

Micro-Aggression Video Vignettes

Final Report

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3. Executive Summary

The goal of our project is to construct video vignettes of scenarios illustrating different types of micro-aggressions. Micro-aggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014)¹.

Interactions and conversations between peers and faculty are never-ending. The biggest concern related to micro-aggression is that individuals may not even know that they are committing a micro-aggression, which is why we want to inform as many individuals as we can about this topic. In fact, a micro-aggression can even occur when someone is giving a compliment. By raising micro-aggression awareness we can have safer, more alert and more intelligent interactions.

We created videos displaying different types of micro-aggression events. We have completed shooting and editing of three videos, each with length in the 1-3 minute range. The editing was done in the Innovation Space Center in Torgersen Hall, and the resulting videos are available through YouTube. With these videos the overall goal is to garner attention and awareness regarding micro-aggressions that take place on a day-to-day basis. We hope that our videos can be a stepping-stone to finding a solution to an everyday problem, possibly inspiring others to produce additional videos on this important topic.

4. User's Manual

Naming: For writing purposes we will be referring to our videos as Video 1, Video 2, and Video 3. However here are the names of each video:

Video 1: Foreigner in Your Own country

Video 2: Sexism + Ascription of Intelligence

Video 3: Pathologizing Cultural Values/Communication Styles

4.1 Audience

Our main goal is to raise awareness of this topic among the faculty, staff, and students (graduate and undergraduate) of the Virginia Tech community. We hope that, by viewing the videos, our audience can understand this subtle issue. Micro-aggressions are not a commonly discussed topic, so we want to communicate the ubiquitous presence of them by portraying relatable and generic situations. Most of the time, people may not even realize what kind of effect their way of speaking may have on others. However, after viewing these videos we hope to make our audience take a step back and be aware of their speech and its effect on others.

Additionally, we hope that these videos will extend further to a wider audience. Micro-aggressions can happen anywhere, from the home to the workplace. Although our videos are targeted towards the students, staff, and faculty at Virginia Tech, we hope these videos can be applied to multiple situations to help raise awareness. We wanted to find an effective way to reach a larger range of audiences. Hence, we created these short but informative videos that will allow us to keep our audience engaged with the topic while informing them about an important issue. We hope that these videos will allow for students, staff, and faculty to be more aware of a growing concern. These videos could be used in the workplace, at school, or at home. Our extended goal is to spread as much awareness as possible.

4.2 Table 1: Overall Video Information Chart

Videos content was collected using a Sony PMW-EX1R Camera and a tripod. Details of the videos are given in Table 1.

Table 1: Overall Video Information Chart

Video	Actors	Specific Roles	Location & Date	Final Length
1	PK - Abi Subramanian Rachel - Prathishta Puri Professor Pete - David Pickle Extras - Ahmed Zuwawa, Shabaan Rana	Director/Scriptwriter - Gurkiran Camera Operator/Film Editor - Laxmi Scriptwriter - Pranavi Sound Producer/Executive Producer - Divya	MCB 304 4/8/16	2:20:06 (.mov format)
2	Peter - David Pickle Sam - Marina Kiseleva Lilly - Laima Zikria Jack - Julius Phu Female TA - Pratishtha Puri	Director/Scriptwriter - Divya Camera Operator/Film Editor - Gurkiran Camera Operator/Scriptwriter - Laxmi Sound Producer/Executive Producer - Pranavi	Goodwin Hall, 4th floor 4/12/16	2:17:26 (.mov format)
3	Zayn - Julius Phu Jai - Jai Krishnakalyan Andre - Dagmawi Yeshiwas PK - Pranavi Kotagiri	Director/Scriptwriter - Pranavi Camera Operators - Gurkiran / Laxmi Film Editor - Divya	Goodwin Hall, 4th floor 4/12/16 Foxridge Kitchen, 4/10/16	1:35:17 (.mov format)

4.3 Video 1 Information

4.3.1 Title: Foreigner in Your Own country

Overview

This particular scenario will tackle the challenge of being a foreigner within your own country, and the micro-aggression that may follow as a result of that. Keep in mind that micro-aggression can also be compliments given, that may not be taken as a compliment by the other person. These types of micro-aggressions may not be as easy to identify, explaining why we are including it in this scenario. This scenario will take place in a room in one of the academic buildings on campus, and will need a maximum of four different actors or actresses.

Scenario

In this video vignette, the plot is that a graduate student at Virginia Tech will come to his English professor's office hours. The graduate student is going to the professor's office hours in order to get help on an English assignment that is due. The student will walk into the teacher's office, pull out his essay and begin to show the teacher his work. His teacher will ask him what questions he has and the student will ask them to the professor. The first act of micro-aggression will be when the teacher asks the student where he is from. The student will go on to say he is from Northern Virginia. The teacher will then say how that's interesting, but then the professor will ask the student where he is REALLY from. There will be a bubble that pops up on the screen displaying the student's thoughts after the professor asks him this.

The next instance of micro-aggression is when the student goes back up to the teacher to ask him another question. The next act of micro-aggression will be the professor "complimenting" the student on what great English he speaks, and how it's great to see that even though he was not born here how great he picked up English speech. The professor will mention how the student does not have an accent at all, which is the third act of micro-aggression in this video vignette.

4.3.2 Video 1: Storyboard



Fig 1: Foreigner in Your Own country

Please refer to the script in Appendix section 8.2.1.

4.4 Video 2 Information

4.4.1 Title: Sexism + Ascription of Intelligence

Overview

One of the micro-aggression videos will tackle sexism, ascription of intelligence, and its denial. An ascription of intelligence is determining someone's intelligence based on his or her gender or race (from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014). The denial of sexism is more common than one might think. Denial is based on the fact that when a statement is made the bias is denied (from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014). This video vignette will use these three themes to portray a significant message about micro-aggressions.

