

Teacher-Guided Activities and Student Understanding of Bully Prevention

A Research Project

Presented to

The Faculty of the

College of Education

Department of Elementary Education

San José State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

By

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August 29, 2008

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APPROVED FOR THE COLLEGE OF EDUCATION

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ABSTRACT

Media-based educational programs such as videos are being used frequently in schools. *Teen Truth* is an example of a widely-distributed video-based bullying prevention effort. From a perspective of *Critical Hermeneutic Theory*, students who struggle with new and/or difficult content can develop deeper understanding when they are provided with teacher-guidance and opportunities to reflect on the content over a period of time. The researcher's intent of the study's pedagogical grounding is to empower students to engage with difficult content, possibly resulting in personal change and a desire and/or ability to teach others. This study examines the extent to which teacher-guided activities over a six-week period following the presentation of the *Teen Truth* video yield any differences in the quality of student understanding of the message of the video. Interviews were conducted with ten 7th/8th grade students chosen from two classrooms at the same school. Results suggest the importance of incorporating teacher-guided activities to support students' understanding and retention of difficult content in video presentations.

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Introduction

Technology –Based Education: A Look at Teachers’ Media use

In recent years, technological advances in schools and teaching have offered teachers increased access to DVD and video media for instruction. According to the Kellogg Foundation (2001), information and communication technologies (ICTs) have reached an unprecedented level of acceptance in the American home and workplace. These technologies are also the center of many efforts to enhance education in schools. Ertmer, Gopalakrishnan, and Ross (2001) observed that teachers today do recognize the importance of using technology in their classrooms; however, they lack a clear vision of how technology can be used to support educational best practices. Their study (2001) found that technology-using teachers had higher levels of confidence and innovation, and expressed a variety of teaching and learning goals. Ertmer and her colleagues (2001) discussed the “content-oriented visions” where the teachers described how technology related to their current curricula. These teachers would use the available technological tools to teach the given body of knowledge to the students; however there was no clear consensus found, among the teachers studied, as to whether they would use technology “to *maintain* or *go beyond*” current curricula (Ertmer et al., 2001, p. 38).

According to the official web site of KQED, “video can be a powerful tool for meaningful learning ... by encouraging students to become active viewers” (KQED, Education and Learning section). It further qualified why and how the use of video enhances learning. According to the website, some of the benefits of video-use are that it provides a common experience for all students, generates interest and stimulates imagination, and connects students

with faraway places. Furthermore, it offers a different perspective on or another approach to a topic and stimulates the development of critical thinking skills.

According to Griffin (n.d.), a current research suggests the most effective way to use video is as an *enhancement* to a lesson or unit of study. However, to optimize the benefit from the video, “specific learning objectives should be determined, an instructional sequence should be developed, and reinforcement activities planned” (Griffin, n.d.). The issue of using technology, especially media-based educational programs, as a tool for teaching should be understood in-depth in order to understand its future implications.

Organizations such as the National Youth Violence Prevention Resource Center (2002) have used several multi-media means such as webcasts, webinars, video clips, and PowerPoint presentations to get their message across to school children and other youth members of the community. However, there seems to be a serious lack of awareness when it comes to using media-based violence prevention programs. The lack of awareness among teachers may be explained by one of the principles of mediamorphosis as described by Fidler (1997). In the book, *Mediamorphosis*, Fidler writes that the main ingredient for the successful adoption of new technological products (in this case media-based tools) is acquiring “critical mass”. The adoption is accompanied by certain “accelerators and brakes”-- societal and political forces that carry the technological product to its successful adoption or to its rejection. The product would need sufficient amount of promotional efforts as well as the confidence of “early adopters” for it to enjoy a long shelf life with its target audience (Fidler, 1997, p. 1-29). My research will be using the *Teen Truth* video, which is an example of a technology-based bullying-prevention effort. The study will examine to what extent the media-based program is effective on its own and to

what extent teacher guided activities contribute to student learning and attitudes towards bullying.

What is Teen Truth?

Teen Truth is a video that examines the phenomenon of school violence and bullying through graphic footage (the majority of which was taped by teenagers), interviews with real teens, and a dramatic look inside thoughts of a teenager who had been bullied and who eventually shot and killed students at Santana High School in Santee, California. The directors have shown the video in middle and high schools (excluding elementary schools primarily because of its graphic content) by means of an assembly where students, teachers, and principals watch the video together and, sometimes, participate in a de-briefing session led by either one of the teachers or the director or producer of the film. From January 2007 until May 2008, 100,000 students have watched the video in California. From the preliminary surveys and testimonials, many students, teachers, and principals who have been participants in the *Teen Truth Live* presentation reported that the video is powerful and relevant to their everyday lives in school. The majority of these surveys and testimonials have been documented immediately after the video is presented to the audience. However, there has been no formal research investigating how students understand the content and message of the video over a longer period of time. The current study addresses this long-term retention of the message and explores two learning contexts – one that involves teacher-guided activities and another that does not involve follow-up discussion/activities.

The video describes the teen culture of peer pressure, alienation, and bullying in schools. The presentation is intended for students 11 - 18 years old, teachers, administrators, parents, bus drivers and other educational staff. When presented in the full presentation format proposed by

the program, (entitled *Teen Truth Live*), the director and/or the producer introduce themselves and the video briefly, (present the video in an assembly setting) and conduct an extensive debriefing session with a motivational talk after the video viewing. The presentation also comes with a curriculum binder, developed by Human Relations Media (HRM) with engaging activities for teachers to provide for students to further support learning from the video.

What is the Purpose of Teen Truth?

Teen Truth directors, Erahm Christopher and J C Pohl said, in an interview with the researcher, that the video was conceptualized as a step towards finding a solution to the problem of bullying and school violence. According to the directors, a series of school shootings in America over the last ten years has triggered many urgent questions from parents, teachers, and students. The main purpose of the video is not to preach about what the students and others should do or not do; rather, the video is to serve as a good conversation starter about the issues related to bullying and school violence. After watching the video, together as a school, principals, teachers, students, and even the community may decide to formulate a school-wide anti-bullying campaign and/or violence-prevention plan for the school.

What is the Message of Teen Truth?

With the help of the video, the directors hope that students will be ready for a discussion on changing the alienating culture of middle/high schools, stopping bullies, and making school a safe and supportive place for all young people. The presentation is designed to provide students, parents, and educators with a critical understanding of bullying, to raise an awareness of the social problems that can escalate into school violence, and to teach ways of preventing bullying

in school. *Teen Truth* challenges the audience to have a positive impact on others everyday, in order to make schools a safer, healthier place.

