

Clip #1 - Signaling a transition (1:49) Garvin

So you need some combination of clear signals—"We are done"—but also smoothness so that it doesn't seem so abrupt as to be unsettling.

Now, you've got a number of techniques. One is simply to change blackboards. That's a pretty clear message: "We're done with the topic that was on that board." Second is a summary. You can fairly quickly pull together pieces, often in ways that don't acknowledge anything more than: "We do have a difference, and that's OK. And here's where the difference is at its roots. Some of you feel this; some of you feel that. We'll pull these pieces together a little bit later."

A third thing you can do—and this is a very powerful signaling device—is use the physical space in the classroom. Typically when I'm leading a discussion, I'm off to the side. I'm letting students talk to one another. I want to be away from the center of action.

But when I'm making a transition I always come to the center of the room. It's a signal: "Time out. We're about ready to do something different." Sometimes I'll summarize. Sometimes I'll defer till later. Sometimes I'll simply say, "Now let's move on to a related topic and we'll see how this plays out." But because I'm in the middle, it's pretty clear I've taken back control, and students will respond to that.

Clip #2 - Using summaries to transition (1:47) Garvin

Some classes are seamless: They move from segment *A* to segment *B* to segment *C* to segment *D* without pause. Most classes, though, are like Donnelley: There are relatively discreet segments or sections that need to be wrapped up before you can move on to the next discussion.

I use running summaries. As we're going along, we get to the end of that first twenty-minute chunk—I somehow need to wrap things up so people feel a sense of completeness: "We're done. We can move on to the next segment." The other reason for doing that is I don't want to put all of the weight on my end-of-class summary. People forget. You run more than five or ten minutes, people won't be able to internalize it. So I'm giving them summaries as we go along.

The final reason for doing that is you need a relatively tough transition between segments if you're really changing the subject. Otherwise, people will keep talking about what they were talking about before. A summary wraps things up and says, "We really are done. It's time to move on."

Clip #3 - Segue (1:32) Nanda

PROFESSOR ASHISH NANDA: When I was in my first or second year of teaching here, one of our respected professors, Dick Walton, used to use this word, "I will SEGUE from this discussion to this discussion." S-E-G-U-E. Segue means smoothly transition. And in fact, my meaning of segue used to be, "OK, we are done with this discussion. Let's talk about this now." But if you are really good at the art of discussion leadership, you effortlessly try and move from one pasture to the other, and you try to move through people's comments and observations, so that people don't feel that their heart and mind is on one side, and you're pushing them away. Chichi at one point felt that we had moved away from something that was important. And she said, "Wait, I want to stay in this pasture for a little while." And so she stopped the segue there, and she said, "Wait, I want to spend some time." And that's also good, giving your participants the freedom to tell you, "Wait, stay here for a little while longer," or, "There is something else I want to talk about." That's good.

The other thing you want to do sometimes is to tell people, "Listen, we've had a lot of discussion. There are lots of interesting things. But here's something else that is interesting." Sometimes it helps to move to that.