Scenario

It will handle the case of prejudice between male and female students working near each other on a project. The video will start off with a view of the entire working space and focus in on a table where four students are working. One of the male students, Peter, will run into a problem with his coding project and decide that he will need to go to a TA to help him with his issue. One of the female students sitting next to him, Sam, who is also his friend, says that she can try to help him before he goes to the TA. She happens to solve his problem and delightedly Peter mentions how he did not think she would be as smart as she was. This will be the first example of a micro-aggression in this vignette. This phrase is a key component to sexism and ascription to intelligence.

The students will go back to their work and after some time another female student, Lilly, will run into a problem with her code. She walks over to the male TA, Jack. When she comes back from the TA, she starts talking to Sam, explaining how she is glad she went to the male TA. She says that she is aware of the fact that she is a female so she is not sexist, but Jack is capable of much more intelligence than the female TA. This will be the second instance of micro-aggression relating to denial of sexism.

4.4.2 Video 2: Storyboard



Fig 2: Sexism + Ascription to Intelligence

Please refer to script in Appendix section 8.2.2.

4.5 Video 3 Information

4.5.1 Title: Pathologizing Cultural Values/Communication Styles

Overview

Micro-aggression has many forms. A form we see in day-to-day life in a multicultural environment is one that involves Pathologizing Cultural Values/Communication Styles (from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014.) This basically encompasses situations where people believe that the dominant culture, values, communication styles are what is right and normal. A majority of the people make decisions and act based on the norms and trends of our society. As soon as someone goes about doing something in a different manner, people start to criticize and denounce that individual.

Scenario

In my first example the scene opens up to Jai, a person of South Asian descent, cooking lunch in his apartment kitchen. While he is cooking, Andre walks into the kitchen and asks Jai if they forgot to take out the trash. Looking into the trashcan he notices it's empty. Then he looks up at the food that Jai is cooking and then at Jai and looks away awkwardly. Jai looks mad and annoyed at that comment.

In this next scene we meet Zayn (of Vietnamese descent) and PK (of South Asian descent), two students working on a project for their Multimedia class. A friend of theirs, Jai, comes by. Jai is also South Asian and speaks the same language as PK. After talking to Zayn, Jai starts talking to PK in a language that Zayn has never heard before. They both completely ignore the fact that their friend is in between them and he is completely clueless about what they're talking about. After some conversation, Zayn speaks up, coming in between, saying "Guys can you speak in English. We do live in America." Later PK apologizes.

No matter that these situations were intentional or unintentional - they were still forms of micro-aggression which can lead to a lot of indirect or direct hate and social conflict.

4.5.2 Video 3: Original Storyboard



Fig 3: Pathologizing Cultural Values/Communication Styles

Please refer to script in Appendix section 8.2.3.

5. Developer's Manual

5.1 Specific Roles

This section provides detailed descriptions of each of the following roles:

Director: Represents and leads the cast and crew while working on the video filming and editing.

Camera Operator: In charge of all the equipment during the video shoot and mainly responsible for creating the digital video footage.

Scriptwriter: Responsible for providing the script. It involves writing the original script to convey the topic.

Film Editor: Takes the digital video footage and decides on the final shots to be in the video.

Actors/Actresses: Brings the script to life by portraying the content through emotions.

Sound Producer: Responsible for capturing the sound during the shooting of the video and suggests sound additions during the editing process.

Executive Producer: Manages the required tasks for video production, including gathering equipment and coordinating the filming schedule.

5.2 Tools Used

After the iLearn training⁹, we used a Sony PMW-EX1R High Definition Video Camera⁵ for our video prototype filming. This camera and tripod were borrowed from Innovation Space. The Sony has many features including manual focus, white balance, and playback. This allowed us to have greater clarity in our videos, so that they can be more visually appealing. Some prominent features of the camera include full resolution monitoring due to HD-SDI and Cinealta Gamma curves which make filming with the camera more cinematic⁴.

The Innovation Space in Torgersen Hall also includes a significant amount of editing software and computers. There are several Macs available for student use. The Macs have video editing software, such as Final Cut Pro X³ (the software we used to edit all of our videos). With the help of the Innovation Space center staff we were able to learn the skills required to create a quality video vignette.

5.3 Training Procedures

We worked only with professional equipment to meet the requirements of the project. We needed proper video cameras and audio recording kits. The Innovation Space² located at 1140 Torgersen Hall contained all of the materials required. However, for each tool we borrowed there were

certain conditions imposed by Innovation Space. All of the equipment we needed required us to attend training workshops administered by iLearn. Our team attended the Advanced Video Training Workshop on March 21st. The workshop taught us the basics on how to use the tools (video camera and audio kits) that we borrowed.

5.4 Audio Editing Techniques

While filming our three videos, we made sure our clips had the proper audio by monitoring the audio as we filmed. We noticed that all of our videos had some sort of technical audio issues. For video 1 and video 2, there was a lot of background and static noise. The video quality, however, was excellent. So, we kept shooting and decided to edit the audio in Final Cut Pro.

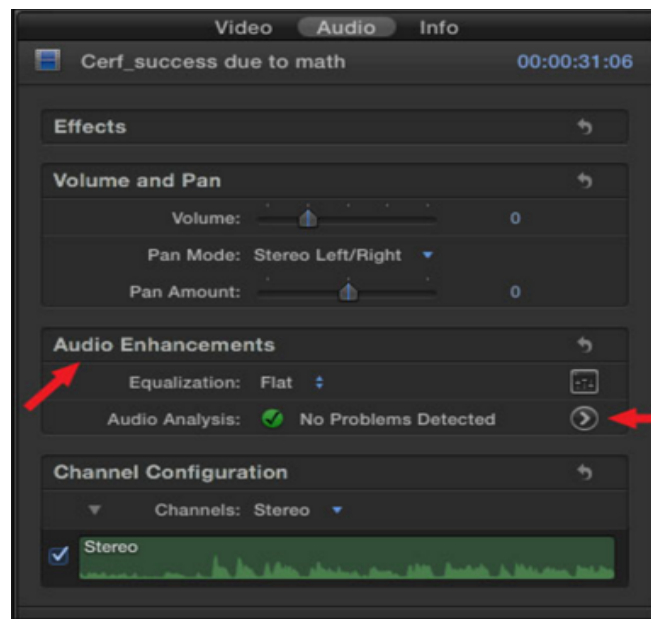


Fig 4: Audio Section of Final Cut Pro

As shown in Figure 4, we went to the Audio Enhancement part in the Audio tab. Next, we opened the drop down of the Equalization section. Then we selected 'Hum Reduction'. Next, we clicked on the side arrow in the Audio Analysis subsection under Audio Enhancement as shown in Figure 4. Audio Analysis automatically detects any abnormalities with the audio recording.