Teen Truth in Schools: Media and Testimonials

A news release from the office of Senator Mark Ridley-Thomas (D-26th) wrote that *Teen Truth* presentations to several California high schools helped put a check on pervasive bullying, resulting in a positive impact on students, both the aggressors and victims. The release further stated that the video-viewing by the legislators has afforded the State Legislature an inside and first-hand look at the disrespect and harm many kids face on a daily basis. As Senator Ridley-Thomas said “My colleagues and I applaud the *Teen Truth Live* program for all the positive effects it is making throughout the nation...*Teen Truth* shines a spotlight on effective means of addressing the widespread problems of physical bullying, emotional harassment, social stigmatizing and ostracizing that plagues students at schools across the country.” (California State Capitol Press Release, 2007). *Teen Truth* has also been featured on several other news channels in California such as Sacramento’s ABC 10 News and NBC Channel 3, San Diego’s KUSI Channel 9, Los Angeles’ NBC Channel 4 News, and most recently Oakland’s KTVU Channel 2 News. ABC 10 News reported that “*Teen Truth* is an interactive presentation that will inspire students to make a difference” (www.myspace.com).

Despite the extensive media coverage and interest in *Teen Truth* video, no formal evaluation of the video has been conducted. As an initial pilot study, my research is intended to investigate whether the teacher-guided reflective activities chosen from HRM’s *Teen Truth* curriculum will help students to understand the message of the video and retain the message over a period of 6 weeks.

Bullying

According to the National Youth Violence Prevention Resource Center, 30 percent of teenagers reported being involved in bullying – either as a bully, a target, or both. The US Department of Health and Human Services reported that as many as 160,000 students refrain from going to school on any given day because they fear bullies. According to the American Psychological Association (2005), every year one in 12 high school students reports being threatened or injured with a weapon. The widespread prevalence of bullying has serious implications for both the targets and the bullies. Students who are tormented by classmates are more likely to suffer from depression and anxiety, have diminished self-esteem, feel physically sick, and also consider suicide. Bullying also increases the probability of getting into fights, stealing, vandalizing, smoking, or drinking, dropping out of school, and performing poorly in school (teachsafeschools.org/bully, n.d.). One of the rationales offered to explain school shootings is that victims may carry years of emotional pain from being bullied and eventually kill others as a form of retribution.

How do Students Make Meaning of Content in the Teen Truth video?

Although the content of the *Teen Truth* video provides an opportunity to address the issue of violence, being as graphic and hard-hitting as it is, how do students interpret and respond to the content? How do they develop an understanding of the content? The director's testimonials regarding the visually strong content of the video suggest that such "hard" and "bitter" truths would compel the students to retain the message of the video. They describe that the intended message of the video is for students to believe in themselves, stop instances of bullying, prevent incidents of violence, and "make a difference". This explanation reflects a grounding in Critical Hermeneutic Spiral theory that suggests that students are able to develop deeper understandings

when 1) they face perturbation, (which in this case is the video's graphic and emotionally charged content, and 2) as a result of the perturbation, are drawn into a liminal state. According to Nelson and Harper (2006), it is then assumed that they will learn more as a result of this "pedagogy of difficulty" by means of developing deeper understandings as well as take action according to the new learning.

Purpose of the Study

According to Critical Hermeneutic Theory (Nelson and Harper, 2006) students' meaning making process, especially for difficult content such as the *Teen Truth* video, can be more successful and meaningful when the students are provided with opportunities to reflect and revisit the difficult content on a regular basis and over a sustained period of time. However, the literature review does not reveal any research that can provide information on *how* students make meaning and understand the difficult content of the *Teen Truth* video. Therefore, the research questions have been grounded based on the Critical Hermeneutic Spiral (Nelson and Harper, 2006) to examine 1) what happens to students' meaning making and understanding of difficult content such as the *Teen Truth* video when students reflect through teacher-guided activities related to the video, and 2) to explore what meaningful differences (if any) emerge between students' understanding of the video with or without teacher-guided activities. The study was conducted between February and May 2008 with 10 middle school students at Central Middle School in a School District in the South San Jose Area. The district and school were chosen not only because bullying is a very relevant issue in this district, but also because of the support of the principal and teachers towards this project.

The Theoretical Framework

Critical Hermeneutic Spiral Theory

The concept of liminality was conceived by Belgian folklorist Arnold Van Gennep and elaborated upon by anthropologist Victor Turner. According to the Critical Hermeneutical Spiral model adapted by Nelson and Harper (2006) specifically for teacher education, when an individual is faced with perturbation, he/she is in a liminal state. In this state, the individual struggles with the new, uncomfortable, and irrational state of mind. This necessary condition is analogous to what Doll (1993) refers to as “the ability to suspend disbelief,” opening the way for the possibility of self-reflection and critical analysis (p. 160). In the liminal state the person feels ambiguous, “neither here nor there, betwixt and between the positions assigned and arrayed by law, custom, convention, and ceremonial (Turner in Nelson & Harper, 2006, p. 11). During the liminal state, the person gets to experiment with new ideas or experiences and engage in interaction and reflection about them. In the liminal state, one begins to question their current beliefs and understandings, and possibly recognize the source of information for his/her current frame of reference. They also become critically self-conscious. Even though this state seems uncomfortable and stress-evoking, “the liminal state is central to the transformational process because it is in this transitional state that the individual is ‘being grown’” (Nelson & Harper, 2006, p. 11).

Gadamer (1976) describes that the liminal state happens when individuals (or cultures at large) open themselves to the hermeneutical phenomenon. He writes that it is in the liminal state a person becomes most acutely aware of the limits and questionableness of his/her deepest assumptions. When our personal frame of reference collides with others’ horizons, we become

more aware of our assumptions that are deep-seated and would otherwise remain unnoticed. Just as our prejudices are themselves brought into question in the process of understanding, so in the encounter with another, is the horizon of our own understanding susceptible to change (Stanford Encyclopedia of Philosophy, 2003).

According to Nelson and Harper (2006), students are able to construct deeper meaning and understandings when faced with perturbation. They state:

Engagement in the liminal state creates the conditions and potential for deep understanding and enables transformative learning to occur... This is partly because wrestling with difficult and complex issues requires thought and deliberation - that is, a significant investment of time. (2006, p. 13)

Nelson and Harper (2006) further state that difficulty, in this theory, is no longer perceived as an impediment to learning, but becomes a source of motivation and impetus for a deeper, transformative learning. This theoretical framework underscores what Salvatori (2000) calls a “pedagogy of difficulty”, in which students see that engagement with moments of difficulty in learning often bear the seeds of understanding. Nelson and Harper (2006) note that while in Piagetian theory, individuals strive to seek equilibrium through assimilation and/or accommodation, the Critical Hermeneutic Spiral theory posits that individuals learn when they seek deeper meanings in disequilibrium (liminal state) that leads to new understandings or a *reaggregated state*.

However, for the student undergoing this often uncomfortable and disorientating metamorphosis, a degree of tenacity is required. Critical Hermeneutic Spiral theory suggests that students must go through a period of sustained conditions in which along with grappling with the perturbation, they are able to get help from the teachers who guide them towards better understanding. Doll (1993) reminds us that “not every perturbation leads to redevelopment

[reaggregation]; it is quite possible for a disequibrated situation to lead to the sort of chaos that takes us not to a new and more complex level of order but to the abyss of destruction” (p. 163). This statement could also be explained by what Nelson and Harper (2006) term as the “Learner Variable”, which plays an essential role in how a particular individual will react to perturbation and in what will be the outcome of his/her critical hermeneutic spiral. One might ask, “Under what conditions, then, does perturbation lead to transformative learning?” According to Doll, “when the environment is rich enough and open enough for multiple uses, interpretations, and perspectives to come into play,” the perturbation will serve as a catalyst for transformation (p. 164). Also key to this process is the requirement for discussions and reflections that students encounter in their classroom and that are either self-generated or teacher-guided.

