

Grotzer Clip 3

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

Grotzer spends time with two small groups in this clip as they debrief a video they watched (in which it's not clear until the very end that the object they're viewing is popcorn popping). Notice how she previews a "warm call" for a student in the first group, telling her, "I hope you'll share that later with the class." If you watch Tina's move videos, you'll see that this student often felt shy about speaking in front of the larger group; this "warm calling" strategy can be very effective for bringing students into discussions. We think that being on the lookout for contributions to bring to the larger group is a great use of instructors' time with small groups.

It can be a challenge for instructors to determine how long they should spend with small groups. Is it better to spend more time with one group? Or to move between as many groups as possible? How do you know when it's time to move on? Grotzer here spends a little less than two minutes with the first small group she visits. Why do you think she decides to leave the group when she does?

This clip has many excellent examples of Grotzer unpacking the pedagogical and design choices that she has made for students, which makes perfect sense as many of the learners in this course are classroom teachers themselves. When does Grotzer take the time to go into the instructional design choices that she made? How transparent are you with students about your course design? How could you be more transparent about your design choices to aid student comprehension?

One choice point we are aware of is how much the faculty member participates in small group conversations versus just listens. What are the advantages to these two different approaches? Do you have a style for engaging with small groups in this regard?

In addition to sharing the thinking behind her design choices, Grotzer asks a lot of follow-up questions in these clips, probing students' thinking as they reflect on their experience of thinking about their thinking (metacognition). When does she decide to ask questions, and when does she share her expertise? Why might she be making those different moves in different moments? How do you balance sharing your expertise with giving students time to process their ideas and share their own thinking?