

Grotzer Clip 2

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

Grotzer responds to students in a variety of ways here. Occasionally, she asks direct follow-up questions. But other times, rather than asking a follow-up question, Grotzer states what she heard from the student. Sometimes this restatement prompts further elaboration from the student (as with the first student who shares here), while other times it gets confirmation that the restatement is correct. Why might Grotzer choose these different approaches with different students?

Another thing to note here is how Grotzer elicits participation from her students. She doesn't just take comments—in two different places she asks students whether they have had a similar experience to what's just been shared. How does this strategy help to broaden participation and build community?

Two other brief notes: We appreciate how Grotzer connects back to other concepts covered in the class, specifically the misconceptions research that the class has already read. And once again she is transparent about her pedagogical moves, explaining that she gives extra wait time in her class so that people have time to think. She also shares another strategy that she uses with younger students. Her moves here seem especially helpful given the number of teachers in the class.