Habermas (1974) supports the pivotal role of dialogue. However, he does warn about the dangers of monological self-reflection as, according to him, “self-reflection of a lone subject...requires a quite paradoxical achievement: one part of the self must be split off from the other part in such a manner that the subject can be in a position to render aid to itself... [Furthermore], in the act of self-reflection, the subject can deceive itself” (p. 29). Therefore, the extension of the hermeneutic circle includes the requirement of a “critical community of conversation.” According to Gadamer, the basic model of understanding is that of conversation where an exchange between conversational partners that seeks agreement about some matter at issue is involved and as a result of which “an exchange is never completely under the control of either conversational partner, but is rather determined by the matter at issue” (Gadamer in Stanford Encyclopedia of Philosophy, 2003, para. 18). According to Nelson and Harper (2006), dialogue and reflection are major characteristics of a community and teachers can act as

facilitators to create the critical community of conversation that would facilitate students' understanding of concepts.

Teacher Support

In what Shor (1992) calls a “revolutionary” system of education, the teacher presents a problem in front of students and both teacher and students inquire and discover together to understand it . Even Doll (1993) proposed a “dancing” curriculum to counter the “reductionist, particularist, and atomistic” view of teaching. Here, learning depends on *self-organization*, which is based on open, complex, biological systems, and is achieved by 1) the combined use of direct-instruction and letting students make meaning independently and spontaneously, 2) the presence of disequilibrium, and 3) the fact that “spontaneous occurrences” take place at certain “critical junctures” where re-organizations occur. This phenomenon ensures depth in teaching and helps students “acquire their own sense of order and control” (Doll 1993, 65). As Shor (1992) and Freire (1970) note, authentic and transformative learning takes place when students are empowered. Teachers, according to Doll (1993), must include rich, recursive, relational, and rigorous elements in the curriculum for the students to have a thorough, deep, and critical understanding of the content from multiple perspectives. Doll’s 4 R’s (1993) involves multiple perspectives of approaching subject matter (richness), and includes opportunities to revisit learning junctures (recursion), learning themes that are related to each other and to the students’ personal experience (relational), and is commitment to an open and dialogic pedagogy (rigor).

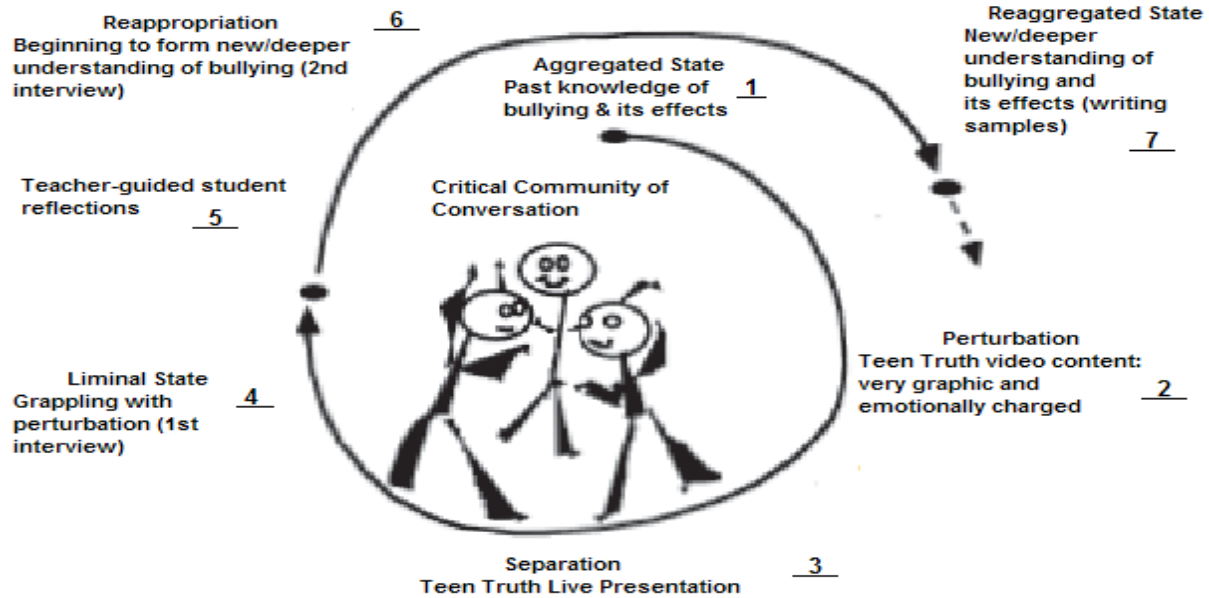


Figure 1

As teachers support students when they are going through the liminal state, Nelson and Harper (2006) believe that students have a better chance of appropriating a process for deep and meaningful learning, especially when teachers help them reframe and make explicit their thoughts about what is required to achieve this end. Furthermore, this idea supports a pedagogy in which teachers enable authentic learning experiences by encouraging students and “by asking sticky-probing questions and creating contexts for meaningful, self-reflective dialogue” (Nelson and Harper, 2006, p. 9). Figure 1 demonstrates the Critical Hermeneutic Spiral model adapted to the current research study.

Data collected from the NAEP (1998) revealed that even those adolescents who score at the proficient level require continuing instruction, as they are faced with increasingly complex text to decipher and understand. The data also indicated that nearly 60 percent of adolescents

can comprehend specific factual information, yet fewer than five percent of adolescents were able to extend or elaborate the meaning of the materials they read. The inability to elaborate on the meaning of the materials may be associated with the lack of opportunities to have reflective dialogues with the materials.

Hobbs (2006) notes the dominance of content delivery approaches to using media in the classroom, which appear to be consistent and well-entrenched educational practices in schools. She writes that in order to encourage more teachers to include the critical analysis of media in the classroom, teacher-educators would have to build connections between media literacy instructional practices and the now-common content delivery approaches to using films, videotapes and mass media in schools. This goal could be simply accomplished by (1) incorporating pre-viewing discussion; (2) using viewing and note-taking as part of an ‘active viewing’ strategy; (3) discussing open-ended critical questions that involve students in analyzing the author’s purpose, point of view, issues of representation, and methods of developing ideas through language, image, and sound; and (4) implementing simple media production activities that promote an appreciation for the constructedness of media messages. Teachers need opportunities to reflect upon the implications of maintaining these practices in an age when students are already exposed to media for nearly eight hours per day and when passive media use is ubiquitous in most American homes (Kubey & Csikszentmihalyi, 1990). The practice using critical thinking to make deeper meaning of media messages is unlikely to become common practice until educators understand the importance of a “more reflective, thoughtful stance in relation to the ways in which video and film are currently used in contemporary education contexts” (Hobbs, 2006, p. 48-49). Griffin (n.d.) also writes that learning from using a video can

be optimized only if the teacher follows up with related activities and opportunities for students to make meaning of the visual content.

