

Arlotta Clip 6

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

This course deals with complex scientific content. We find it notable that Arlotta invites questions at any time throughout the class session, which research supports as a valuable tool to help students from becoming confused and disengaging. We also note that the first student in the clip looks comfortable being in an extended dialogue with Arlotta, which is often something that needs to be fostered in a potentially intimidating environment like the Harvard classroom.

We also note that Arlotta is willing to skip around in her planned slides to capitalize on the interest, energy, and flow of conversation in the room. This flexibility can be tricky, as it can sometimes throw you off and/or sometimes make the narrative arc more complicated for the students. What criteria might you use to decide if you would change the intended flow of your lecture based on one or more student comments?