

FACILITATOR'S GUIDE TO

“Facilitating Effective Discussions that Promote Deeper Learning and Equitable Engagement”

Deeper Learning Module Series

Thank you for exploring the Deeper Learning Module materials! This faculty/instructor guide provides important information & recommendations for integrating the “Facilitating Effective Discussions that Promote Deeper Learning and Equitable Engagement” module into your teacher preparation course(s). We hope this guide will be a useful resource as you implement the Collaboration module materials with teacher candidates!

ACCESSING THE MODULES IN CANVAS

The [module materials](#) are currently being shared as an open education resource (OER) through the Commons section of Canvas Free for Teacher. For technical information, please reference the separate “Technical Guide to Using Canvas” located in the Faculty/Instructor Resource section. Your program IT support may also be able to assist if you have additional questions about how to access this module and share it with your candidates.







PROJECT OVERVIEW

The Stanford Center for Assessment, Learning and Equity (SCALE) created the *Deeper Learning Modules* in collaboration with a national design team of teacher educators and experts in deeper learning, with generous support from the William & Flora Hewlett Foundation. This collection of online modules and applied activities focuses on building teacher candidates' capacity to foster deeper learning for all students. If you have questions about their use, you can contact info@thescalegroup.org.

INFORMATION ABOUT THE MODULES

Flexible implementation design

All modules were designed with structure and flexibility in mind. Below we explain where the module is flexible and can be adapted or modified to meet your program and context needs, and where the module was designed to remain intact.

-  **All modules were designed** to be flexibly integrated and facilitated by faculty/instructors within an existing course(s) where they are most relevant and/or appropriate.
-  **The sections** of the modules build on each other in a planned sequence and flow.
-  **Sections are meant to be implemented** in the order presented. While the content of the instructional slide videos cannot be modified, candidates are able to pause, rewind, slow the speed and/or re-watch them in order to focus on particular parts.
-  **The core activities** in each module were designed to provide evidence of each candidate's application of what they learned during the module. Core activities were designed with some flexibility - please see additional guidance below.
-  **Modifications can be made** within the sections of the modules in places where you as faculty/instructors feel additional support, scaffolding or content would further contextualize the materials and learning activities for your candidates. Examples might include revising or adding discussion questions within Canvas, modeling strategies shared, or providing additional case studies/videos or subject specific examples.
-  **Note that transcripts have been provided** for all instructional slide videos, which also have the option of turning on captions.

Assignment submission options. The [original SCALE version of the module](#) is available for use on a **view-only** basis. You may share it with candidates in this view-only format, but commenting, assignment submission, and customization features will be turned off.

If you wish to use those **embedded submission or customization features**, we've provided an import/export file in Canvas that you can use to create your own duplicate course shell for the module, specifically for you and your candidates. If you were already using Canvas as the LMS for your broader course, you can also import the module file into that existing shell.

Virtual instruction contexts. These modules were created during a highly unusual time for teacher preparation when in-person instruction was limited. With this in mind, we have designed the module so it can be implemented and facilitated in a virtual format. This means that candidates do not need to meet in-person or have direct access to a classroom in order to complete the activities and assignments included in the modules, although it may be helpful.

MODULE OVERVIEW

Module Title: “Facilitating Effective Discussions that Promote Deeper Learning and Equitable Engagement”

Driving question

How can teachers facilitate effective discussions that promote equitable engagement, effective communication and critical thinking?

Overall learning goal

Create, implement, and reflect on a discussion plan that promotes equitable engagement, effective communication and critical thinking.



Total estimated time for all online & applied activities: **8-10 hours**

Prior knowledge & skills needed:

- Working understanding of deeper learning (see general resources)
- Working understanding of equity in schools and classrooms

Module Sections

Optional deeper learning resources. Within Canvas, there are optional Deeper Learning Resources. As instructors, decide how to best use these resources with your candidates. For example, it may be helpful to have candidates review them before beginning the module to develop a shared understanding of Deeper Learning.

Section 1

How can discussions promote deeper learning and equitable engagement?

Section 2

Video analysis 1:
Effective discussion strategies

Section 3

How can I use essential questions and talk moves to facilitate an effective discussion?

Section 4

Video analysis 2:
Essential questions and talk moves

Section 5

Being adaptive experts: Planning and analyzing our discussion practices



Core Activity

Plan an effective discussion. Optional: Implement and analyze the effective discussion plan. Candidates complete this during Section 5.

Key terms and concepts explored within this module:



Facilitation strategies



Talk moves



Discussion protocols



Equitable engagement



Monitoring tools



Adaptive experts



Essential questions

Overview for each section Module.

The tables below identify learning goals, resources and candidate products for each section of the module. The resources and candidate products referenced below are all accessible within Canvas.

MODULE SECTION 1

Section 1: How can discussions promote deeper learning and equitable engagement?

