

## Levy Clip 2

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

Levy makes many moves in this clip that open the door for conversations about pedagogy. In polling the students, Levy opens a pathway for participation at the start of the clip. It's interesting to consider why he decides to solicit participation from a student who changed their mind here. What does this framing do? We believe it helps us see learning in real time. This framing also highlights the ways that polls create the conditions for peer instruction, which Levy also uses at the end of the clip. In these final moments, Levy is following the guidelines of [Peer Instruction](#). If approximately more than 70% of the students get it right, he can just get one of them to explain it, and they can move on. If less than 30% of the students get it right, he probably needs to do direct instruction on it. But if it is in between that 30-70% range, it's a sweet spot for peer discussion and peer instruction.

During his exchanges with students early in the clip, Levy also reinforces the course norms by questioning why a student doesn't have their name card. It can be challenging for instructors to enforce norms without alienating students. But Levy manages this moment with humor and makes it clear that he has a good rapport with the students. This moment could be an interesting one to examine and discuss. Why does Levy call out the student (whose name he clearly knows)? We think that his moment asserts that norms matter and are living things in the classroom.

Another interesting way to use this clip is to think about the ways that Levy responds to the various student comments he hears. Notice how much he needs to take in as the instructor as he decides how to respond! He does various things in his responses: affirms, adds on, probes for greater clarity, and asks other students to weigh in. Why does he choose the different responses for different comments and questions?

Finally, this clip offers a glimpse of how effectively Levy uses technology in the classroom. Using an untethered iPad allows Dan to project the handout and allow him to annotate it, all while walking around the class. (In a later clip, he hands the iPad to a student to annotate.) What's effective about his use of the iPad here?