The process of making meaning and developing understanding is initiated when in the liminal state the person gets to experiment with new ideas or experiences and engage in interaction and reflection about them. It is in this state, that they are driven (sometimes unintentionally) to question their current beliefs and understandings, and possibly recognize the source of information for their current frame of reference. The Critical Hermeneutic Spiral theory states that individuals learn when they seek deeper meanings in disequilibrium (liminal state) that leads to new understandings or a *reaggregated state*. However, it is necessary to endure the liminal experience in order to be able to reach a new and/or deeper understanding. This level of endurance can be made possible by providing numerous opportunities for the individual who is facing liminality to reflect, revisit their perturbation, and reconstruct their understanding (Doll, 1993; Nelson and Harper, 2006; Gadamer, 1976). This theory indicates the need for pedagogy of difficulty where the teacher embraces a problem posing pedagogy (Shor, 1992; Nelson and Harper, 2006; Doll, 1993).

Freire (1970), Gadamer (1976), and Bowers (1987) have written about the importance of the students' background knowledge in hermeneutics, which echoes Whitehead's call for a curriculum that appreciates the pupil's environment. Furthermore, they found similarities within the Critical Hermeneutic Spiral model developed by Nelson and Harper (2006) in terms of addressing levels of complexity in school subjects by studying them over a long period of time. According to Becker (2004), the Center for Research on Education, Diversity, and Excellence has identified five standards for effective pedagogy in promoting equity and excellence for diverse learners. Among them, one is to develop language and literacy across the curriculum

where meaning-making is the result of the teachers' effort to connect school to students' lives and cultural contexts and teach complex thinking through conversation.

Dialogue especially plays a pivotal role in the meaning making process as a dialogical education helps students to see themselves as being a part of *reality* and as critical thinkers so that they can "name their worlds" (Freire, 1970). Bowers (1987) echoes Freire's idea of a dialogical education as the one to liberate individuals and enable their "communicative competence". It provides the scope for "action and reflection of men upon their world in order to transform it" (Freire, 1970, p. 66). Thus, students can define their tacit knowledge and in that process recognize their "background awarenesses". The dialogical education found consonance in the fact that participants are involved in 'give-and-take' of ideas and form new levels of consciousness and revise their knowledge (Freire's idea of re-writing our worlds). Nelson and Harper's Critical Hermeneutic Spiral model (2006) demonstrates that problems or challenges posed to students lead them to being creative and critical thinkers, resulting in new understandings; and thus education is "constantly remade in the praxis" (Freire, 1970, p. 72).

In this respect, according to Gadamer (1976), all interpretations are necessarily 'prejudiced' in the sense that they present all that they are and they know, which is essential to enter into the dialogue with the matter at issue. The prejudicial character of understanding translated into the fact that whenever we understand, we are involved in a dialogue that encompasses both our own self-understanding and our understanding of the matter at issue. In the dialogue of understanding, our prejudices come to the fore, both in as much as they play a crucial role in opening up what is to be understood, and in as much as they themselves become evident in that process. Furthermore, all understanding, which is an ongoing process, involves a process of mediation and dialogue between what is familiar and what is not and consequently

neither remains unaffected. The qualitative interviews chosen for my study will allow me to explore the students' meaning-making process after viewing *Teen Truth*. The interviews will be a means to examine the difference (if any) between student understanding of *Teen Truth* among students, who have had the opportunity to dialogue with the help of teacher-guided activities about what they knew was bullying and the message of *Teen Truth* (V+TG) and students who although did not get any teacher-guided activities, but may have experienced a process of mediation and dialogue within themselves and their friends.

The idea of social interaction, with the ability to reciprocate with self and the community can facilitate more communication and foster creative learning. In the process of making meaning, teachers can help students name *their* worlds (Freire, 1970) as well as support them while they realize their "horizons" (Gadamer, 1976) so that they can be able to build bridges between their *phenomenological world* and the *new* world they encounter (Bowers, 1987; Gadamer, 1976). As all understanding is an ongoing process and involves a process of mediation and dialogue between what is familiar and what is not, a student-teacher relationship needs to be strongly based on trust, faith, understanding, and most importantly, care.

A caring and committed relationship between the teacher and the students fosters an environment for nurturing students and their learning (Noddings, 1984). Doll echoes Friedman (1960) in his call for dialogue to be nurtured "within a *caring and critical* community where methods, procedures, and values are developed from life experiences" (Doll, 1993, p. 168). According to Mayeroff, caring is helping the other person grow and actualize himself. This philosophy highlights the teacher-student relationship within the dialogical framework that according to Freire (1970) would also fulfill a commitment towards humanization of education. The process of making meaning through the Critical Hermeneutic Spiral model needs a sustained

effort not only from the student/individual, but also from the teacher who plays an important role in the journey between the aggregated and the reaggregated state. The strength of sustenance is the caring relationship between the teacher and student.

An environment and intention of sustained dialogue, which creates a community of conversation, is an essential component of a successful hermeneutic process that allows both internal and external support to the individual going through liminality mainly in terms of allowing “hermeneutic conversations” (Gadamer, 1976; Nelson & Harper, 2006; Doll, 1993). This research investigated the process through which difficult content (*Teen Truth*) is understood better through teacher-guided student reflections, by means of conducting the HRM *Teen Truth curriculum* as well as through classroom discussions about *Teen Truth*. The study was conducted in a school which places a high importance to dialogical education and fosters trusting relations between teachers and students. The overall culture of the school reflects all the elements essential for a community of learning; namely, dialogue and social interaction, opportunities for reflections, and dedicated and committed teachers. The decision to use in-depth one-on-one interviews as the main data collection method was informed by the importance of dialogue and reflections in the classrooms and even in the school. The student-participants, as informed by the teachers, were comfortable with dialogical interactions and were aware of reflecting on something that they had seen/heard/learned before.

Assumption

The underlying assumption that my research is based upon is that the students would be able to develop a deeper understanding of the video’s content and message after they have had opportunities to reflect on the video through teacher-guided curriculum activities over a period of six weeks.

Methods

The purpose of this research study was to investigate the influence (if any) of teacher-guided activities on student understanding of the *Teen Truth* video and find answers to two research questions: 1) What happens to students' meaning making and understanding of difficult content such as the *Teen Truth* video when students reflect through teacher-guided activities related to the video?, and 2) What meaningful differences (if any) emerge between students' understanding of the video with or without teacher-guided activities? My study includes a qualitative research approach consisting of analysis of student interviews and student work samples. I also attempted to use a teacher-survey (before conducting the student-interviews) that would have obtained quantitative data by means of an online survey. The purpose of the teacher survey was to provide procedural rigor to inform my research context and to collect more data on participant experiences with the *Teen Truth Live* presentation. The primary sources of my research data were the two rounds of student interviews and their writing samples collected during (and after) the six weeks of teacher-guided activities. Participants' answers to my open-ended questions provided data in a narrative form, which provided me with an opportunity to conduct an in-depth analysis of rich descriptions of students' experiences.

