

Kegan Clip 2

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

The first thing we note in this clip is how he frames the think-pair-share. He tries to lower any barriers to exploring ideas. He also frames their task both using sophisticated disciplinary language, which is useful knowledge in and of itself, and using simpler language.

It's notable that Kegan has his students do individual thinking for a solid 90 seconds before they speak in pairs. What's the value of this? When might it be fine to just skip the "think" part and just go straight to the "pair" part?

We appreciate a few things in the pair discussions. First off, it appears that the whole room is buying into the task, pairing up and discussing. (That isn't a given, in our experience, especially in larger rooms where people can "hide".) Second, we appreciate the real grappling that is happening in the focal pair and how they are listening to each other and building on each other's ideas.

Kegan also makes a decision to poll the audience on their impressions and to do so by raising hands. There are some downsides to polling by raising hands (e.g., hard to tally the count, students can be influenced by their peers), but it is also very time efficient, and it still gets a good ballpark sense of the class. Kegan then uses that vote to do a short "just-in-time" mini lecture where he shares his own insights on the task.