

# Communicating about Similarity - Extension Module

## THE FACILITATOR'S COMMENTARY

### Session 1

## Communications Module Session 1 Video clip #1

Watch the clip: [MVI 0016.MP4](#)

### Background

Teachers have just watched Pamela's Clip, one they've seen several times before. For the debrief after this viewing, the teachers have been asked to use the Instructional Strategies Organizer (handout) to identify what strategies the teacher used to promote student communication.

### The Facilitator's Commentary

*At the start of the debrief discussion, the teachers had commented on the pattern of whole-class, small-group, whole-class organization. They noticed that the teacher, Pamela, started with an open-ended question and let the students answer and comment with very little interruption other than to have a student clarify his stance on an issue or to summarize the general argument. The teachers used Pamela's words from the transcript to illustrate ways she was encouraging student talk.*

*The teachers seemed very much in tune with Pamela's teaching and I wanted them to look further into the pattern of the amount of teacher talk compared to student talk throughout the transcript. The ratio of student talk to teacher talk can be an indicator of a teacher's approach to teaching including students' role in the development of conceptual understanding. They noticed there was more student talk during the exploratory period of the class discussion (lines 1–41). One teacher pointed out that when Pamela did speak, she did so to “drive the discussion not the answer.”*

*The teachers also noted that even at line 42 of the transcript, where Pamela started her summary of the discussion up to that point, she made reference to what the students had said during the entire discussion.*