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To start, we're going to have a Socratic seminar, but there's some prep work we want to do beforehand.

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Johanna Paraiso.

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Everyone calls me Jo.

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My students call me Miss P. I teach 12th grade English at Fremont High.

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I'm a teacher.

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I'm a teacher.

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I'm a teacher.

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East Oakland. Now we're going to discuss a process so that's the part that might

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feel very different too because the content is not Shakespeare, the content

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is not Richard Wright, the content is what you actually did already for your

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senior project. Today's lesson is about the students evaluating what they

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learned through the senior research process this year. They were scored last

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week after doing presentations and they're getting that feedback today. I

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to kind of look at our senior exhibition process,

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and we're gonna look from the psychoanalytic lens for today.

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With the psychoanalytic lens,

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you are really studying how you were feeling.

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Jasmine, question one is what?

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Based on the randomized anonymous feedback,

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what were the judges looking for as evidence of success?

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What patterns do you notice?

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I clarify what the seminar questions are,

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and in this case,

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what is it that the judges were looking for?

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What did you learn from the process?

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Is it a valuable process that you went through?

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So we definitely.

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clarify the essential question, especially because this is a population, half of which

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are long-term English language learners, so clarification is key.

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For this seminar, it would be good to start in order, start with question one, but it

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is okay if you want to jump.

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Whatever is going to get you to reflect honestly, that's what our goal is.

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The kids read the feedback.

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They answer a reflection question.

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What stood out to them in the feedback, they capture that in writing so that they have

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something to start with in the seminar.

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Let's go over the norms of our seminar.

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Big Norm, watch your airtime.

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You're going to want to talk about the whole process.

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That's the goal.

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But I want you also to talk about your own individual process.

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I still want to follow my traditional role of me filming.

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And I'm not going to be in the seminar.

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You will self-run as usual.

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Okay.

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This is my period 4 class,

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and the Socratic seminar officially begins now.

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It is 1.08.

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Whoever wants to start, seminar has begun.

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For me, going through the feedback and highlighting it,

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not only did they say they had good presentations,

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what made their presentations from judges is saying

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basically their personal experiences made it engaging

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and to include in their content and their presentation,

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which they found like they was very passionate about.

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I agree with that, but I feel like the judges wanted

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to learn more about your topic or want to see

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what more do you know about it

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or what more did you research about it?

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part of the Common Core is, for the audience, do you know how to conduct yourself in a suitable

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way and present your ideas? And in this case, this is them practicing in a discussion group

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among their peers and being able to talk about what was a learning process for them.

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Why is it that they expect so much out of us? I believe that it's because of where we

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go to school and where we're from. I know it's not the best place to live in Oakland,

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but they want us to get out there, and they know that education is a good way to do so,

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and they expect us to do it.

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to have done really well in the senior project.

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To get to a point where the Socratic seminars can

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be student-led is a long process,

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especially when you have students whose

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second language is English.

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We go from fishbowl, then we do small pair shares,

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and then we go to the small group.

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Then we do the whole group, and I'm actually still in this.

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All those times, I'm still in the seminar.

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I'm in the dialogues with the students.

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And then I have to, at some point,

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I just say, I'm gonna take myself out of the seminar now.

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It was about a year before I,

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we were all completely student led.

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I do agree with her because of our school,

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we're known as one of like the lowest schools.

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So it is expected to have higher expectations

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from everybody.

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And they think of us as dumb people,

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but we have a lot of smart people here.

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If they actually came to our school

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and seen what we do in our classes,

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they would know that.

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We do a lot to put ourselves out there to show people that we're not like every body else.

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The students want to know how to have conversations when they are going to go a nd get a job.

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When they have to go and talk to their professor in college.

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They want to know practical ways to speak to get what they need.

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My English language learners.

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And so they are very much invested in learning a proper structure.

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Do you think that the more they ask questions, is it more of like interest?

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I think they just want to make sure that,

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oh, did you research it enough or do you really know what you're talking about?

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I feel like they were just trying to ask a lot of questions

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to see if you actually knew about it,

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but at the same time you actually will say something wrong

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so it could just deduct points and stuff.

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I feel like it was just something that was just really small,

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like, what does it have to do with everything?

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I think that the judges wanted to see that you worked really hard on your topic

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and that you were researching, like, really deep into the topic you chose.

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To hear from the mouths of babes exactly how they're feeling.

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feeling when I can sit in it and hear it and I'm not in the conversation and

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they're talking amongst each other that was powerful for me. I want to answer t
he

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question of how does it feel to read this kind of feedback and some of the

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feedback like you know I'm like oh yeah that's why they gave me the grade that
I

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have and you know it made me feel like confident made me feel good like oh yes

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I passed yeah. Thinking about what the judges have said for my feedback one

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thing I can remind myself and do

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Differently, next time I present,

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like later on in life, if I have a presentation,

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I could work on to stop talking fast

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because I notice when I go up in front of people

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and present, I get so excited

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and then I just start talking fast

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so it would be hard for my audience

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to hear what I'm saying and be able to understand clearly.

00:06:16.260 --> 00:06:18.059
So that's one thing I could work on.

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All right, folks, breathe.

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You did 30, that was about 33 minutes.

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Self-assess, and again, it's.

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It's a different kind of Socratic seminar in terms of the text and the content.

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But grade yourself and then go ahead and for yourself the second reflection question at

00:06:40.199 --> 00:06:41.199
the bottom.

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Answer that honestly, truthfully, candidly.

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And let's take a couple of minutes to do that.

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Well done you guys.

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Afterwards it's more of the forward thinking.

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In the future, now that you've had this huge discussion, after 30 minutes and you read

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all this feedback from the

00:07:00.000 --> 00:07:00.839
The judges.

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Okay, so what are you individually gonna do

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with all of that when you do your next presentation?

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I did it differently.

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I showed you the random feedback first.

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Why do you think I showed you random and anonymous feedback

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before I give you all of your individual?

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What was the purpose of doing it that way?

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If we had our own, we would have been more focused on ours

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instead of what the judges said about everybody.

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Okay, Hajer, you had something?

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Like, if I didn't pass and I seen what I had,

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I would've, yeah, I would've said stuff that I.

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wouldn't want to say, so I just wanted to say, just go in general first and talk about

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everyone and talk about, you know, later on, then go into detail.

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Maybe you don't want us to be too emotional, to read your own feedback.

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We would have had more tears if you saw your own feedback first.

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Yeah.

00:07:51.520 --> 00:07:55.799

Okay, I'm taking it to my grave, dismissal.

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After having gone through that process for that many months, they've done everything

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they could.

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at this up to now to synthesize, to do all these things that the standards ask them to

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do, and then being able to talk about it and evaluate it and hear what the real

ity checks

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were from the judges, and seeing true feedback from real people that they're going to be

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facing on the outside, one, that's not easy to read, but then to be able to talk about

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it in a way that is among friends and peers.

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It was hard to follow my mind, because I had so much to say that I was unorganized, but

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I feel like at the same time, I was trying to be organized.

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I wasn't unorganized because I knew what I was talking about.

00:08:33.000 --> 00:08:37.000

I think they really reflected honestly.

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That was the important part.

00:08:39.000 --> 00:08:41.000

All right, guys. Hasta...

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...til mañana.