

**Stanford Teacher Education Program**  
**EDUC 284 - Designing Equitable Groupwork**  
**Fall 2024, Winter 2025, Mondays, 4:00-7:00pm**

**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, 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.

The course is divided into two parts in order to best situate the course within the scope and sequence and workload of the broader STEP curriculum. In Part I (Fall Quarter), we will learn how to prepare students for groupwork and facilitate small groups in ways that delegate authority to students; how to design “groupworthy” learning tasks that support conceptual understanding and mastery of content; and most importantly, we will analyze and practice how to design experiences that equalize participation among members of a small learning group.

In Part II (Winter Quarter), we will apply the framework from Part I to the (re)design and implementation of your own groupworthy task, including the role of the teacher, and methods for assessment, feedback, and student reflection.

The final project for this course is to design, teach, and reflect on a groupworthy task to be implemented in your clinical teaching placement. You will submit drafts of project components throughout the course for peer and instructor feedback, culminating in instruction of and reflection on your implementation of the task.

In anticipation of responding to emerging needs of the class, assignments and course topics are subject to change.

**Attendance and Participation**

Due to the experiential nature of this class, participation is essential. Please come to class on time and fully prepared and ready to participate, having completed the pre-work. Readings and other materials are intended to both introduce

and deepen understanding of the material. 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 (~10-15 min each)

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

There will also be assignments that build toward the final project. These assignments are intended to both scaffold the project and engage you in iterative cycles of feedback and revision. Feedback and workshopping of your project will take place both in class and through written feedback from your content section instructor. Therefore, coming to class prepared is essential for fully benefiting from the iterative process.

If you are struggling to understand an assignment or course concepts, or with managing the workload, please do not wait to ask for support! Please speak to your instructors, and also ask for support from your peers, your CT, your supervisor, STEP staff, and other resources at Stanford. For suggestions on managing the STEP workload, [this document](#) offers some examples and resources.

If you need to miss all or part of a class session, please contact your instructors as early as possible. *If you are late or absent, you may be assigned tasks to make up for what you missed.*

### **Grading and Extensions**

We expect that all students will demonstrate learning of the core concepts of this course through a variety of assignments and in-class activities. Assignment submission dates were chosen to space out the course workload, and allow for timely feedback and instructors and peers. If you need an extension on an assignment, please contact your instructors before the assignment deadline. More importantly, late assignments may not receive feedback in a timely manner, if at all, and may impact your final grade for the course. If you submit an assignment that does not meet the criteria, you will be asked to revise and resubmit all or part of the assignment. Failure to adequately complete 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 (phone: 650-723-1066, URL: <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](#) and in the STEP Library (CERAS 308). Please make sure you have the

newest, third edition. Contact an instructor if you are having difficulty accessing a copy. All other readings and 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 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 nuance in your takeaways. Any article or resource represents one moment in time from one perspective, which 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 the nature of 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	Assignments - Due by 4pm on the day of class
Session 1 Oct 28	<b>Why groupwork?</b>	See Canvas for pre-work assignments and resources <ul style="list-style-type: none"> <li>● Read <i>Designing Groupwork</i>, Chapter 2 (Chapter 1 optional)</li> <li>● Watch video titled "Why Groupwork?"</li> </ul>	None
Session 2 Nov 4	<b>Status &amp; Acknowledging Competence</b>	See Canvas for pre-work assignments and resources <ul style="list-style-type: none"> <li>● Watch video on Status</li> <li>● Read/watch at least two of the texts on Canvas (Washburn; Langer-Osuna; Nasir, et al.; Cohen &amp; Lotan)</li> </ul>	Groupwork Practice Assignment #1: How are my students "smart"? - <i>submit to Canvas</i>
Session 3 Nov 11	<b>Groupworthy Tasks</b>	See Canvas for pre-work assignments and resources <ul style="list-style-type: none"> <li>● Watch video on Groupworthy Tasks</li> <li>● Read <i>Designing Groupwork</i>, Chapter 6</li> </ul>	None
Session 4 Nov 18	<b>Delegating Authority: Team Roles</b>	See Canvas for pre-work assignments and resources <ul style="list-style-type: none"> <li>● Watch video on Delegating Authority</li> <li>● Watch video on Team Roles</li> <li>● Read <i>Designing Groupwork</i>, <ul style="list-style-type: none"> <li>○ Ch. 9 (The Teacher's Role:</li> </ul> </li> </ul>	Groupwork Practice Assignment #2: Acknowledging Competence - <i>submit to Canvas</i>  DEG Project Assignments: <ul style="list-style-type: none"> <li>● Talk to your CT about what you will be teaching during</li> </ul>

		Letting Go and Teaming Up) - pages 130-140. The rest of the chapter is optional <ul style="list-style-type: none"> <li>○ Ch. 8 (Group Roles and Responsibilities)</li> </ul>	the implementation window
Nov 25	<b>No class - Thanksgiving Break</b>		
Session 5 Dec 2	<b>Delegating Authority: Participation Structures</b>	See Canvas for pre-work assignments and resources	<i>See Canvas for details</i>
	<b>No class - Winter Break</b>		
Session 6 Jan 6	<b>Multiple Ability Orientations &amp; Project Feedback</b>	See Canvas for pre-work assignments and resources <ul style="list-style-type: none"> <li>● Watch video on Multiple Ability Orientations</li> <li>● Read <i>Designing Groupwork</i>, Chapter 10, pages 148-156 (“The Multiple Ability Strategy”)</li> </ul>	<i>Bring a draft of your task card to class</i>
Session 7 Jan 14	<b>Norms &amp; Student Reflection</b>	See Canvas for pre-work assignments and resources <ul style="list-style-type: none"> <li>● Watch classroom video of student reflection (linked in Canvas)</li> </ul>	<i>Due Jan 16: Draft of DEG Project Part II: Planning</i>
Jan 20	<b>No class - Martin Luther King, Jr. Day</b>		
Session 8 Jan 27	<b>Observation Protocols</b>  <b>Microteaches, Part 1</b>	Optional: begin readings for Session 9	If you are microteaching today, come prepared with all materials and a question you would like feedback on.
Session 9 Feb 3	<b>Groupwork as an Equity Pedagogy</b>  <b>Microteaches, Part 2</b>	See Canvas for readings: <ul style="list-style-type: none"> <li>● Velazquez &amp; Louie</li> <li>● Cohn-Vargas &amp; D. Steele</li> <li>● C. Steele</li> <li>● Patterson</li> <li>● Treisman</li> </ul>	If you are microteaching today, come prepared with all materials and a question you would like feedback on.
Session 10 Feb 10	<b>Off Task Interaction</b>  <b>Reflection &amp; Closure</b>	See Canvas for pre-work assignments and resources <ul style="list-style-type: none"> <li>● Watch video on Off-Task Interaction</li> </ul>	<i>Continue working on final project implementation and writeup</i>
Feb 20	<i>No class</i>		Final draft of DEG Project due to Canvas