Fig 5: Audio Enhancements Section of Final Cut Pro

As shown in Figure 5, we checked the bottom two boxes of the Audio Enhancement section, Background Noise Removal and Hum Removal, as those two were our main issues for video 1 and video 2. Overall, this helped the audio clarification of video 1 and video 2.

For video 3, we shot half of the scenes in a closed space, which caused the volume of the audio to be heightened. Therefore, we changed the volume pan to a lower bar as shown in Figure 4. This helped balance the overall volume of video 3.

5.5 Video Editing Techniques

We decided to edit our videos to increase the fluidity of the different scenarios. Since we used Final Cut Pro, we researched all the different transitions and effects that would be suitable to use for our videos. The transitions, text boxes, freeze frames, and the blade tool allowed us to create a better viewing experience for our users.

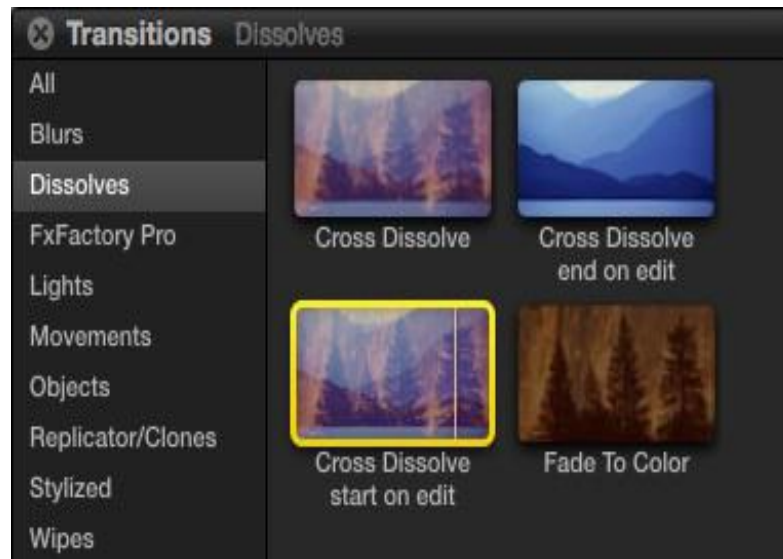


Fig 6: Image of cross dissolve in Final Cut Pro

The transitions were applied by inserting a “black gap” in between two different frames of videos. We used several different transitions including flip, cross dissolve, blur, and center cut to give our videos more fluidity. Figure 6, as shown above, is an image of the cross dissolve transition that can be inserted in between two video clips. The other three transitions we used helped us in cases when characters and props changed in between two clips when they should not have moved. An example of this occurred when in one scene we had one of the characters holding her backpack and in the next scene, the backpack had disappeared.

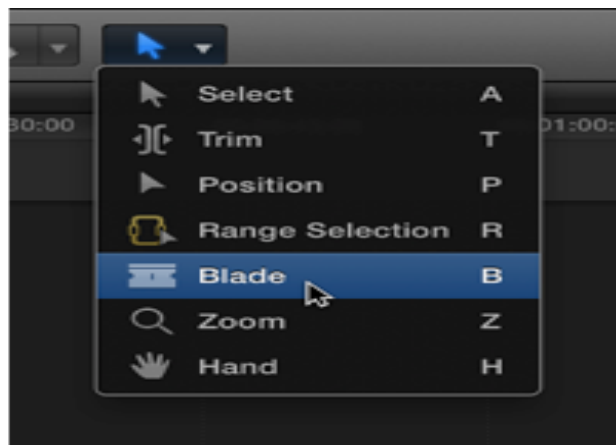


Fig 7: Image of the blade tool in Final Cut Pro

The blade tool, as depicted by Figure 7, was used when a video clip was too long, or if we wanted to cut a portion of a video clip. The blade tool works by clicking one part of a video, and clicking an endpoint of a video, selecting the new portion that was created, and deleting it or relocating it. The blade tool is also useful when inserting transitions or effects by cutting a video clip into two parts. Overall, this was a very valuable tool as it allowed us to edit in between our original video clips.

We used the text box and freeze frames when we wanted to “halt” the video and have text on the screen to inform the viewers about micro-aggressions. We used the title text feature to create our title clip, which can be seen at the beginning of each of the three videos. The scrolling text feature was used to display the credits at the end of each video. The typewriter scrolling text feature was used when the video was halted to display the definition of micro-aggression and any instance of it.

6. Lessons Learned

6.1 Project Timeline

Table 2: Project Timeline

Week of	Description
Jan. 25	<ul style="list-style-type: none"> Attend talk by our client, Dean DePauw
Feb. 1	<ul style="list-style-type: none"> Meet with Dean DePauw and finalize project description
Feb 8	<ul style="list-style-type: none"> Brainstorm ideas for scripts/videos Do more research on micro-aggression
Feb 15	<ul style="list-style-type: none"> Finish brainstorming and finalize idea for scriptwriting Visit Innovation Space and see their resources/equipment <ul style="list-style-type: none"> Acquire knowledge on what type of camera and other equipment to use Create storyboards for videos Submit Design + Requirements report
Feb 22	<ul style="list-style-type: none"> Innovation Space field trip in class Sign up for iLearn classes to get access to better equipment
Feb 29	<ul style="list-style-type: none"> Research camera equipment and lighting, video editing Get other team members to read and review scripts Submit implementation report
Mar 7 - Mar 14	<ul style="list-style-type: none"> Meet with Dean DePauw to go over Design + Requirements section Hire actors (classmates, students from theater department) to star in the video vignettes Research existing videos and see how they are edited Hold rehearsals with actors and see how they react to scripts
Mar 21	<ul style="list-style-type: none"> Attend iLearn class on the 21st on advanced video training Rent out cameras/lighting and other equipment Film Prototype video 1, 2.5 minutes
Mar 28	<ul style="list-style-type: none"> Start editing prototype video 1 Submit Prototype + Refinement report Finish editing prototype
Apr 4	<ul style="list-style-type: none"> Finish filming all videos (Videos 1, 2, 3) Meet with Dean DePauw to go over prototype Edit all videos

