



**Your  
Education  
Ally.**

**By Teachers,  
*For Teachers.***

# Course Syllabus

**Name:**

**Date:**

## Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



### **Current University Partners** (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

### **Course Creation and Evaluation:**

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

#### **Spring Term**

Registrations Accepted  
July 16-March 15  
Coursework Due\*  
April 15

#### **Summer Term**

Registrations Accepted  
December 16-July 15  
Coursework Due\*  
August 15

#### **Fall Term**

Registrations Accepted  
March 16-October 22  
Coursework Due\*  
November 15

\*Or first business day after the 15th if due date falls on a weekend.

## Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

### Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



### Course Content

**ELEVATE Courses** are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Response Questions:** Connect new learning from course resources to current pedagogy.

**Resource Review:** Find resources related to the course topic to extend learning and solve problems of practice.

**Applications:** Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

**Reflection:** Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.



<b>Course Name</b>	Successful Student Collaboration in the Classroom
<b>Course Number</b>	OL 5347
<b>Course Credits</b>	1 or Flex Credit

*NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.*

### **Course Description:**

This course will empower you with the knowledge and skills to design and implement effective collaborative learning experiences! Through exploration of strategies and insights from the Teaching Channel's video library, you'll investigate and apply innovative techniques for group work, understand factors that contribute to successful collaboration, and design a group lesson plan template catering to diverse student needs. By identifying inspirational aspects of collaboration, you'll develop a wide range of strategies to implement in your practice. At the end of this course, you'll know how to incorporate best practices for collaboration, and address potential challenges to ensure a transformative learning experience for all students.

### **Course Objectives:**

As a result of participation in this course, you will:

1. Use prompts about collaborative learning, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Design a group learning experience that implements best collaborative classroom practices.
3. Determine ways to implement aspects of collaboration inspired by found resources.
4. Create a new collaborative lesson plan incorporating strategies and planning considerations for students.

### **Required Text/Reading:**

All articles and resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

## Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

- Center for Interactive Learning and Collaboration: Center for Interactive Learning.* (n.d.). Retrieved from <https://www.cilc.org/>
- Center for Teaching Innovation: Welcome.* (n.d.). Cornell University. Retrieved from <https://teaching.cornell.edu/>
- Eberly Center Teaching Excellence & Educational Innovation - Eberly Center.* (n.d.). Carnegie Mellon University. Retrieved from <https://www.cmu.edu/teaching/>
- Hamilton, C. (2023). *Hacking Group Work: 11 Ways to Build Student Engagement, Accountability, and Cooperation with Collaborative Teams.* Times 10 Publications.
- Lipsitz, N., Connell Berger, E., & Berger, M. (Eds.). (2024). *Crucial Collaborations: A Practical Framework to Ensure Access, Equity, and Inclusion for Students with Disabilities.* National Association of Student Personnel Administrators, Incorporated.
- Project Zero: Homepage.* (n.d.). Harvard Graduate School of Education. Retrieved from <https://pz.harvard.edu/>

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## Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Statement of Intention and Awareness</b>	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
<b>Investigation: Read and Respond</b>	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

<b>Investigation: Resource Review Rubric</b>	<b>A Grade = Outstanding Performance</b>	<b>B Grade = Target Performance</b>	<b>Below Target Performance</b>
<b>Summary of Resource</b>	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Relation to Personal Assumptions or Course Content</b>	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Impact on Professional Practice</b>	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
<b>Written Requirements</b>	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Connection to Statement of Intention and Awareness</b>	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Summary of Learning</b>	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
<b>Description of Positive Influence or Transformation</b>	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

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## Module Learning Activities

### 1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

### 2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about collaborative learning.
2. Summarize your previous knowledge or experience with collaborative learning.
3. List your own two learning goals for the course.

Your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

### 3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure each paragraph meets our length requirement of 5 sentences, or more.

The following resources provide foundational information about classroom collaboration, including the many benefits of this type of learning!

- "Ten Main Benefits of Collaborative Learning," by Sofia Kondrat, EducateMe
- "Collaborative Learning," from Cornell University
- "What Are Best Practices for Designing Group Projects?" from Carnegie Mellon University's Eberly Center
- "The Equity Advantage of Small Groups," by Dr. Catlin Tucker

- A. Based on your experience, describe what “successful collaboration” looks like in your classroom.
- B. The articles discuss the potential benefits of collaboration. Building on your previous collaborative learning efforts, which benefit(s) would you like to make more attainable for your students, moving forward?
- C. The above resources list considerations for getting started with collaborative learning. Articulate any tips you’d like to apply to improve student collaboration.
- D. According to the Carnegie Mellon article, how would you “create interdependence” and “build in individual accountability?”
- E. Dr. Catlin Tucker’s article promotes small group work as a model for equity, pointing to a Mindset Shift and a Skillset Shift. Explain how she connects equity to small group work, and how you can use the article’s suggestions to improve your small group work.

