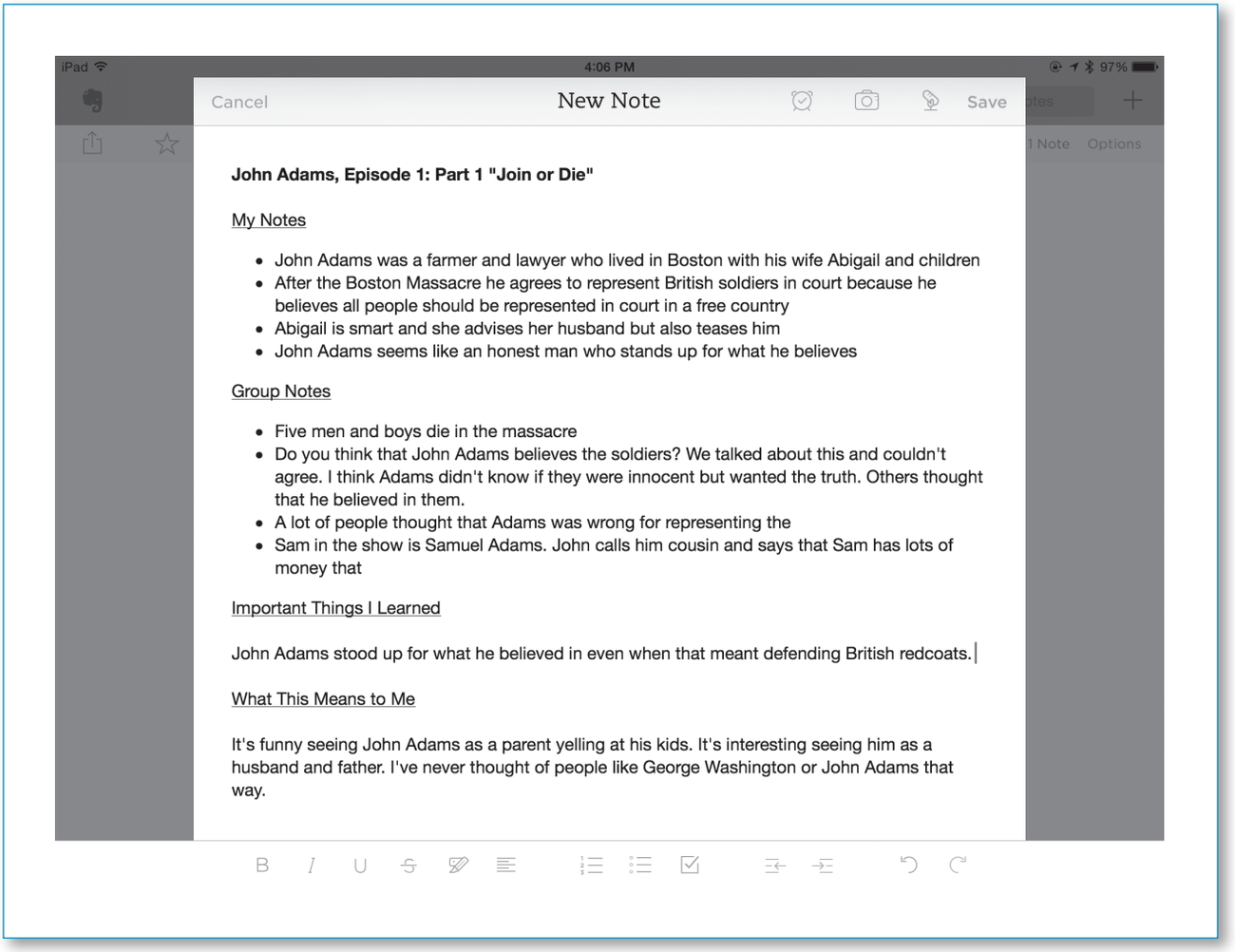
**Directions:** Use the left-hand column to take notes as you view. After viewing, use the right-hand column to write down additional comments from your group's discussion. Then, answer the questions below.

| My Notes: | Our Group's Notes: |
|---|---|
| (during viewing or listening) | (during viewing or listening) |

**Important things I learned:**

**What this means to me:**

## Figure 22.2 • CLVG Example Using Evernote on an iPad Viewing HBO's *John Adams*, Episode 1, Part 1: "Join or Die"




*Source:* Screenshot courtesy of Evernote. EVERNOTE, the Evernote Elephant logo, and REMEMBER EVERYTHING are trademarks of Evernote Corporation and used under a license.

**Figure 22.3 • CLVG Example From BrainPOP Video on Geometry and Measurement**

http://www.brainpop.com/math/geometryandmeasurement/angles

Class: Miss Miles Date: April 28, 2014 Topic: Math/angles

Student's Name: Julia Partner: Isaac

Group Members: Terrance Miguel

We know that:
- angles can be found in everyday objects
- there are different types of angles

| My Notes | Our Group's Notes |
|---|---|
| • An angle is made when two rays meet.<br>• Where two rays meet is called a vertex.<br>• There are angles in my house and on the clock.<br>• Protractors can measure angles.<br>• A straight line is 180 degrees. | • Angles can be named using the label of the vertex.<br>• There are different kinds of angles.<br>• Acute angles measure less than 90 degrees.<br>• Right angles measure exactly 90 degrees.<br>• Obtuse angles are greater than 90 degrees.<br>• When two angles make 180 degrees, we call it supplementary angles.<br>• When two angles make 90 degrees, we call it complimentary angles. |

We learned that: Angles are made of two rays with a common point called a vertex. There are different types of angles.

We will find out: More about how to find the degree of an angle and how to use a protractor.

**Figure 22.4 • CLVG Example From the BBC's *A History of the World in 100 Objects* Podcast, Episode 5: "Clovis Spear Point"**

**Name:** Alejandra **Partners:** Thomas, Nick, Sarah

**Topic:** Clovis points: Early tools of the first people in the Americas

**Directions:** Use the left-hand column to take notes as you view. After viewing, use the right-hand column to write down additional comments from your group's discussion. Then, answer the questions below.

| My Notes: | Our Group's Notes: |
|---|---|
| (during viewing or listening)<br>• Clovis spear points were made over 13,000 years ago.<br>• Shaped like a long, thin leaf.<br>• It's very sharp and made from stone with pieces flaked off.<br>• Clovis people came from Northeast Asia and crossed the land bridge between Asia and North America about 15,000 years ago. | (during viewing or listening)<br>• The Clovis points were made in the Americas-from Alaska to South America.<br>• The Clovis people were probably the first people in the Americas.<br>• They became the ancestors of Native Americans. Many Native Americans are offended by this because this goes against their own stories of how they were created. |

**Important things I learned:**

The first Americans came from Asia and crossed the Bering Strait about 15,000 years ago. They developed tools like the Clovis spear point that helped them hunt large animals like mammoths. This helped them survive and spread out over the continent. The Clovis point was made by chipping away flakes from a stone.

**What this means to me:**

Although this happened thousands of years ago, it shows that humans are smart tool makers that take over the places they live. It makes me think that humans can overcome a lot of challenges they face.