Apr 11	<ul style="list-style-type: none"> • Editing has been completed • Sound quality in video is good • Submit Testing report • Send final video to client
Apr 18	<ul style="list-style-type: none"> • Re-edited video 2
Apr 25	<ul style="list-style-type: none"> • Added to micro-aggression website

6.2 Problems/Solutions

After filming prototype video 1, we realized various refinements that we could make in regards to filming, editing, and casting of the video.

Video 1 Refinement:

Filming

- We noticed that some of the actors were shot sideways, which is not visually appealing to the viewer. Hence, we need to position the Sony PMW-EX1R camera in a way that the actors' front face can be shown clearly.
- We needed to continuously shoot walking scenes, as it was hard to combine multiple shots with walking scenes due to slight changes with regard to actors walking.

Editing

- The first shot of video 1 pans to the white board that dictates "Professor Pete's Hours." The whiteboard was a bit hard to read; hence we adjusted this by simply adding text that dictated "Professor Pete's Hours."
- During certain scenes, we paused our video to add definitions of certain situations. The definitions were presented in white, which did not look crisp. To make the text pop out, we blurred the video.
- While looking over the edited video 1 prototype, we realized we had too many scenes with background music at the beginning of the video. Due to this issue, we decided to cut some shots to minimize music, and emphasize dialogue.
- The shots with music in the background also needed to fade out so that the music did not seem harsh to the viewer's ear.

Editing Screenshots



Fig 9: Screenshot of the beginning phase of the editing process for Video 1 Prototype



Fig 9: Screenshot of transitions for Video 1 Prototype

Casting

- We had a problem with actors not feeling comfortable with our videos being shared in public platforms. We learned that we needed to have our actors sign a written waiver that contained information as to where the video would be distributed. After we received their full permission, we began filming.

6.3 Future Work

6.3.1 Methods of Distribution

After receiving written consent from our actors, we uploaded the three videos on YouTube (Channel: Divya Sharma). An example of the waiver is shown in Appendix section 8.1. Our client, Vice President DePauw, the Dean of Graduate Education, wants to include our videos in future seminars and talks to incoming graduate students. Also, our classmates that created a micro-aggression website uploaded links to our videos.

6.3.2 Future Ideas

Due to time constraints and other factors, we were unable to film our last video. Below, we have the scenario, script, and storyboard available as a reference for future works.

Video 4: Second Class Citizen

Overview

As mentioned in the project description, Micro-aggression is everywhere and almost everyone is a part of it. Faculty and students are both involved without even their knowledge. The theme for this scenario will be about second class citizens. Second class citizen situations occur when a member of a target group is being treated in a different way from a power group (from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014). There are several behaviors, which cause these situations to occur.

Scenario

This specific scenario will take place in a Computer Science building on the first day of school. This video will be taken in such a way that each time there is a new scenario the characters will change.

The first scene will start with Jenny Hammlton. It is Jenny's first day in her functional analysis classroom and she is a bit confused as to where her room is located. As she is scanning the classroom numbers, she stumbles into a person. She thinks that this person is a janitor inside her head. She apologizes to the person and goes back to trying to find her classroom. She successfully finds it just a minute before class begins. As she takes her notebook out, she sees the janitor in the front of the

classroom. She becomes very puzzled but the confusion dissolves when the “janitor” introduces himself as their professor, Mr. Gonzalez. Jenny laughs it off and forgets about it. However, she truly never understands the meaning of her thoughts. She tells this “funny” situation to her friend John Kim. John laughs it off too.

Now, the next scene will start with John going into his Theory of Algorithms class. Since it is the first day, the professor urges the students to find a partner to work on the upcoming homework for the class. John looks around to see if he knows anyone or if he could find a partner. John notices that someone just sat right next him. The person who just sat by him introduces himself as Joe Johnson and asks if John wanted to be his partner. John hesitates a bit but agrees in a few minutes to his request. Joe shows how happy he is that John agreed. Joe thinks that John has to be smart and since he is Asian he will want to do well in this class so he can just do most of the work. Joe doesn’t realize he is profiling John and has no clue of how he really is. Based on John’s color, Joe kept him in a target group. After class ended, Joe goes to see his advisor Mary Smith. Joe just wanted to ask Ms. Smith about his schedule. He asks Ms. Smith if he can move his Functional Analysis class to another time since it conflicts with his Theory of Algorithms class. He says how much he likes his theory class due to his professor Andre Walker. Ms. Smith listens to his request and fixes his schedule.

The next scene will start after Joe leaves. Ms. Smith thinks about the conversation she just had with Joe and has a smile on her face. She starts typing an email to her peer, Tim Green in the science department. She emails Tim about how many students love Mr. Walker. She says in her email:
“Hello Tim,

How is the first day treating you? It has gotten so busy today. I really should be taking a lunch break because I know things will get very busy soon. However, I just wanted to say good luck with today. Also, you remember Mr. Walker from the Math Department? He is such a great professor. Although, he is very black and loud, his students love his way of teaching. I just think that it is so funny how much his loudness is loved. Anyways, I hope we can cross our paths soon.

Warm Regards,
Mary.”

Ms. Smith means it as a compliment to Mr. Walker but she is sending a message that for someone being of African American origin, he is a great professor.