#### 4. Application: Innovate

Sometimes when assigning group work, we can inadvertently overlook factors that would help students succeed, like pairing Zoe with James for a challenging dynamic, haphazardly assigning surface-level roles, or establishing ground rules.

We’ve gathered resources to address a variety of important factors to consider when designing a group learning experience for students. Please choose 2 topics from the tabbed list below that you would like to learn more about, then explore the resources provided. Feel free to dig into any additional topics if you’d like!

Please click on the tabs to see each topic’s resources.

#### General Group Work Information

- Teaching Group Work: Building Student Collaboration and Agency
- Center for Innovative Teaching and Learning at Indiana University’s page on Group Work
- “Group Work That Works,” by Emelina Minero, Edutopia
- “Re-Thinking Collaboration: Strategies for Culturally Responsive Group Work,” by Rachael Jordan
- “UDL and Group Work” UDL and Group Work
- Using a Multilingual Perspective to Design Small Group and Individualized Instruction, by Emily Zoeller, Center for Teaching Bilingual

#### Grouping Strategies

- How to Group Students | Classroom Management Strategies | Grades K-12 | Project STAIR
- “Grouping Strategies,” from eMints
- “8 Creative Ways to Group Students in the Classroom,” by Mary Dean, HMH
- Assess and Group  
<https://platform.teachingchannel.com/TeachingChannel/Detail/11441?search=Collaboration>

All coursework is to be completed in the Teaching Channel online environment.

## Group Roles

- "Roles That Encourage Equitable Collaborative Learning," by Zachary Herrmann, Edutopia
- Roles in Small Groups:  
<https://platform.teachingchannel.com/TeachingChannel/Detail/1157670>
- "Assign Group Roles," from "Setting the Stage for Success in Group Work," from Iowa State University

## Behavior Management in Groups:

- Episode 242: A Must Try Classroom Management Hack (So Your Students Can Actually Handle Group Work)
- "Fostering Civil Discourse," from Facing History and Ourselves
- "Ground Rules," by Eberly Center for Teaching Excellence

## Assessment

- "Group Work Self-Reflection and Evaluation," from Syracuse University (PDF)
- "5 Remarkable Collaborative Learning and Formative Assessment Tools," from 21K School
- "How to Evaluate Group Work," from Cornell's Center for Teaching Innovation
- Assessing Participation in Lab Stations  
<https://platform.teachingchannel.com/TeachingChannel/Detail/1130057>

Here are a couple of ways you can use group work *as the assessments*:

- "Using Discussion as a Summative Assessment," by Rebecca Hall of Edutopia
- Use student discourse as formative assessment | The Transformative Ten #9

Then, for age-specific examples, please watch the video below that corresponds with the grade(s) of your students. Feel free to watch them all if you'd like!

PreK-2: Choosing Strategic Partners

Grades 3-4: Tips for how to Organize Your Small Groups for Small Group Instruction  
Tips for How To Organize Your Small Groups for Small Group Instruction

Grades 5-8: Choosing Collaborative Groups

Grades 9-12: Purposeful Grouping for Collaboration

Now, you'll take your new learning about collaboration, and apply it to your own classroom! Please complete one of the following options:

### Option A: Revise

Locate a group project assignment you have used in the past and identify 2 elements of the group project you can enhance using insights from the resources above. Once you've identified 2 aspects of the project on which to focus, respond to the prompts below, in a total of 3 paragraphs for each element.

- Clearly explain how you would modify the element. Describe the specific changes you would make to the assignment or outline using your new learning.

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- Provide a rationale for the change. Explain why you are making this change, connecting it to specific concepts or strategies from the resources. For instance, what problem are you trying to solve, or what aspect of group work are you trying to improve?
- Hypothesize the benefits students will experience due to the revision. Consider the positive outcomes you anticipate for students as a result of this change, and how it will improve their collaboration, engagement, or overall experience with the group project.

Please submit your 6 paragraph (total) responses with your coursework.

#### Option B: Review

After you have watched and reviewed your chosen topics from the tabbed sections above, imagine a group project you'd like to create for students. Consider how you can integrate 2 strategies from the resources with your group project. Once you've identified 2 aspects of the new project on which to focus, respond to the prompts below, in a total of 3 paragraphs for each strategy:

- Clearly explain the strategies you selected. Explain how the idea resonated with you or got you excited thinking about it.
- Provide a rationale for each addition. Describe why those particular strategies got your attention, and why you chose them.
- Hypothesize the benefits students will experience due to the inclusion of the new strategies. Consider the positive outcomes you anticipate for students as a result of this change, and how it will improve their collaboration, engagement, or overall experience with the group project.

