

Rakoff Clip 2

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

This clip highlights two classic pedagogical moves often associated with law classrooms: cold calling and Socratic questioning (essentially drilling deeper through questioning that gets increasingly more challenging to answer). How does Rakoff use these moves here?

In observing this whole class and interviewing students, we were struck by how socialized cold calling and Socratic questioning had become in this first semester of law school. Students expected it and often seemed to appreciate how it kept everyone on point and helped sharpen their thinking. What would you need to take into account if you want to use cold calling or Socratic questioning in a context where it isn't the cultural and pedagogical norm?

Also note how Rakoff expects students to listen closely to what their peers are saying, as his question at the end of the clip asks simply: "Can anyone see another possibility?"