STANFORD TEACHER EDUCATION PROGRAM

DESIGNING EQUITABLE GROUPWORK

EDUCATION 284
Fall 2016 and Winter 2017

Instructional Team:
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Course Description
Groupwork holds enormous potential; students have the opportunity to learn from each other, take on the role of teacher, practice the collaborative skills necessary for today’s work world, and engage in complex problem solving. Above all, well-designed groupwork is a powerful tool for promoting equity in the classroom. Research has shown that well-designed groupwork leads to learning for all students, with the lowest performing students showing the largest learning gains.

But there are also potential pitfalls to having students work in groups, many of which you probably experienced as a student yourself. And merely telling students to work as a group will often reinforce existing differences in achievement, rather than reduce them.

This course will prepare you to have students engage in powerful and equitable groupwork. You will learn how to redefine “smart” for students, create meaningful and appropriate tasks for groups, support students with their interactions with each other, and assess individual and group performance. Most importantly, we will understand and practice how to equalize participation among members of a small learning group.

Requirements and Assessment
You need to complete the required readings prior to coming to class each week, participate in class discussions and complete the final project, which will consist of three 3-5 page papers describing how you are using groupwork to promote equity in your classroom. All assignments should be submitted via Canvas.

Final Project Due Dates:
- Section 1 - Thursday, December 1
- Section 2 - Monday, February 6
If you must miss class, please inform your content leader and cc Peter with as much advance notice as possible.

**Core Text**

Please make sure you read from the 3rd edition.

If you are interested in further reading on any of the topics or if you would like more information about the research that has led to the recommendations in the book, please let us know and we will be happy to provide you with additional articles.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>FOCUS</th>
<th>READINGS TO BE COMPLETED BY THE START OF CLASS</th>
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| Class 1 10/27 | Overview of Groupwork and the Course | Chapter 1: Groupwork as a Pedagogical Strategy  
Chapter 2: Why Groupwork? |
| Class 2 11/3 | Status in the Classroom | Chapter 3: The Dilemma of Groupwork |
| Class 3 11/10 | Supporting Students’ Language Development | Chapter 7: Groupwork and Language Development  
Chapter 12: Groupwork in the Bilingual Classroom |
| Class 4 11/17 | Preparing Students for Groupwork | Chapter 4: Preparing Students for Cooperation  
Chapter 8: Group Roles and Responsibilities |
| 12/1 | No Class | Section 1 of Final Project |
| Class 5 1/9 | Designing Groupworthy Tasks | Chapter 5: Planning Groupwork in Stages  
Chapter 6: Crafting Groupworthy Learning Tasks |
|----------------|--------------------------------|---------------------------------------------------------------------------------|
| Class 6 1/23 | Treating Expectations for Competence | Chapter 9: The Teacher’s Role: Letting Go and Teaming Up  
Chapter 10: Treating Expectations for Competence |
| Class 7 1/30 | Assessing and Evaluating | Revisit Chapters 5 and 6  
Chapter 11: Evaluating Groupwork in your Classroom |
| Class 8 2/6 | Micro-teach | No reading  
Be prepared for your micro-teach.  
**Section 2 of Final Project** |
| 3/10 | No Class | **Section 3 of Final Project** |