

Mandell Clip 3

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

This clip finds the group giving feedback to one of its members: Ryan, the representative from Indocarta. When we watch this clip, we're struck by the ways that Ryan's peers highlight specific examples of what he did well during the negotiation. Their feedback, both positive and constructive, is grounded in what they know about the facts of the case that Ryan was presented with. What kind of scaffolding do you think that students had to give this high level of feedback? What scaffolding do you think your students might need?

We also note how the students used discipline-specific language in providing feedback, which is an important aspect of taking the example of a specific simulated case and connecting it to the generalizable content of the discipline. How might you help students make these connections?