

## Grotzer Clip 1

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

Grotzer begins each class period with a “preview of class.” Notice that she provides not only the topics that the class will cover but also the activities that they’ll do while exploring those topics. We haven’t seen many instructors provide this level of detail, and we appreciate the approach. Given that a key aim of this course is to help students apply research on teaching and learning to their work as practitioners, how does building this aim into her class opening support student learning? We also appreciate that she emphasizes the value of metacognition while also empathizing with busy teachers who don’t always work it into their classes. Why might she do this here?

We also appreciate that Grotzer takes the time to explain the pedagogical reasoning behind the activities. When she explains that the class will watch two videos, for example, she notes that she chose two very different videos on purpose and that having more than one example “helps to surface the deep features.” Recall that she’s teaching this course to educators, many of whom will be returning to their own classrooms. Why might she build such transparency into her lessons?

Finally, Grotzer transitions from this preview into the content by helping students get “mentally ready” for class. How does she ask the students to prepare themselves? Why might she do this before she posts the reflection question on the board? Why might she begin with this question that asks students to reflect on their own experiences? How is she setting the stage for the class session here?