

Mazur Clip 3

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

This video showcases an interesting paradox that is common in teaching. Instructors often want students to be comfortable asking any authentic questions that they have regardless of how “smart” they are (i.e., “there are no dumb questions”), but we also want to push our students to ask particularly insightful questions that can deepen the collective learning of the class. Mazur chooses here to praise both the questions asked as “really good” questions. What might this signal to students asking questions in his class? How might it help classroom participation? How might it hinder it? How do you deal with this paradox in specific, and valuing student contributions in general?