Quantitative Data: Teacher Survey

The subjects for the teacher survey were chosen from a pool of schools in the Bay Area that had participated in the *Teen Truth Live* presentation between January 2007 and January 2008. A total of 7 middle/high schools (approx. 27 teachers each) were selected from the pool. The questions in the survey (Appendix A) consisted of both multiple-choice type and open-ended questions for a total of 13 questions. It was developed as an online survey that was disseminated

to the teachers through a link attached to personal letters to the respective principals of individual schools. The teacher survey was distributed among the sample schools in February 2008. The teachers were asked in an email to visit a web link and fill in information for the teacher survey. As of May 2008, less than 5% of the sample targeted had responded, making the data under-representative for meaningful analyses. For this reason the data were not analyzed.

Qualitative Study: Student In-Depth Interview

Data for this study were collected by means of a specific set of questions that were asked in a particular sequence. I established a general direction for the conversation as well as pursued specific topics raised by the respondents. I was mindful to let the student-respondents do most of the talking. During the interviews, I also noted and attempted to interpret the non-verbal behaviors, for example, body language and voice tone of the respondents and have included them in the data. Since the students' gestures, voice tones, movements, and postures are similar to my own, I can assume that my interpretations of them are correct. The one-on-one interviews were conducted with ten students in the two classrooms who viewed the video during the school assembly. Two rounds of interviews with all ten students were conducted with a gap of six weeks in between. The first interviews were conducted immediately after the students watched the video and consisted of thirteen questions. Each interview lasted an average of 20 minutes. The main foci of the questions were to reveal the students' understanding and definition of bullying, to hear their reaction to the video, and to examine their understanding of the video's message. The second round of interviews was conducted after the six weeks of teacher-guided activities were conducted in one of the classrooms. These interviews took about the same time to conduct. The questions were focused on gauging any changes in the students' definition of

bullying, their understanding of the video's message, and their retention of the message (Appendix A includes the interview questions from both first and final rounds).

Research Sample

As mentioned earlier, Central Middle School has a character education program where the school strives to imbibe values associated with good social and leadership skills. The school is part of a South San Jose School District where bullying is one of the important issues that the district has to deal with. Central Middle School was chosen for the research because the issue of bullying was important to them, and because of the principals' and teachers' willingness to participate in research concerning bullying prevention.

A total of ten students from 7th/8th grade classrooms participated in the study. Five students from each classroom were selected as focus students for participation in the one-on-one interviews. Despite an initial intent for random selection of the students, the teachers had already selected/nominated students to participate. Because of the students' willingness to participate, we went forth with the names offered rather than suggesting reselection. In the classroom where students only viewed the video (V) the teacher called for volunteers who were willing to participate in the research study and gave me the names of five students who volunteered. In the other classroom, where teacher-guided discussions were also included for the 6 weeks following the video presentation (V+TG), the teacher chose the students based on her judgment of their ability to contribute to the research study. According to her, all the five students that were chosen came from diverse ethnic backgrounds and different personal experiences with bullying. A sample size of ten students was decided to be sufficient to collect adequate information for an in-depth exploration of the issue being researched.

Students were interviewed twice, once immediately after they watched the video, and again after a period of six weeks. Writing samples were also collected from those ten focus students for the final analysis. The students were interviewed in person after discussing their availability with their respective teachers and after obtaining consent from parents. They were asked to participate in the study for their understanding and retention of the video's message. In keeping with the school's focus on "care", I ensured that the participants were comfortable throughout the interview process. All students were interviewed in a quiet room within the school's library. The students were already acquainted with me due to my earlier visits and the information provided to them by their respective teachers. I tried to build trust by letting all students know that their responses would be kept confidential even from their respective teachers. I made sure that the students were not rushed and had adequate time to answer each question. The tone of the interviews was very conversational and dialogic. In accordance with the IRB guidelines, students were clearly informed that they could refuse to answer any question(s) if they did not feel comfortable and/or confident to answer.

Interviewer's Questions

The questions (refer to Appendix A) were derived from the literature reviewed for the project and helped address the research question. The questions were designed with Nelson and Harper's Critical Hermeneutic Spiral model (2006) in mind. Questions such as "Please describe some of your reactions after you watched the video. Did you like it or not? Why or why not?" (1st round of interview) examine whether the students experienced any kind of perturbation after watching the video. Another question "What do you think was the message of the video?" (1st round) examines students' understanding of the video's message before the teacher-guided activities were conducted. In the 2nd round, the question about the message of the video was

repeated to examine the students' understanding and retention of the message of the video. Also, the question "Did you observe any changes in your own behavior or attitudes about bullying after watching the video, in the past 6 weeks?" (2nd round) examines the students' respective processes of meaning-making that may have emerged from the perturbation with and/or without the teacher-guided activities.

Qualitative Data Analysis

Although the study was not designed to be comparative in a sense of a rigid/structured experimental study, it allows us to view the differences (if any) in the nature of responses, towards understanding of the video's message, among two groups of students. Although both groups of students had viewed the video, one group *did not* experience any teacher-guided activities during the 6 weeks following the initial viewing (**V**) whereas the other group *did* experience teacher-guided activities during the six weeks following the initial viewing (**V+TG**). The responses were analyzed with the research question, the literature reviewed, and the theoretical framework to explore the process of student understanding and meaning-making through teacher-guided reflective activities. Baxter and Babbie (2004) note "Although each approach to qualitative analysis is characterized by its own unique features, the process of **coding** is common to most qualitative endeavors" (p. 366). Data collected through student interviews and writing samples were first categorized and then synthesized in order to look for emerging patterns for data interpretation (Glesne, 2006).

For this study, the analysis for the interviews was documented by means of a detailed description and by identifying certain categories that emerged as patterns from the student responses in both rounds of interviews, keeping in mind the theoretical framework and the

research questions. Some of the categories were explicit (taken directly from the interview questions) and others were implicit (embedded within student responses). For example, one of the explicit categories was “Message of the Video” where the student responses were evaluated for understanding, both with and without teacher-guided activities. Each student’s response in the 2nd round of interview was compared to his/her own answer in the 1st round of interview as well as to other students in the other group in the 2nd round of interviews. This method of analysis was grounded in the Critical Hermeneutic Spiral theory (Nelson and Harper, 2006), which suggests that students are able to develop deeper understanding of difficult content and progress into a *reaggregated* state with the support of teachers’ guidance. Another example from the implicit category would be “Empowerment” where the student responses were compared and evaluated for their suggestions and ideas regarding bullying prevention and spreading awareness in their classroom and school. This category was created because, according to Nelson and Harper (2006), students who reach the *reaggregated* state are able to extend their understanding, apply it to other situations, and become teachers for others.

