

## Schwartzstein Clip 2

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

The students are again at the center of this clip, which is an intended aspect of simulations.

Before debriefing the simulation with the whole class, the teaching team calls for reflections and questions from the students who completed the simulation. Many of these reflections focus on affect—how the students felt during the simulation. Research on simulations show that first debriefing affective elements helps ground students and prepare them to then digest more conceptual learning.

One student refers to how this simulation relates to the last one he took part in. As with many pedagogical techniques, doing simulations more than once helps students learn how to learn from these experiences and allows for seeing improved skills across experiences.

We also like this clip for the ways that the teaching team praises the student group—completing a simulation like this in front of peers (not to mention the cameras!) is really challenging. How does the teaching team offer praise that highlights and contributes to student knowledge?