

## Pedagogical Problem Solving Procedures and Protocol

### Session Procedures (total time 36-38 mins):

(5 mins) The Presenter gives the group **the task** that students worked on. Group works on the task for a bit to gain familiarity.

(2 mins) The **Presenter introduces the dilemma/challenge of practice**. The introduction will identify what aspect of the task is being worked on and any information needed to understand the dilemma being presented) and why the Presenter selected this clip/moment. The Presenter concludes with a clear statement of the pedagogical dilemma/challenge that s/he sees, and the focusing question.

Sentence starters for the Presenter to introduce his/her dilemma:

This is the \_\_\_\_\_ day of working on the \_\_\_\_\_ task.

Leading up to this moment, \_\_\_\_\_

I selected this moment/challenge because \_\_\_\_\_

*OPTIONAL sentence starters – use as needed to give necessary background info:*

*To help you understand this challenge, it helps to know that my students \_\_\_\_\_.*

*To help you understand this challenge, it helps to know that this task \_\_\_\_\_.*

*To help you understand this challenge, it also helps to know \_\_\_\_\_.*

The pedagogical dilemma I see here that comes up when teaching with groupwork is \_\_\_\_\_.

The question I would like help with is: \_\_\_\_\_

(3-5 mins) **Presentation of the pedagogical challenge**. The presenter shares any written narrative or student work for the group to consider. Time may be given to the group to silently review, as needed. While reviewing the materials, participants write down notes as needed to support their discussion of the pedagogical dilemma.

(3 mins) Facilitator asks if there are any **clarifying questions**, and reminds the group of what clarifying questions are<sup>1</sup>.

(8 mins) **Participants discuss the dilemma**, proposed solutions, consider alternatives. **Presenter listens** and cannot speak during this time. Facilitator is responsible for enforcing this rule and balancing voices among Participants. Facilitator also is responsible for ensuring that the Presenter's question is addressed.

(7 mins) **Presenter joins the conversation**. The group continues to work on the dilemma (often leading to a refinement of what the dilemma is) and ways to address the question. [Facilitator quietly signals that Presenter can join the conversation.]

(3 mins) **Presenter reflects** back to the group what s/he has heard, what s/he might try to do next or work on, and as appropriate, what questions remain.

(5 mins) **DEBRIEF**. Led by the Debriefers, the group reflects on their session together (What did they do well? What might they focus on next time, or change?), which includes reflecting on the specifics of the protocol. (The group can suggest adjustments to the protocol, as perceived as beneficial by the group.)

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<sup>1</sup> Clarifying questions are factual questions, aimed at gathering information needed to understand the event, not a judgmental question. E.g., "Did students work in groups on the problem?" And not "Why didn't you have students working in groups on the problem?" or "Did you think about how hard this would be for them?"