

Flehinger Clip 1

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

One of the first things that we note is the way that Flehinger ties this particular question to a goal of the course, which is knowing motivations of people we could easily lampoon.

Flehinger then pushes the first student (Jonah) to clarify his thinking: he emphasizes that he agrees with 80% of the answer and then gives the student “a chance to revise.” Why does he use this framing?

Notice that Flehinger uses Jonah’s comment to explore a topic now that he hadn’t anticipated doing. How did that seem to go? What are the pros and cons of being flexible like that in your discussion leading?

We also find it useful to think about the ways Flehinger formulates and asks questions, as well as the ways he manages student participation in the discussion. How would you classify the kinds of questions he asks? What do they do for the discussion?

Finally, notice the ways that Flehinger models expertise for the students by explicating naming the behaviors historians engage in. How does he bring students into disciplinary thinking with the moves he makes here?