Video 4: Storyboard

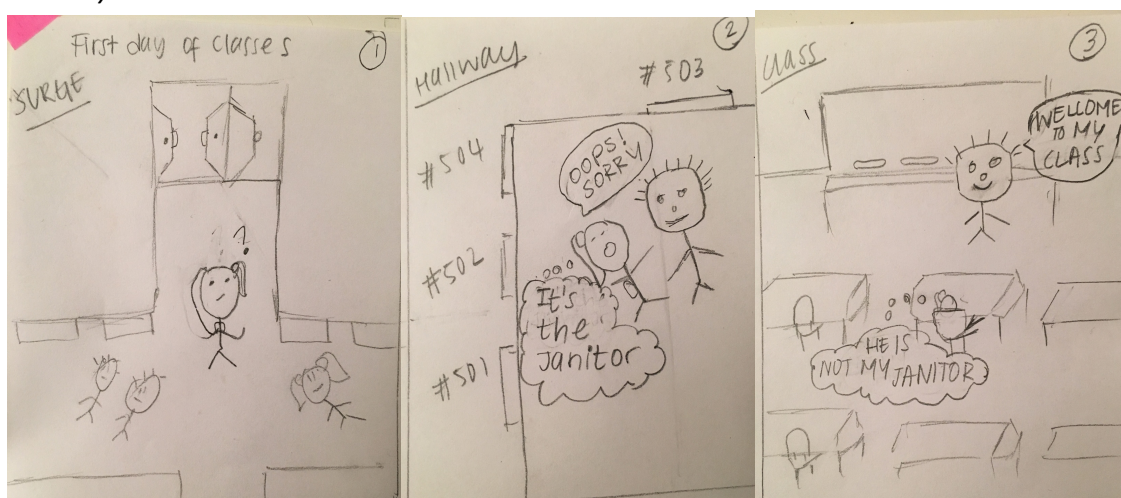


Fig 10: Second Class Citizen

6.4 Video Screening and Feedback

After filming all the videos and editing the footage, we viewed the final videos to see if the vignettes were what we envisioned. We initially created our prototype video titled “Foreigner in Your Own Country”. This video was used to help us gain knowledge of videography and get hands-on experience with the equipment. This first video was also used to expand our editing skills and learn how to operate Final Cut Pro. Once we completed the filming and editing of the prototype, we received some feedback from our client and peers. We used this feedback and reshot the video and applied this knowledge to our other videos. We accomplished this by using the audio and video editing techniques described in sections 5.4 and 5.5.

After filming the rest of the videos, we created a survey with Survey Monkey in order to receive feedback and to determine if the videos were sending the correct message about micro-aggressions. The survey is split into three parts, each of which corresponds to a different video.

Micro-Aggression Videos

Sexism + Ascription to Intelligence

Please fill in all these questions with 1 being the least understandable to 5 being the most understandable.

1. Before watching the video, do you know what Micro-Aggression is?

☐ Yes
☐ No

Click on the link below.

<https://www.youtube.com/watch?v=FXWEOaxoVkJQ>

2. On a scale from 1-5, do you understand how sexism and ascription to intelligence relate to micro-aggression?

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

Next

Fig 11: Image of the first part of the feedback survey

The first part of the feedback survey is for video 2, shown in Figure 11. All three sections have similar questions asking the users to rate if they understand how micro-aggressions are displayed in the videos. The second section covers video 1 and the third one covers video 2.

We sent out the survey to classmates, friends, and our client, Dean DePauw. As mentioned above, the survey included all three videos with links to each, so the users could view the video and then answer the questions that corresponded with it. We received twenty responses. The data is referenced in the Appendix. From the user population that took the survey, about half knew what micro-aggressions were before watching the videos. After this question, the users were asked to click on a link to video 2. The following question asked them to rate from 1-5 on how well they understood the topic related to micro-aggressions. The majority of the users rated the video a 4 (50%) with the second highest being 5 (35%). Fifty percent of the viewers gave video 1 a majority rating of 5 and 45.45% of the viewers gave video 3 a majority rating of 5. The last question of the survey asked how users would rate their understanding of micro-aggressions after watching all the videos. 58.33% of the viewers gave it a majority rating of 5, so the percentage increased.

After analyzing the data, we decided to rewrite the script and re-edit video 2. In order to make the video more understandable, we changed the text whenever the frame was frozen. We added the text “Micro-Aggression: Assigning intelligence to a person based on their race or gender” and “Another case of micro-aggression is when a statement is made when bias is denied”. We also added a speech bubble in the scene where the character, Lilly, is contemplating which T.A. to go to.

We were able to improve the rating for this video to get 44% of viewers giving it a majority rating of 5. The survey was then distributed to the same group of people who took it initially. We received thirteen responses showing an increase of the rating for video 2 from 4 to 5. It is difficult for videos to be “tested,” hence it was critical for us to get input and feedback from users who were not aware of the subject matter and see if they were able to comprehend it.

6.5 Concluding Remarks

As stated in our executive summary, we believe based on our survey responses, that we have achieved our goal to raise awareness among our audience. Also, as mentioned in our Method of Distribution section, we have dispersed our videos to multiple outlets such as YouTube, the Micro-aggression website created by our peers, and to our client Dean DePauw who will be sharing our videos in future sessions and talks to graduate students. With the accumulation of all of the outlets mentioned, we are confident that our goal has been met.

7. Acknowledgements

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For volunteering as actors and extras for our videos

8. Appendix

8.1 Waiver for Actors

Waiver for Micro-Aggression Videos

I _____ give my written consent to allow Pranavi Kotagiri, Laxmi Harshitha
(Print full name above)

Patha, Gurkiran Sethi, Divya Sharma, Karen P. DePauw, Edward A. Fox and any other Virginia Tech individuals or groups who are working on addressing Micro-Aggression concerns, to publicize Micro-Aggression videos on public platforms (such as YouTube, an online website, etc.) to help improve the understanding of the public regarding this issue.

Signature _____

Date _____

8.2 Scripts

8.2.1 Original Script for Video 1

Foreigner in Your Own Country

Scene 1: Outside the classroom

Time of day: 12pm

(There is a line outside Professor Pete's office for office hours. PK, Victoria, and some other students are talking to each other, lined up against the wall. PK and Rachel wait in line for their turn to talk to the Professor.)

