Stanford Teacher Education Program
Graduate School of Education
Stanford University

ED284: Teaching and Learning in Heterogeneous Classrooms

Fall, 2015

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Understanding essential content, disentangling authentic problems, grappling with important dilemmas, using the discourse of the disciplines are important learning goals. Supporting deep learning and teaching for understanding is a complex task. Ensuring that all students in heterogeneous classrooms have access to academically challenging curricula, to equal-status participation, and can successfully demonstrate what they know and are able to do is a fundamental pedagogical objective.

We define heterogeneous classrooms as settings in which students have a wide range of previous academic achievement, varying levels of oral and written proficiency in the language of instruction, diverse backgrounds and life experiences. In this course, we learn how to build equitable classrooms where students have access to and engage in intellectually rigorous and linguistically rich learning tasks.

For such classrooms, groupwork is a highly recommended and well-documented instructional approach. We will learn how to manage the classroom and prepare students for groupwork; how to design groupworthy learning tasks that support conceptual understanding, mastery of content, and language development; how to assess group products as well as individual contributions. Most importantly, we will understand and practice how to equalize participation among members of a small learning group. We will discuss the relationship between small group instruction and other classroom participation structures, and the healthy balance of various pedagogical strategies.

The course includes a variety of activities: working in small groups; interactive presentations; use of skill-builders to develop group norms; role plays; case discussions of teacher-authored cases about their experiences with groupwork; analyses of classroom videos; and a "workshop" to develop a groupworthy task.

The course culminates in **a final project** to be completed with a STEP colleague**.** A description of the final project and evaluation criteria are attached to this syllabus.

The final project is due on December 3rd 2015.

Required reading:
    Elizabeth G. Cohen & Rachel A. Lotan, 2014. *Designing groupwork: Strategies for the heterogeneous classroom*, 3rd Edition, New York: Teachers College Press.

    Additional readings on Google docs.

     Skill-builders can be found on the STEP website: http://gse-step.stanford.edu/resources (see Skillbuilders)

Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an *Accommodation Letter* for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).

Equitable classrooms: Introduction (Whole class)

> Skill builder
> **Structured Academic Controversy**: Tracking and Detracking

Read:
➢ Oakes, Jeannie, Stuart Wells A., Jones M. & Datnow A. 1997. Detracking: The social construction of ability, cultural politics, and resistance to reform, *TC Record*, Vol. 98, Number 3, pp.482-510;
➢ Rosenbaum, James, 2000. If tracking is bad, is detracking better? *American Educator,* pp. 1-7
➢ Rubin, Beth C. Unpacking detracking: When progressive pedagogy meets students' social worlds, *American Educational Research Journal*, Summer 2003, Vol. 40, No.2, pp. 539-573

> *Recommended:*
➢ Burris, C.C., Welner, K.G. 2005. Closing the achievement gap by detracking. Phi Delta Kappan, 86(8), 594-598.
> http://www.wilsonsd.org/cms/lib01/PA01000270/Centricity/Domain/259/Closing_the_Achievement_Gap.pdf
➢ Loveless, Tom, 2009, *Tracking and Detracking*, Thomas B. Fordham Institute, pp. 1-14
> http://www.edexcellence.net/publications/tracking-and-detracking-high.html (complete report)
➢ http://www.brookings.edu/research/reports/2013/03/18-tracking-ability-grouping-loveless

> *To understand SAC as a pedagogical model, consult:*
➢ D. W Johnson and R. T. Johnson, 2009. Energizing learning: The instructional power of conflict, *Educational Researcher*, Vol. 38, No. 1, pp.37-51
> > http://www.co-operation.org/wp-content/uploads/2011/01/Contro-Positive-Conflict-ER-W09.pdf

> Meet the section leaders

Learning in groups: Issues in practice (In sections)

Simulation of groupwork lesson and skillbuilder: analysis of participation structures, features of the task, role of the teacher

> **Read:**
➢ Cohen & Lotan, *Designing groupwork: Strategies for heterogeneous classrooms*, NY: Teachers College Press. Chapters 1-2-3
➢ Rubin, Beth C. Unpacking detracking: When progressive pedagogy meets students' social worlds, *American Educational Research Journal*, Summer 2003, Vol. 40, No.2, pp. 539-573

Select a partner for final project; decide on implementation site.