Students were the primary sources of explanations for their behavior and their experience after watching the *Teen Truth* video. As bullying is a very relevant issue in the district, especially in higher grades, students were able to relate their experiences with bullying as victims, perpetrators, and/or witnesses to *Teen Truth*. Also, since most of the focus students had been in the school for about 2-3 years, their experience of the culture would allow them to perceive any possible changes in it after watching the video. As far as the benefits for student participation in the research study is concerned, it was the first time that students would be able to participate in a research study conducted for the *Teen Truth* video; hence, they had opportunities to become better informed on the topic and to experience support in understanding the content of the videos

they viewed. Data collected were in no way identified with participants and pseudonyms were used in documenting the result and its analysis.

Results

Student Interviews:

All of the ten students interviewed belong to different ethnic backgrounds (White, Hispanic, and Vietnamese) and reported similar attitudes towards their teachers and school environment. All participants, regardless of their race and ethnic backgrounds, indicated that they feel safe at school. Furthermore, when the question was asked about what they like best about their school, all of them, except one, mentioned that they liked their teachers. The student who did not convey the same opinion seemed, through his bodily gestures and expressions, to be quite disinterested in the interview. Most of the students' responses indicated that they respect their teachers and place the teachers' advice in high regard.

Categories for Analysis:

After conducting both rounds of student interviews and collecting the writing samples, the students' responses were carefully evaluated and placed in one of two categories. Explicit information gained directly from answers to the interview questions made up one category. The main subcategories that were identified here are: *Message of the video* ("What do you think was the message of the video?"); and *Responsibility towards bullying* ("When you've seen bullying, how have you reacted?" and "Did the message of the video help you understand and deal with acts of bullying? If so, how?").

The second category was not associated with any particular interview question, but emerged from the data collected through student interviews and writing samples. In other words, these categories were implicit and embedded in the data. These implicit subcategories were, *Self-Understanding & Self-Awareness* (How self-conscious are students about their reactions and

responses?); *Empowerment* (How confident and resourceful are students about the issue of bullying?); and *Relation to Authority* (What/How is the relationship among the students and teachers, principal, and the school?).

Explicit Category: Results and Findings

One of the prominent findings was that the students with teacher guided activities (V+TG) reported more details from the video (including its message) more effortlessly than the students without the teacher-guided activities (V). For example, Daniela, from the “V+TG” group said, “This [shooting] is what happens when you don’t speak up, if people know something, they should speak up otherwise, one day it would turn out to be something bad.” Whereas Austin, from the “V” group said, “The video’s message is to raise awareness about what bullying could do to a person, that it can be harmful” (2nd round of interview). In the 2nd round of interviews, although students in both groups (V+TG and V) recalled that the video was powerful, the “V” students did not remember the details as well as the “V+TG” group. However, both groups’ responses were less indicative of emotional perturbation during the 2nd round of interviews compared to the interview conducted immediately following the video viewing.

Another major finding was that there were no prominent differences found between students from the 2 groups (V and V+TG) in their responses regarding their responsibility towards bullying. For example, David (V+TG) said (when asked who is responsible for bullying prevention), “I don’t do it [bully people] and try and stop them or help pull people out of there” (2nd round of interview). He put a lot of responsibility on schools. When the same question was asked of Briana (V group), she responded “[if someone I know is getting bullied], I would help them, if they are outnumbered, you might walk them home, call their parents/request them to

take them home, or call friends to help understand if something suspicious is going on” (2nd round of interview). However, like David, Briana indicated that schools and adults should take more responsibility and action.

An additional finding under this explicit category concerned the *definition* of bullying. The “V+TG” group students provided more detailed definitions than the other students (V). For example, Eder (V+TG group) said, “[Bullying] is beating someone up, mugging, picking on them, spreading rumors, making fun of them, calling them names, threatening” (2nd round of interview). As a response to the same question, Adam (V group) said, “[Bullying] is probably just to hurt others’ feelings, just for fun; nothing better to do (2nd round of interview).

Implicit Category: Results and Findings

The most prominent finding under this category was that “V+TG” students were resourceful in suggesting concrete strategies to counter bullying whereas all the V students (except one) were vague, unsure, reserved, and disengaged overall. For example, Johnny (V+TG) said, “[We could help by] Talking to other kids, especially little kids, showing the video to 6th graders if it’s appropriate, starting groups that go to different classes, and also talking to the teacher/principal if they [the little kids] don’t want to listen to us” (2nd round of interview). Brenda (V group) said, “[We could help by] “Showing the video, in a different form that’s appropriate” (2nd round of interview).

Another finding was that students in the “V+TG” group responded in language that reflected they were more self-conscious about their actions and behavior although a few students in the “V” group also responded similarly. For example, Jade (V+TG) said, “I would not have probably said anything to the kids before I watched the video, but now I probably will” (2nd

round of interview). Dante (V) said, “I have not observed any changes in my attitudes/behavior” (2nd round of interview). He also mentioned that he had forgotten some of the content of the video.

An additional finding under this category was that all student responses (both V+TG and V) indicated a strong bond with their respective teachers. Some common words that students used to describe their teachers include “open”, “friendly”, “confidante”, and “mentor”. Janelle (V+TG) said that “They [the students] can confide in their teachers” as well as that they [the students] perceive them as “pillars of strength and support.” Many students reported that they liked their school environment and mentioned words like “student respect” and “safety” to convey this opinion. They all mentioned not having a fence was an aspect of their campus that they liked. Jade’s (V+TG) response reflected that she is very dedicated to maintaining the community feeling and she said that she “wanted to teach the younger kids to be respectful and caring to each other.”

Result Analysis

Looking at the results through the lens of the research question, the findings highlighted the importance of teacher-guided activities to provide opportunities for student reflections of the difficult content. In the first round of interviews, all ten students responded with similar answers to the interview questions, but the five students who experienced teacher-guided activities throughout the six weeks to revisit and reflect on the *Teen Truth* content (V+TG), demonstrated more comfort with the content of the video and remembered the content with greater detail than the other group (V). The “V+TG” group provided answers with greater clarity than the “V” group and were more engaged during the whole interview process. However, there were 2 students from the “V” group whose responses reflected the same level of enthusiasm and engagement as those in the V + TG group.

