

Mandell Clip 6

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

We appreciate all of the ways that Mandell elicits participation in this clip. First, he uses the simulation data, which has been collectively created by the class. He then gives students a question so they can discuss that data with a peer. Finally, he opens the floor to student comments. Overall, in this five-minute clip he hears from six individual students (including the student whose question sparked this activity). How do you think all of these forms of participation help Mandell bring more student voices into classroom discourse?

The broad student participation in this clip is even more impressive because Mandell himself spends a fair amount of time talking as he distills the key takeaways from the simulation. Why might he begin this discussion activity by referencing other MPP students who negotiated very different job offers? How do you see him setting up important takeaways for students here?

We also note how Mandell discusses a few advantages of learning negotiations in a classroom setting as opposed to through real-world practice (e.g., seeing aggregated data and having a chance to reflect and get feedback). Helping students understand this value can increase buy-in and appreciation for these learning opportunities.