

Stanford Teacher Education Program
EDUC 284 Designing Equitable Groupwork
Spring 2022, Mondays, 4:00-5:00pm,

Instructional Team

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Note: Please use the email addresses listed above to communicate with your instructors. Because not all instructors have a Stanford email account, they may not be notified if you send a message through Canvas.

Course Overview

We all teach in classrooms where students have a wide range of previous academic experiences and 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 research-based and effective instructional approach. Our fundamental pedagogical objective is to ensure that all students in heterogeneous classrooms can access intellectually challenging curricula, participate in class regardless of their perceived competence, and successfully demonstrate what they know and are able to do.

Due to the experiential nature of this class, participation is essential. Please come to class fully prepared and ready to participate. Readings are intended to both reinforce and deepen your understanding. For each week, please expect the following types of asynchronous pre-work activities in preparation for Monday's class:

- Readings related to the focus of the upcoming class session
- 1-2 video "mini-lectures" to watch (~10 min each)

Specific pre-work will be posted to Canvas at least one week before the synchronous course meeting.

Additionally, there will be "Groupwork Practice" assignments, through which you will implement a groupwork practice from class in your teaching placement, or with your colleagues in this course. For these assignments you will submit artifacts showcasing your implementation and respond to reflective prompts.

Grading and Extensions

We expect that all students will demonstrate learning of the core concepts of this course through a variety of assignments and activities. If you need an extension on an assignment, please contact your instructors before the deadline. More importantly, assignment submission dates were chosen to space out the course workload, and make space for feedback and instructors and peers. Late assignments may not receive feedback in a timely manner, if at all, and may impact your grade. Failure to adequately complete Groupwork Practice assignments will result in an "Incomplete" grade for the course.

Support for Students with Disabilities

Students with Documented Disabilities: Students who may need academic accommodations based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. Unless the student has a temporary disability, accommodation letters are issued for the entire academic year. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (723-1065) OR <https://oae.stanford.edu> For any accommodation or modification needs, whether or not they are related to documented disabilities, please communicate early and often with your instructors.

Course Materials

For this class there is one required text: *Designing Groupwork: Strategies for the Heterogeneous Classroom*, Third Edition by Elizabeth Cohen and Rachel Lotan (Teachers College Press, 2014). A limited number of print and digital copies are available through the [Stanford Library system](#). Please make sure you have the newest, third edition. Contact an instructor if you are having difficulty accessing a copy. All other course materials will be digitally available through the course Canvas site.

The instructors of this course believe there is something to learn from every reading or resource that we share, though our learnings may be different for different people. We want to make space for you to agree, disagree, wonder about, challenge, expand on, etc. anything that we share, and we encourage you to look for and push each other for nuanced your takeaways. Any article or resource is one moment in time from a particular perspective; it can be both inspirational and frustrating; it can be helpful for thinking about a particular student/practice/system/etc. while also not addressing everything you're wondering about or hoping for. These tensions are in many ways *of the teaching* in general! Becoming a teacher means that you are part of a system that is rife with problems AND you can work against those problems while simultaneously being part of them. We hope that as you explore texts, resources, and ideas from different perspectives, you will name and hold these tensions in service of your continued learning.

Course topics and assignments

Session	Topic	Asynchronous Preparation for Class	Groupwork Practice Assignments Due on the day of class
Session 1 March 28	Why groupwork?	See Canvas for pre-work assignments and resources <ul style="list-style-type: none"> Read <i>Designing Groupwork</i> Chapter 2 (Chapter 1 optional) Watch video titled "Why Groupwork?" 	
Session 2 April 4	Status & Acknowledging Competence	See Canvas for pre-work assignments and resources	Groupwork Practice Assignment #1: How are my students smart? - <i>submit to Canvas</i>

Session 3 April 11	Groupworthy Tasks	See Canvas for pre work assignments and resources	Groupwork Practice Assignment #1 Assigning Competencies <i>submit to Canvas</i>
Session 4 April 18	Delegating Authority: Team Roles	See Canvas for pre work assignments and resources	Implement Groupwork Practice Assignment #3: Adapting a Task for Groupworthiness <i>(reflection & materials due to Canvas 5/2)</i>
Session 5 April 25	Delegating Authority: Participation Structures	See Canvas for pre work assignments and resources	Implement Groupwork Practice Assignment #3: Adapting a Task for Groupworthiness <i>(reflection & materials due to Canvas 5/2)</i>
Session 6 May 2	Norms & Student Reflection	See Canvas for pre work assignments and resources	Groupwork Practice Assignment #4 Adapting a Task for Groupworthiness <i>- submit reflection and materials to Canvas</i>
Session 7 May 9	Groupwork as an Equity Pedagogy	See Canvas for pre work assignments and resources	
Session 8 May 15	Microteaches	See Canvas for pre work assignments and resources	Groupwork Practice Assignment #2 Designing an Introductory Groupworthy Task <ul style="list-style-type: none"> • Submit organizer to Canvas • Bring to class any materials needed for your microteach
Session 9 May 23	Reflection, Takeaways, and Implications	See Canvas for pre-work assignments and resources	Groupwork Practice Assignment #4: Roadmap to Groupwork - <i>submit to Canvas</i>