PK (while talking to Rachel): I am so confused on what we are supposed to do for this report. How is it going for you?

Rachel: Not too well. I haven't even started it yet. I was actually planning on asking him today.

(A student walks out of Professor Pete's office.)

Professor Pete: Next!

Scene 2: Inside the classroom

(PK walks into the classroom and sits opposite to Professor Pete)

PK: Hi Professor, I had some questions about the upcoming report due next week.

Professor: Yeah sure, go ahead.

... a couple minutes later

PK: Thank you so much for clearing up my confusion.

Professor Pete: No problem at all. By the way, if you don't mind me asking, where are you from?

PK: I am from Northern Virginia near the Arlington area.

Professor Pete: Ah! I see. BUT I meant where are you REALLY from?

(PK is taken aback, feeling awkward and confused as to what he was expecting her to answer)

Video pauses, text pops up explaining what Micro-aggression is.

(She thinks in her head (thought bubble): Wait, what?)

PK: Oh do you mean what my ethnicity is?

Professor Pete: Yes, that is exactly what I meant.

PK: I was born in India and came here when I was 8.

Professor Pete: Oh wow, I see, I see.

(PK exits room and sits back next to Rachel.)

Scene 3: Outside the classroom

Rachel: Hey! How did it go?

PK: I get what I have to do in this assignment but he asked me a very strange question. I felt uncomfortable and kind of offended.

(Rachel has a worried look on her face)

Rachel: Oh, what happened?

PK: He asked me where I was from and I said I was from Northern Virginia. But he didn't believe me and made me feel like I was a foreigner in my own country. I felt like he expected me to not be from the United States or speak English the way he does. It's sad how he just made an assumption by the way I looked.

Rachel: I can't believe he asked that!

PK: Yea, I felt a bit uncomfortable. Anyways, I just realized I have another question to ask.

Scene 4: Inside the classroom

(PK walks back up to the Professor)

PK: Hello professor, I actually have another question about this part.

(Shows the paper to the professor)

Professor Pete: Yes of course, ask away.

... a couple minutes later

PK: Oh I understand it now, thank you!

Professor Pete: Great! By the way, you speak great English! You don't have an accent at all!

(Video pauses, bubble pops up. PK is taken aback again.)

PK: (awkward) Oh, uhh thank you..

End Credits.

Video ends.

8.2.2 Original Script for Video 2

Sexism + Ascription to Intelligence

Scene 1: Computer Science Lounge

Time of day: 4:00 PM

(Camera pans the whole room and will focus in on a table where three students are working. Peter is sitting next to Sam working on his laptop.)

Peter (while talking to Sam): Ugh I can't figure out this error, I don't understand what's going on. I'm gonna go ask the TA.

Sam: Hmm. Lemme see if I can figure out the problem.
(Peter hands Sam his laptop.)

Sam: Oh! I think know, give me a second.

(Sam types away on the keyboard)

... a couple minutes later

Sam: Here, I think this works. You just had to remove the extra braces.

Peter: Ahh thank you so much! I did not realize that you could figure it out so quickly. To be honest, I kind of underestimated you since I don't see too many girls in Computer Science.

Sam: *Surprise face*

(Freeze frame)

Video pauses, text pops up explaining what Micro-aggression is.

Sam: haha thanks?

Scene 2

(Camera pans to Lilly who is at the same table)

Lilly: My code is not compiling! Oh my god why I can't figure this out!

(Lilly is contemplating whether to go to the female TA or Jack.)

(Camera pans to the female TA at her table and the male TA)

(Lilly walks over to the Jack, the TA.)

Lilly: Hey Jack, I had a question.

Jack: Yeah sure, go ahead.

(Lilly points to her laptop and shows Jack the screen.)

... a couple minutes later

Lilly: Oh cool, thank you Jack.

(Lilly walks back to the table and sits next to Sam.)

Sam: Hey Lilly, did he sort out your problem?

Lilly: Ahh yes he did! I'm so glad I went to Jack and not Katy. I know I'm a girl but I don't know, I just feel like the male TA's are a bit better.

Sam (looking confused): Hmm..

(Freeze Frame and this text will pop up "Denial is based on the fact that when a statement is made the bias is denied.")

Sam: Yea, but Lilly, intelligence and gender have no correlation.

Lilly: Yea that's true, my way of thinking is actually pretty wrong.

(Lilly makes a sad face.)

(Sam pats on Lilly's back, in a consoling manner)

End Credits.

Video Ends.

8.2.3 Original Script for Video 3

Pathologizing Cultural Values/Communication Styles

Scene 1: Foxridge Kitchen

Time of day: 12:30 pm

(Jai, a person of South Asian descent, stand by the stove cooking his lunch. Andre, his roommate, walks into the room, with a disgusted face.)

Andre: (Looking around with a disgusted face, not used to the different smell) Jai! Did we take out the trash last night?

(Andre looks into the trashcan and then looks over at the food that Jai is cooking. Jai looks back at him and looks at him with an annoyed look. Andree looks away with an awkward face. Jai nods his head, mad at what Andre said.)

Scene 2: Lounge

Time of day: 7:00 pm

(Zayn, who is of Vietnamese descent, and PK, who is of South Asian descent, are working on a group project for their Multimedia class.)

(Jai comes into the scene)

Jai: What's up Zayn?

Zayn: Nothing much, just my back hurts.

Jai: Oh okay.

(Zayn turns towards PK and they talk in their mother-tongue for a few minutes. Zayn looks left out and lost.)

Zayn: Guys can we talk in English. I mean we are in AMERICA!

PK: Sorry, my bad.

(Jai looks annoyed and confused.)

End Credits.

Video Ends.

8.2.4 Original Script for Video 4

Second Class Citizen

Scene 1: Surge hallway

Time of day: 5:00 PM

(Camera pans the hallway and focuses on Jenny looking confused as she is trying to find a classroom.)

(She looks down at her class schedule)

Jenny (talking to herself): Oh I wonder where class 109 is?

(Bumps into Mr. Gonzalez)

Jenny: Oh, I'm so sorry.

Mr. Gonzalez: It's alright.