Tuesday, September 15, 2015
Status problems and their treatment in heterogeneous classrooms:
Conceptual framework and evidence from practice

(Whole class and section)

Status problems and their treatment in heterogeneous classrooms: Classroom discussion
Case discussion: Silences (Whole class)

Read:
  - ➢ Cohen & Lotan, 2014. *Designing groupwork: Strategies for heterogeneous classrooms*, NY: Teachers College Press. Chapter 10.
  - ➢ Claude Steele, 2010, In the Air between us: Stereotypes, identity, and achievement. In Markus, H. R. and P.M.L. Moya, (Eds.) *Doing race*, Norton & Company, Inc.
  - ➢ Sternberg, Robert. 2007. Who are the bright children? The cultural context of being and acting intelligent. *Educational Researcher*, Vol. 36, No.3 pp. 148-155
  - ➢ The Chance I Had Been Waiting For; & Silences. In Shulman, J.H., Lotan, R.A., and Whitcomb, J.A. (Eds.) *Groupwork in diverse classrooms: A casebook for educators*. NY: Teachers College Press.

Due: Context of my work: School and classroom contexts

Thursday, September 24, 2015

Crafting groupworthy tasks

Introduction to language demands and affordances in groupwork (Whole class)

  Read:
  - ➢ Cohen & Lotan, 2014. *Designing groupwork: Strategies for heterogeneous classrooms*, NY: Teachers College Press. Chapter 5 - 6

Workshop: Crafting groupworthy tasks (Section)

Thursday, October 1, 2015

Status problems and their treatment in heterogeneous classrooms: Theoretical framework
(Whole class and section)
  Read:
  - ➢ Howard Gardner, *In a Nutshell,* The Learning and Mind Series
    http://howardgardner01.files.wordpress.com/2012/06/in-a-nutshell-minh.pdf

- Blackwell, Trzesniewski, Dweck, 2007, *Implicit theories predict achievement across an adolescent transition: A longitudinal study and an intervention*, Child Development, 78:1, pp. 246-263

- ***Recommended***: Cohen and Lotan, Producing equal status interaction in the heterogeneous classroom, *American Educational Research Journal*, Spring 1995

Thursday, October 8, 2015

Mastering content and developing language proficiency in heterogeneous classrooms (Whole class and section)

Skill builder: Master Designer (Whole class)

Read:
- Cohen & Lotan, 2014. *Designing groupwork: Strategies for heterogeneous classrooms*, NY: Teachers College Press. Chapter 7.
- Lorrie Stoops Verplaetse, 2008. Developing academic language through an abundance of interaction, in Verplaetse&Migliacci (Eds.) *Inclusive pedagogy for English language learners; A handbook of research-informed practices,* Lawrence Earlbaum Associates
- Walqui, Aida, *Scaffolding Instruction for English Language Learners*, The International Journal of Bilingual Education and Bilingualism
  http://www.educacion.gob.es/exterior/centros/losangeles/es/series/201003-Scaffolding-Walqui.pdf

Due: Notes from classroom observation of language demands
             Draft of groupworthy task card

Thursday, October 15, 2015

Assessing group and individual performance (Whole class and section)

Read:
- Cohen & Lotan, 2014. *Designing groupwork: Strategies for heterogeneous classrooms*, NY: Teachers College Press. Chapter 11.
- (---) <u>The extra audience of critics</u>, (1998) In Shulman, J.H., Lotan, R.A., and Whitcomb, J.A. (Eds.)   *Groupwork in diverse classrooms: A casebook for educators*. NY: Teachers College Press.

Do: Collect student work samples and bring to class

Thursday, October 22, 2015

Organizing the classroom for groupwork: Delegation of authority, student roles, and group norms (Whole class and section)

Read:
- Cohen & Lotan, 2014. *Designing groupwork: Strategies for heterogeneous classrooms*, NY: Teachers College Press. Chapters 4, 8, 9

- ➤ Webb, Noreen, 2008. Teacher practices and small-group dynamics in cooperative learning classrooms. In Gillies, Ashman and Terwel (Eds.) *The teacher's role in implementing cooperative learning in the classroom*, Springer

Thursday, October 29, 2015

Micro-teach (in section)

Thursday, December 3, 2015

Debrief implementation (in section)

Lessons learned (whole class)

Due: Final Project