In the first round of interviews, all ten students’ responses, except one, reflected that they were moved and agitated by what they saw in the video. These emotions were evident in their responses to the question, “Did you like the video? Why or Why not?” Most of them mentioned that they were shocked to see that bullying could push someone to kill and harm others. One respondent’s answer especially pointed out that she was “touched with the fact that the shooter [the victim of bullying] is now going to have to spend his life in jail.” One student (Eder), who did not react in the same way as his peers, was the same student who was disinterested and in a hurry to finish his interview. His reaction was “I can’t really remember... Yes, mostly the bonus part about Ryan – he became a star.” Perhaps the reason for his reaction can be that he was not paying attention during the video presentation and/or he retained only the positive parts of the video (Ryan was a child described in the motivational speech part of the presentation as a success story), which was at the end of the *Teen Truth Live* presentation. Two students from

Eder's class, in referring to Eder, mentioned that Eder "likes to be bullied" and that he is "addicted to being bullied." The opinions expressed by Eder's peers may indicate a reason for Eder's reaction being so different from his classmates. In the second round of interviews, most of the "V+TG" students, except one, said that the "video made them think." Another student described that he was "able perceive bullying in a different light than before." Three out of five students (V+TG) also shared a personal story describing that they had intervened when they witnessed an act of bullying. Although one of the students (V) mentioned that the video made her think of bullying as being more serious than she had thought it was, responses from others suggest that the presentation and the classroom discussions that they had immediately after watching the movie helped them to clarify and understand the content better. If we analyze these findings through the lens of the theoretical framework of the Critical Hermeneutic Spiral (Nelson and Harper, 2006), we find that the students who got the teacher-support in terms of teacher-guided curriculum activities (V+TG), were able to reach a *Reaggregated State* where they not only came out of their liminal state and stopped grappling with perturbation (*Teen Truth's* emotionally charged content), but also have been able to assimilate it into their understanding and apply that understanding into new situations.

In contrast, the students in the "V" group, except one, seemed to be referring to bullying in an impersonal manner. However, one of the "V" students' (Adam) responses accompanied by distinct hand movements and prominent facial expressions, reflected his concern for bullying as an important issue. The "V" group student responses, in general, did not indicate any liminality or grappling with perturbation. From their body language and verbal responses, they seemed more disengaged and distant from the content that was causing the perturbation. These responses were different from the 1st round of interview responses, where the "V" group students used

words such as “shocked”, “uncomfortable”, “scared”, “sad”, “almost cried” to describe their reaction to the video. The words mentioned above indicate the emotional disturbance that the “V” group students were experiencing after watching the video, which seemed missing in the 2nd round of interviews. The difference in the students’ response towards bullying, body language, and behavior (V+TG and V) may be explained vis-à-vis the theory’s claim that not all perturbations lead to a reaggregated state (Nelson and Harper, 2006; Doll 1993). When students facing perturbation and going through liminality do not receive any teacher-support, they might go back to the *aggregated state* that they started from, where they maintain their previous opinions and views.

Although the “V” group students did not demonstrate a transformation process like the “V+TG” group, they did indicate that the initial discussions (in the classroom and after the video presentation) helped them to understand the video better. This understanding was also evident in their responses towards bullying prevention efforts, where they provided almost equally confident answers as the “V+TG” students. This narrow difference between students in the “V+TG” group and the “V” group in their responses towards anti-bullying responsibilities, underscores a strong teacher-student relationship and a sense of community in the school. Central Middle School has an open culture where students learn to talk about important issues and discuss solutions to problems such as bullying. The *Teen Truth* video presentation was not the first time that the students had the opportunity to learn about bullying. Therefore, their past experiences and practices did influence their responses during the interview. Although *Teen Truth* brought in new information and in a different way, the students in the “V” group were still able to make some meaning out of it perhaps because of similar experiences that they have gone through. Gadamer (1976) notes that all interpretations are necessarily ‘prejudiced’ in the sense

that they are based on a particular student's background and meaning is made when the student's "horizon" meets new information. The students in the "V" group were able to make meaning of the new information that *Teen Truth* brought because they may have experienced bullying or had discussions about it in their respective lives. Furthermore, this level of confidence may have had its roots in a strong teacher-student relationship that may have been inculcated over the years and that may have helped them to feel assured that they are safe and taken care of. Noddings (1984) states that a caring and committed relationship between the teacher and the students fosters an environment for nurturing students and their learning and so, this strong bonding provides the much needed sense of security for the students to spread their wings and face the world. Also, as most of the students' responses, in both groups, indicated that they feel safe in their school, their feelings of safety may have driven even the "V" students to want to ensure a "bully-free" environment.

Results suggest that teachers can play an important part in empowering their students in terms of helping them to develop new knowledge and apply that understanding into situations that demand action. One of the students in the "V" group noted that he really felt that they did not talk about the video much. He clarified by saying that they are used to the teacher conducting class discussions after showing them videos. He said that the discussions "help in putting the content into context" (Austin, "V" group, 2nd interview). By conducting these discussions, the teacher helps them name their thoughts and frame of reference as well as bridge the gap between their current and the new understandings (Bowers, 1987; Gadamer, 1976). Perhaps through the dialogic interactions between the students and the teacher, which in the current study was experienced by the "V+TG" group, the students experience the caring nature of teachers and it makes them feel more empowered (Noddings, 1984; Burbules, 1993). Furthermore, the teacher-

guided activities conducted with “V+TG” students provided a sustained exposure to the content of the video required to help the students grapple with the content; go through the process of *reappropriation*; and reach a reaggregated state (Doll, 1993). As witnessed in the interview responses of the “V” students, (especially Austin who noted that he went back to being “normal” (no longer excited about anti-bullying efforts) after 2 weeks of watching the video), the students’ old way of being dominated the possibility of gaining new understandings from the video.

The research study did not account for student-teacher interaction in the “V” group (apart from teacher-guided curriculum activities) so, the narrow differences found may have been the result of student-teacher interaction between the two classrooms (informal conversation, discussion on related issues such as gangs, free writes, etc.). The narrow difference may also be attributed to the lack of a formal request to the “V” group teacher to *not* lead interactions between the two groups of two groups of students in and/or out of school regarding bullying or *Teen Truth*. The role of the teacher as a social mediator (Faltis et al, 2000; Bowers, 1987) is very relevant to the setting of the host school and the views of the students (V and V+TG) may reflect their previous interactions with their respective teachers.

Limitations

An oversight in the research design was that all student-participants, although from two separate classrooms, belonged to the same school and were accustomed to dialogue and reflections within their classrooms. As a result, even those students whose class did not get any deliberate teacher-guided reflective activities pertaining to *Teen Truth*, were free to engage in dialogues (and reflections) with their teachers, friends (from both classrooms), and even themselves because that came naturally to them. Since the study did not deter the teachers from

answering student questions regarding *Teen Truth*, even students from the group that did not have the teacher-guided activities could seek clarifications and/or general responses from their teacher regarding the content of the video. It should also be noted that both groups of students not only participated in the presentation conducted by the producer of the video (who provided an opportunity to talk about the video and its content), but also participated in brief discussions in their respective classrooms along with their respective teachers immediately after the video was shown.

One additional factor to consider is that the study was conducted in a school that already had character education in practice. Through the character education program, Central Middle School strives to encourage students to rethink important social and emotional values of life and how they affect leadership and success. Students, both in V and V+TG groups very likely have had the opportunity to participate in discussions and activities focused on values treating one another with respect and care. . These experiences may have also contributed to the low level of difference in the responses regarding attitudes towards bullying and bullying prevention efforts between the two sets of students (V+TG) and students (V).

Another limitation of the study was that it did not account for student engagement or student absence during teacher-guided activities. This oversight limited the insight into the level of influence of teacher-guided activities on student understanding and meaning-making of the video. The study was unable to determine whether students' engagement or absence during the teacher-guided activities influenced their meaning making process. Also, there was no control for independent (not teacher-led) interactions between the two groups of students in and/or out of school, which might have given opportunities for the "V" group students to reflect on the content and experience with *Teen Truth*.

