

Mazur Clip 4

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

Mazur spends all of this clip with one small group, reviewing answers to problems that they have reviewed together. He first stops by to check in about misconceptions that he has noticed in other small groups. This is an example of a time when it can be helpful to spend just a minute with a small group before moving on to the next to check on their misconceptions. However, in this clip, Mazur stays with this group after discovering that they need a member of the teaching team to review the work they've done so far.

Even though the group has gotten the correct answer for the problem Mazur is reviewing with them, Mazur uses the opportunity to probe their conceptual understanding. How does he balance asking them questions with offering explanations himself?

We also appreciate the way that Mazur uses the board in this clip, modeling the behavior that he asked students to engage in earlier in the class session (Mazur 2). This work to make thinking visible proves helpful for the students, with one student remarking, "It actually does make a lot more sense." How do you make thinking visible in your classroom?