

## Grotzer Clip 5

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

Grotzer wraps up the discussion we saw in Grotzer 4 with a short mini-lecture connecting students' ideas to research about metacognition. She instructs the students to hold on to a key learning from the activity and connects back to a student comment from the discussion portion about their experience in the metacognition activity before she moves into the research. Taking this time to anchor the lecture in student thinking helps student engagement and learning.

Grotzer also connects the topic back to previous concepts that class has covered in the course. And when discussing the theory of mind research, she again connects to student comments that we see in Grotzer 2. How do you return to student contributions throughout your classes? What can you learn from Grotzer here?

We also appreciate Grotzer's use of analogy to shore up students' understanding of cognitive load. The example she shares about teaching her son to drive is relatable (though students in the class are more likely to have been in the son's position than Grotzer's!) and gently humorous. It's clear that this isn't the first time that Grotzer has brought her personal life into the classroom in a way that illustrates the course concepts. So in our minds this moment does double duty—it bolsters conceptual understanding while also helping Grotzer build rapport with her students. How do you bring your personal life into your classroom? Do you have experience from your life that could do double duty in your course?