Furthermore, the study did not account for the profile of the sample students as they belonged to diverse ethnicities and respective experiences, there was a possibility of their understandings being affected by the learner variability (Nelson and Harper, 2006; Gadamer, 1976). The study did not consider the “learner variability” of the sample of students who belonged to different ethnicities. Based on their cultural backgrounds, students may have had different sets of prejudices and specific prior experiences that might have affected their meaning-making process (Nelson and Harper, 2006; Gadamer, 1976).

Another oversight of the study was in the sample (student-participation) selection for the interviews. The students were not randomly selected, as explained in the “methods” section, but were hand-picked by the teacher in one class and asked to volunteer in the other. The study results may have been affected by the teacher-bias (probably unintentional) in selecting the students for the interview as well as from the *willing* volunteers who participated perhaps because they were interested in this subject.

The teacher-survey was distributed but could not be evaluated because of a low response rate. One explanation for this lack of response is that perhaps there was too long a gap between the time the teachers participated in the *Teen Truth Live* presentation and when the survey was distributed. Moreover, the survey was distributed via an email to the principal of the respective school, which denied the teachers any personal appeal from the researcher and compromised the opportunity to communicate the importance of the study being conducted.

Implications

An in-depth analysis of the research findings suggests several implications for future investigations and applications. The results of this study suggest it to be highly valuable for teachers to provide more opportunities for students to reflect and revisit their curricular and extra-curricular content. These opportunities to revisit earlier concepts/issues, support students' understanding and help them to assimilate new information (including difficult content) as well as apply it into their lives (Nelson and Harper, 2006) as demonstrated by the "V+TG" students.

The implication for makers of video-based instructional programs, including bullying-prevention programs, is that they should provide supplementary and supportive activities related to the content of the video. This way they would provide support for teachers who would offer opportunities for students to revisit, rethink, and reflect on the content of the video. The supplementary activities can be co-conceived and co-developed by both teachers, students, and the makers of the video and should be based on research findings related to the topic. Furthermore, these activities could be designed to be flexible and adaptable so that teachers can customize them according to the needs of students and other factors pertaining to their respective classrooms. The teachers need to realize and recognize that dispensing information may raise students' awareness levels, but this is not enough. To go beyond awareness and transform behavior requires making new meanings through dialogue that allows students to build personal connections to the content.

Future Research

If I or anyone else would undertake this research study again, it would be worthwhile to consider conducting the study comparing two schools that have different environments (e.g. one

with and one without character education program) in order to control for extraneous influence on the research findings. In the current study, the two classrooms belonged to the same school (same environment) which may have influenced the results.

Another consideration for future research would be to include more formal controls for gender, ethnicity, and/or academic performance while measuring the influence of teacher-guided activities on student understanding and meaning-making. Gadamer (1976) writes that meaning and interpretations are influenced by a person's history and background, which includes their ethnicity and academic experiences. Controlling for these factors would help make the measurements more precise and accountable for subjectivities.

Any future research undertaken may be considered for a longer period of time than six weeks to allow more observations into the influence of teacher-guided activities on students' understanding, retention, and application of the respective video content. Future research must also consider using a random sample of students or other interviewees for collecting data. A random sample will preclude the possibility of any bias that might affect the results.

Finally, an important consideration for conducting the future teacher-survey would be to distribute the survey immediately after teachers watch the video. Also, the number of responses may increase if the researcher contacts them directly and explains the importance of the research study. Bullying is an important issue for most teachers and a personal appeal from the researcher would help advocate the seriousness and urgency of the issue further.

Appendix A

Interview Questions (After Parental Consent Forms)

Script to precede the questions:

Thank you so much for agreeing to participate in this interview. I am a student at San José State University and am doing a research project to learn about what works best to keep students safe in schools. I'd like to know your thoughts about how students treat one another and ways that your classroom activities can help with talking about bullying and other issues in your school. I will be asking you a series of questions and want to remind you that you can choose at any time to either answer or not answer the question. Feel free to take as much time as you need to answer it. If for any reason, you want to take a break or stop, just let me know. As you might remember, all your responses will be anonymous (that means, your name will not be, in any way, linked to your responses) and they will be kept confidential (that means, I will not share them with anyone else). So, are you ready for the first question?

First Round of Interview Questions:

- 1) What do you like the best about your school?
→ Start the 2nd question with: Some students don't treat each other well in school. And as you saw in the "Teen Truth" video, there was a major focus on bullying in schools
- 2) How would you define "bullying"?
- 3) Have you seen bullying in your school in the past year?
- 4) When you've seen bullying, how have you reacted?
- 5) Think about a bullying incident (describe one as an example for them) and take me through your emotional reaction. How did you feel about it?
- 6) Do you think bullying is a problem for you? Do you think it is a problem for the school?
- 7) Please describe some of your reactions after you watched the video. Did you like it or not? Why or why not?
- 8) What do you think was the message of the video?
- 9) Does the video make any suggestions about how to deal with bullying? Please describe some.
- 10) After watching the video, did your perception about bullying change? Why/Why not?
- 11) Do you think that the message of the video will help reduce the acts of bullying? If so, why? If not, why not?
- 12) Do you have any suggestions for your school or your classroom that you think would be helpful towards preventing bullying?
- 13) What do you think should be done to prevent bullying in schools?

Second round of Interview Questions:

- 1) What do you like best about your school?

- Start the 2nd question with: Some students don't treat each other well in school. As you might remember in the "Teen Truth" video, there was a major focus on bullying,
- 2) How would you define "bullying"?
 - 3) Have you seen bullying in your school in the past 6 weeks?
 - 4) What was the message of the video?
 - 5) Did the message of the video help you understand acts of bullying? If so, how?
 - 6) Did the message of the video help you deal with acts of bullying? If so, how?
 - 7) Do you think the message of the video helped reduce the incidents of bullying in your school over the past 6 weeks? Why? How?
 - 8) What are some of the activities that your teacher asked you to do that related to the video? Please describe. Did the activities help you to understand the message of the video? If so, which ones?
 - 9) Did you observe any changes in your own behavior or attitudes about bullying after watching the video, in the past 6 weeks? Please elaborate.
 - 10) Did these changes remain after the teacher-guided activities? If yes, please describe them. If not, why not?
 - 11) What changes did you notice in other students' behaviors in the past 6 weeks after watching the video and the teacher-guided activities? Please explain.
 - 12) What are some other things/activities (other than teacher-guided instruction related to the video) that, according to you, helped you/help you think about the video's message about bullying? Please describe.
 - 13) What other activities could students do that would be helpful in sharing the message of the video with others who have not watched it? Would you like to be a part of an anti-bullying or school-violence prevention program? Why/ Why not?

Thank you so much for sharing your thoughts with me. Your responses will be very helpful in informing adults about how we can best keep students safe in schools. Is there anything you'd like to ask me? (Allow for simple question/answer)

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