

Grotzer Clip 3 Transcript

AUDIENCE: Thinking about what I was thinking, and I was thinking [INAUDIBLE].

TINA GROTZER: Yeah.

AUDIENCE: But I wasn't [INAUDIBLE]. I was just thinking about [INAUDIBLE] myself like that. My struggle wasn't stepping back. My problem was stepping in.

TINA GROTZER: Yeah. Oh, interesting, interesting.

AUDIENCE: --myself just watching and move away from what I'm thinking about.

TINA GROTZER: I hope you'll share that, later, with the class.

AUDIENCE: But that felt like your question before, we're intentional that-- because your questions changed the way we watch the movie. I think that would-- students would prime them to a book.

TINA GROTZER: Right.

AUDIENCE: Like if you introduce a bucket and you wanted to achieve a certain goal, think about the characters. And that impacts the way that they experience the book.

TINA GROTZER: Yep. So I really wanted you to make that effort to be metacognitive, and see what that feels like as you're trying to engage in it.

AUDIENCE: But it's a struggle because that was very relaxing.

TINA GROTZER: The music and everything?

AUDIENCE: Yeah.

TINA GROTZER: Yeah.

AUDIENCE: So I was like, stay focused.

TINA GROTZER: When you say it was a struggle, what were you finding yourself doing?

AUDIENCE: Sometimes I forgot to [? do ?] metacognitive. And then I was like, OK. And then there was a lot going on in my head that I was trying to-- I'm thinking about this. I'm noticing that.

TINA GROTZER: Yes

AUDIENCE: I guess I was also thinking about what am I going to have to share afterwards.

TINA GROTZER: Yes.

AUDIENCE: I don't know. And then I was like, well, what would I have had to share afterward, if I didn't have these priming questions? How would I be different?

TINA GROTZER: Right.

AUDIENCE: There's a lot.

TINA GROTZER: Right, there is, intentionally.

AUDIENCE: Yeah, I knew that.

TINA GROTZER: Yeah.

AUDIENCE: I knew that much.

TINA GROTZER: Uh-huh.

[LAUGHS]

AUDIENCE: I forgot that.

[INTERPOSING VOICES]

TINA GROTZER: Why do you think you forgot? Yeah, why do you think you were able to forget? Maybe it was just not that--

AUDIENCE: [INAUDIBLE] while I was watching it?

TINA GROTZER: Yeah.

AUDIENCE: [INAUDIBLE]

TINA GROTZER: Yeah. We sometimes hear teachers who don't want to teach about misconceptions with kids because when they're struggling in that productive struggle state, they're so focused that then, when they actually get to the point where they now understand it, they forget that piece. And so they have to actually go back and go through the struggle again. So I'm really--

AUDIENCE: [INAUDIBLE]

TINA GROTZER: Yeah. So the fact that you forgot that, that's an important thing for you to hold on to as an instructional designer. So what does that mean as you're thinking about designing instruction? Because you were involved. Yeah? That's super interesting.

AUDIENCE: I took it-- for some reason. And I'm not sure why I did this. But the frog, on the first stage, cued me to think that it was a frog, just attributing this.

TINA GROTZER: Interesting.

AUDIENCE: I think it's a frog. And I don't know why [? whoever ?] said it out loud. But I thought that. So then I spent the whole time thinking about the frog, and what part of the frog is that? And is that his little leg sticking out? Maybe he's going to come out later. And then it was popcorn. (LAUGHING) And I was really, really confused because I basically had this whole framework in my head that was not--

TINA GROTZER: Well, that's also really interesting, instructionally, because I, as the instructional designer, inadvertently cued you in a different direction. And you took it as a cue because you are a savvy learner. And you know there's cues in the environment. So you looked for that. And you were like--

So think about all the teachers who put little-- I don't know, flowers over here and this over there, and it has nothing to do with the deep structure of what they're trying to get their learners to understand. So I inadvertently cued you.

AUDIENCE: And I think--

TINA GROTZER: That's so interesting.

AUDIENCE: --a frog video before. And so--

TINA GROTZER: Oh, yes.

AUDIENCE: I was like, I oh, frogs are a theme.

TINA GROTZER: She does frogs. [LAUGHS]

AUDIENCE: Are we going to watch another frog--

TINA GROTZER: Well, so you also used your knowledge of the instructor to help you get to your ideas. So that makes a lot of sense that you would use all the surrounding context to try to discern what this mysterious thing is. Think about that when you're thinking about your learners.