Please submit your 6 paragraph response with your coursework.

#### 5. Application: Implement

Part of collaborative learning is rallying to plan a successful experience. This application is all about inspiration, and how group strategies make your students shine in their collaborative endeavors!

Just as before, we've curated resources highlighting general strategies, along with fantastic grade-specific examples. Although the examples are in different content areas, please focus on the strategies themselves. Please review 3 or more of the resources from the tabs below.

As you review the resources, write down 3 or more nuggets of inspiration. These could be anything that sparks your creativity and motivates you to implement collaborative learning in your classroom. Some examples are:

- Powerful phrases: Words that resonate with you about collaborative learning.
- Innovative techniques: Strategies for grouping students, delivering the learning task, or structuring activities.
- Instructional moves: Specific actions or prompts that guide student interactions and promote collaboration.
- Mindset shifts: New ways of thinking about collaboration or student engagement.

As you review 3 or more resources, describe each nugget in the *What inspired you?* column in the Inspiration to Action template. Feel free to identify more than one nugget from a single resource.

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## General Collaboration Ideas

- Post-Its: Little Notes for Big Discussions
- Collaborative Group Work with the 1-3-6 Protocol
- Examples of Collaborative Learning or Group Work Activities. From Cornell University
- "10 Groupwork Activities that Can be Applied to Any Subject Area," by Richard James Rogers
- "Using Collaborative Slide Decks to Promote Engagement," by Marcus Luther, Edutopia
- From Dr. Catlin Tucker: "5 Strategies for the Teacher-Led Station," focused on new group instructional strategies (you'll be asked to make a copy)

## Early Childhood

- Starting Critical Thinking and Collaboration Early
- Helping Very Young Learners Improve Their Collaboration Skills, from Macmillian Education
- Collaborative Conversations: Speaking and Listening in the Primary Grades," by Laura Beth Kelly, Meredith K. Ogden, Lindsey Moses, National Association for the Education of Young Children (NAEYC)

## Elementary

- Heads Together, Butts Up: Share and Learn from Others
- Using Collaboration and Discussion in 4th Grade ELA
- "Bust a Talk Move! Elementary Classroom Discussions," from Carnegie Learning
- "5 Speaking and Listening Strategies for the Elementary Classroom," from the Core Coaches

## Middle School

- Collaborative Learning: Preparing for the Future
- Analyzing the Theme of a Text Through Collaborative Conversations
- Analyzing Data in Small Groups

## High School

- Strategies for Student-Centered Discussions Conver-Stations: A Discussion Strategy
- Collaborating to Design and Build Stable Structures  
<https://platform.teachingchannel.com/TeachingChannel/Detail/8001>

After you have written about the nuggets in your Inspiration to Action template, complete the additional columns within the template. Your responses for each column in the table should be 2 or more sentences long.

- Why (the nugget) inspired you: articulate why it caught your attention.
- Where and How could you apply (the nugget)? Explain specific ways you are integrating it with your instruction (e.g. in a topic-supporting lesson, as part of the hook, etc.) Identify the content area (or unit) it would fit with.
- When will you apply (the nugget)? Determine the amount of time you will need to truly apply this nugget. This could be "next week" or "next year" or anything in between!

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Here's an example:

<i>What inspired you?</i>	<i>Why it inspired you</i>	<i>Where and How could you apply it?</i>	<i>When will you apply it?</i>
<i>Example: I love the idea of using expert groups. My students will feel empowered and their interactions will be helpful to each other.</i>	<i>I noticed the looks on the students' faces as they were "teaching" one another. They were confident and prepared to share their information. I want to have my students feel that way too!</i>	<i>I could use this strategy in my ecosystems unit, to help break down lots of information into smaller pieces. Each group could research a different biome.</i>	<i>I've already taught the ecosystem unit, but I will implement it next year. It will make a big difference in student understanding!</i>

Please submit your completed template with your coursework.

#### 6. Application: Collaborate

You have learned how to include various factors to set up a successful collaborative experience, and explored many strategies and protocols.

Now, please create a collaborative lesson or activity using the information you have learned in this course. This is your chance to build out an idea from previous applications, and to set a new standard for how you will "do" collaborative experiences with your learners.

Your lesson should include the following:

- Content area
- Objective
- Your grouping strategy
- Considerations for differentiation and culturally responsive practices
- How you will set expectations for participation and behavior
- One or more strategies from the course
- Assessment

#### 7. Investigation: Resource Review

To complete the Resource Review, identify 1 resource related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Types of resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

All coursework is to be completed in the Teaching Channel online environment.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

## 8. Reflection

In one or more double-spaced pages, (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.