

## **Schwartzstein Clip 6**

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

Schwartzstein fields a lot of questions from students here. Note that for the first question, he throws it right back to the student before weighing in himself. That move might disincentivize questions, but it also asks students to do more of the critical thinking. How do you weigh that type of trade-off?

We also appreciate the expertise needed to field any question students might ask. What might you want and need to do to prepare for this open question and answer moment?