Mazur Clip 1

We like this clip for a few reasons. First, it highlights another way of using students' pre-work to bring their voices into the classroom discourse. Reviewing students' annotations before the class period allows Mazur to plan responses to their questions and confusions. How might you use pre-work in a similar way in your course?

We also appreciate the way that Mazur leverages not only the student annotations but also the course textbook and practice book here. He names two chapters that will be helpful for students who feel "shaky" on some of the concepts, naming students who didn't take AP58 as people who particularly might want to read these chapters. We like that he expands his invitation beyond just those students, which makes the course more inclusive for students without such a strong disciplinary background. He also takes the time to not only name the practice book as a resource, and give specific examples of how to use it, but also to explain how to find the practice book at the end of the online textbook. How do you help students think about the resources available to them in your course? How could you help them better understand which resources might be helpful to them and how they can help?