Jenny(talking to herself): Aw, the janitor is so nice!

(Keeps walking toward her classroom)

Scene 2: Classroom

(Jenny enters classroom.)

Mr.Gonzalez: Welcome to Function Analysis class.

(Jenny sits next to John Kim.)

Jenny(Surprised to John Kim): John, oh my god I can't believe I thought he was a janitor.

John Kim: Jenny! You are ridiculous haha.

(John packs up, and leaves to go to his next class)

Scene 3: Theory of Algorithms classroom

Professor Walker: Hello everyone! Welcome to the first day of class, I would strongly urge you all to try and find a partner for the upcoming homeworks.

(John looks around and sees Joe sit right next to him, he makes awkward eye contact)

Joe: Hey! I'm Joe. Would you like to be my partner?

(John Hesitates)

John: Uhhh, Sure why not?

(Joe raises an arm in excitement.)

Joe: Yes!! Awesome. You're gonna be really good at this class.

(Video pauses: Joe does not realize how he is profiling John based on his color)

John (stern look): Joe, is it because I'm Asian?

Joe: Yea, no shame

(Joe shakes his head.)

John: Oh, Joe.

Scene 4: Counselor's Office

(Joe walks into Mary Smith's office)

Joe: Hi Ms. Smith! How are you?

Mary: I'm doing well. How can I help you today, Joe?

Joe: I would like to change my Functional Analysis class to another time since it conflicts with my Theory of Algorithms class.

Mary: Oh is that the class taught by Andre Walker?

Joe: Yes, he is such a great professor!

Mary: Sure thing Joe, I'll make sure to change your schedule.

(Joe leaves the counselor's office)

Scene 5: Outside Mary's office

Julie: Hey Mary, you seem pretty happy!

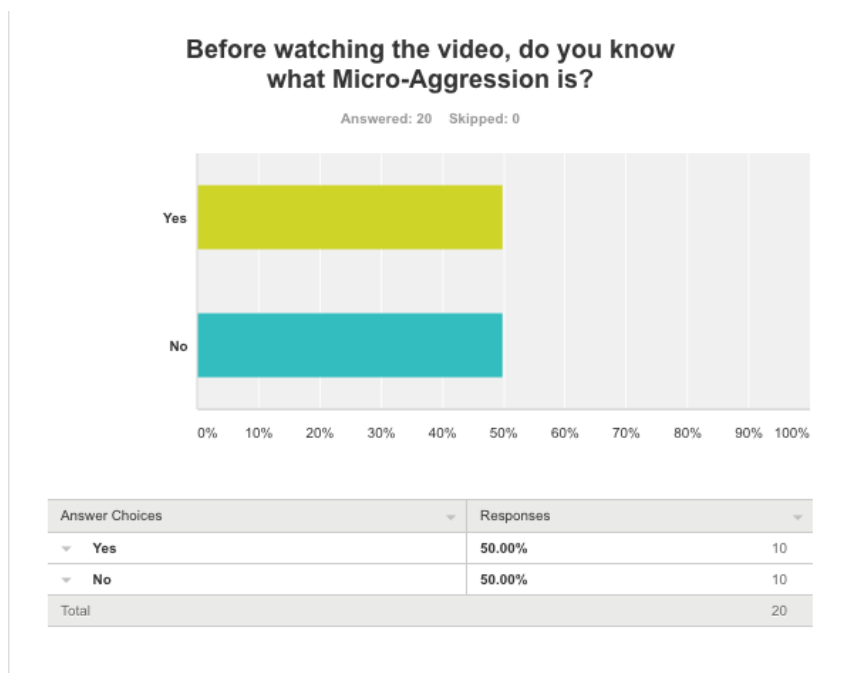
Mary: Oh hello Julie, I was just thinking how students love Professor Walker. Although he came from a neighborhood like the Bronx, he is truly a wonderful and knowledgeable professor.

Video pauses, and text comes on screen - Mary is sending a message that for someone of African American origin, he is a great professor.

End Credits.

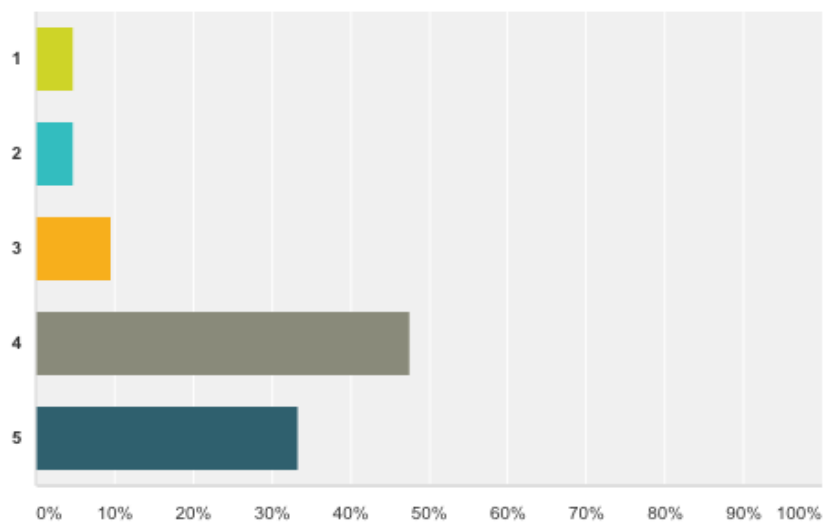
Video Ends.

8.3 Feedback Survey Data Images

*Fig 12: Question 1*

On a scale from 1-5, do you understand how sexism and ascription to intelligence relate to micro-aggression?

