

### **Mansbridge Clip 3**

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

As with Mansbridge Clip 2, we see front and center Mansbridge's use of pre-class reflections as a way to structure the discussion around student contributions, and to bring student voices into the conversation effectively and efficiently. Here, Mansbridge is using a provocative example – the right to marry many – to help students grapple with what Rawls is really saying about liberty principle. Several students try to understand the concepts at play, with one student in particular pushing back against the example and then changing her perspective on Rawls in real time. Mansbridge also modifies the lesson plan based on the discussion, skipping ahead to Alejandra's point because of Ignacio's question. One additional thing to note is that Mansbridge is heavily involved in the conversation, pretty quickly clarifying various points and keeping student comments succinct. Students we interviewed (and those on course evaluations) tended to love the learning experience that resulted from this structured and rigorous facilitation, but it definitely has some trade-offs with increased student ownership and more expansive participation. Do you have thoughts on how you handle this type of tension?