

## **Brion-Meisels Clip 5**

*[These facilitator notes provide commentary and ideas that might be helpful as you use these raw video clips with other educators.]*

One thing we noted was that the first grouping we watched had four people, and then Brion-Meisels decided to have groupings of three people. What considerations do you take into account when figuring out what size groupings you want for a various activity?

We note how Brion-Meisels has people form the second group by finding people from different states/countries. Why might she do this? Any downsides of doing this? If you like this strategy, what are some similar sorting mechanisms you could use over time? (We want to offer that it makes a difference whether the sorting mechanism is relevant [or not] to the topic at hand.)

Brion-Meisels begins the clip not involved in a small group discussion. She then spends most of the second small group prompt with a single group, and engages as an active participant in the conversation. What are the advantages of observing the dynamics from afar versus circulating amongst the small group conversations? Do you have any dominant patterns of how you as an instructor interact during small group time?

We also note that Brion-Meisels has people stay in the same group for the third prompt, which allows her to offer groups to continue their last conversation if they think that would be the best use of their time. The research literature supports this kind of choice and flexibility, especially for mature students.