Answered: 21 Skipped: 0

*Fig 13: Question 2 Before*

**On a scale from 1-5, do you understand
how sexism and ascription to
intelligence relate to micro-aggression?**

Answered: 25 Skipped: 0

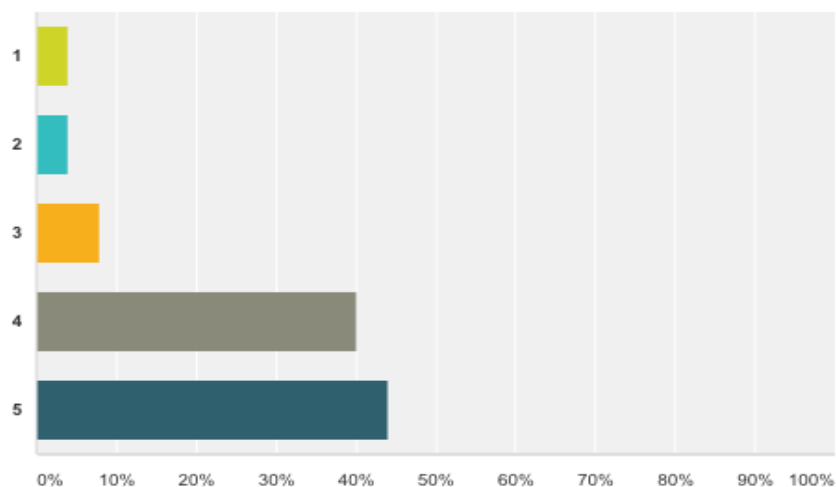


Fig 14: Question 2 After

**On a scale from 1-5, do you understand
how being a "foreigner in your own
country" relates to micro-aggression?**

Answered: 13 Skipped: 8

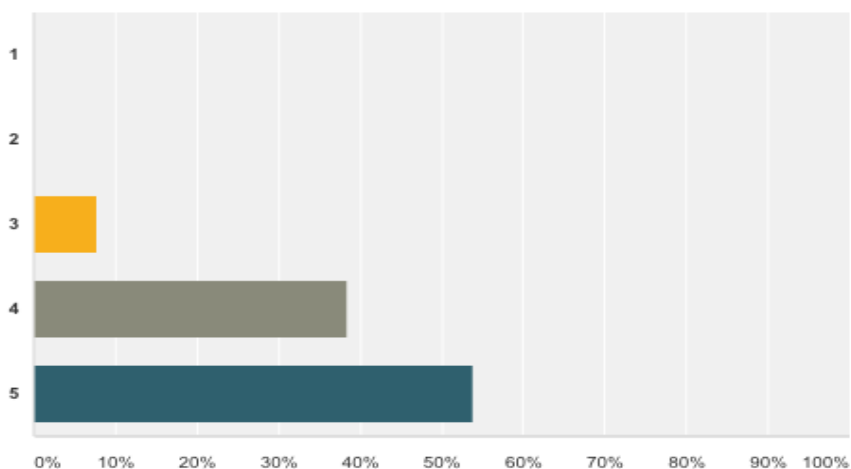


Fig 15: Question 3

On a scale from 1-5, do you understand how cultural values and communication styles relate to micro-aggression?

Answered: 12 Skipped: 9

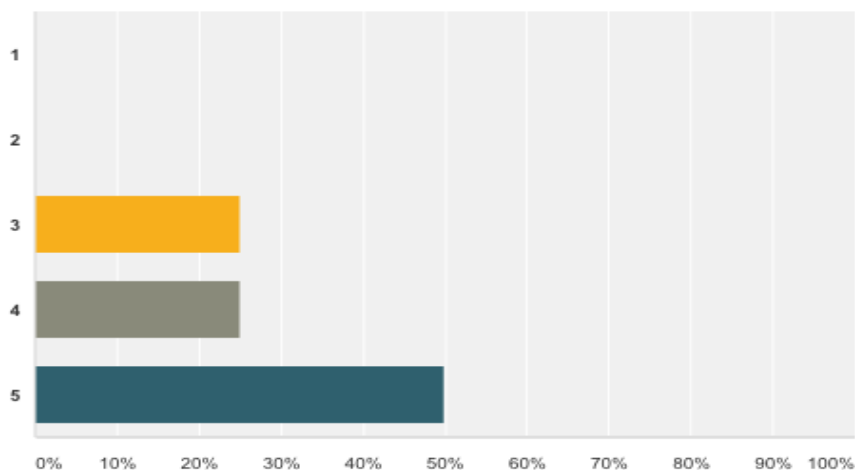


Fig 16: Question 4

After watching all the videos, on a scale of 1-5, how well do you understand the concept of Micro-Aggression?

Answered: 13 Skipped: 12

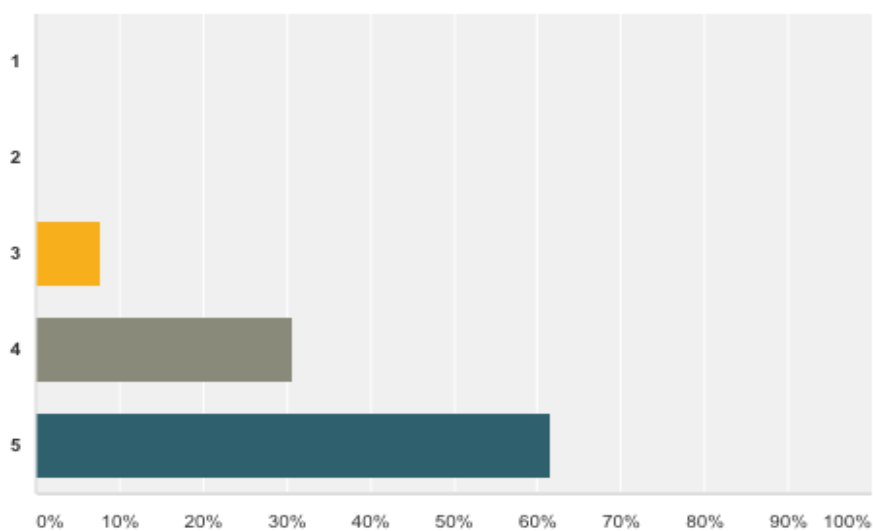


Fig 17: Question 5

9. References

Video 1: <https://www.youtube.com/watch?v=iySJMMATZds>

Video 2: <https://www.youtube.com/watch?v=CsZ7ce8e1YU>

Video 3: <https://www.youtube.com/watch?v=lf8fID25KTW>

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