Learning Goals

1. Define deeper learning and equitable engagement
2. Explore the strategies, protocols and tools used to facilitate an effective discussion



Estimated Time: 1-2 hours

Resources

- Resource 1: Effective Discussion Chart (PDF handout)

Candidate Products

- Activity 1: Features of an Effective Discussion (Word doc)

Considerations for Implementation by Subsection

Section 1.1 Activity 1



- Candidate product: Features of an Effective Discussion (Word doc)
- Activity 1 requires both individual and partner activity.
- Consider how you will pair candidates to complete this activity.
- Consider how your candidates will work together to complete this activity (e.g., within a virtual platform or in your brick-and-mortar classroom) and any additional guidance needed.

Section 1.2 Discussing Deeper learning, Equitable Engagement and Strategies for Facilitating Effective Discussions



- Discusses the meaning of deeper learning and equitable engagement in relation to effective discussions.
- Introduces strategies, protocols and monitoring tools that can be used to facilitate effective discussions.

Section 1.2 Make a “Teach IT” resource for one discussion protocol

Optional Activities

- Have candidates work in pairs or small teams to create a “Teach IT” resource based on a selected discussion protocol from the Equitable Engagement Chart

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- The “Teach IT” resource can be a TikTok, a short video clip following the format of Edutopia, a recorded PPT, a visual graphic
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Section 1 None
Supplemental
Materials

MODULE SECTION 2

Section 2: Video analysis 1: Effective discussion strategies

Learning Goals

1. Analyze a classroom discussion for evidence of deeper learning and equitable engagement



Estimated Time: 1-2 hours

Resources

- Resource 1: Effective Discussion Chart (PDF)

Candidate Products

- Effective Discussion Tool for Video Analysis - Parts 1-3

Considerations for Implementation by Subsection

Section 2.1 Candidates will be provided with an overview of the video analysis tool.

(45-60 mins)



- Facilitator will orient candidates to Parts 1-3 of the analysis tool.

Section 2.2

Candidates will watch and analyze a classroom discussion video - 5th grade.

(30 mins)



- Candidate product: Parts 1-3 of Effective Discussions Tool for Video Analysis.
- This activity starts as individual/independent work (Parts 1-2) and ends as a partner debrief (Part 3).
- We recommend having the same partners continue to work together. Consider how you will pair candidates to complete this activity.

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- Consider how your candidates will work together to complete this activity (e.g., within a virtual platform or in your brick-and-mortar classroom) and any additional guidance needed.
 - Encourage candidates to watch video twice and use their video analysis tool and Look Fors Checklist to gather evidence as they watch the classroom discussion.
 - The Effective Discussion Tool for Video Analysis document is provided as a word doc. Candidates must download, rename, and save before beginning.
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Section 2.3 Video Analysis Debrief

(15 mins) ● This subsection presents the facilitator’s analysis of evidence from the video



Section 2 None
Optional
Activities

Section 2 None
Supplemental
Materials

MODULE SECTION 3

Section 3: How can I use essential questions and talk moves to facilitate an effective discussion?

Learning Goals

1. Identify characteristics of essential questions for an effective discussion
2. Explore examples of supporting questions and talk moves



Estimated Time: 1-2 hours

Resources

- Resource 2: Essential Questions & Talk Moves Chart (PDF)

Candidate Products

None

Considerations for Implementation by Subsection

Section 3.1 Essential Questions

(30 mins)



- Explore the characteristics and example of essential questions for effective discussions

Section 3.2 Supporting Questions and Talk Moves

(30 mins)



- Discuss the purpose of supporting questions and talk moves within an effective discussion
- Examine examples of supporting questions talk moves

Section 3 None
Optional
Activities

Section 3 None
Supplemental
Materials

MODULE SECTION 4

Section 4: Video analysis 2: Essential questions and talk moves

Learning Goals

1. Analyze classroom discussions for evidence of essential questions and talk moves.



Estimated Time: 1-2 hours

Resources

- Resource 2: Essential Questions and Talk Moves Chart (PDF)

Candidate Products

- Effective Discussion Video Analysis Tool (Parts 4-7)

Considerations for Implementation by Subsection

Section 4.1 Provide Overview of Parts 4-7 of the Effective Discussion Video Analysis Tool
(15-30 mins)

Section 4.2 Candidates watch and analyze a classroom discussion video - 5th grade (longer version than viewed in Section 2.2)
(45-60 mins)



- Watch video individually
 - Complete Parts 4-6 of video analysis tool individually
 - Complete Part 7 with a partner. We recommend you have partners continue to work together from video analysis Parts 1-3, in Section 2.2
 - Consider having partners share key parts of their analysis with the whole class
 - Candidate product: Parts 4-7 of Effective Discussion Video Analysis Tool (word doc).
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Section 4.3 Video Analysis Debrief
(15-30 mins)



- This subsection presents the facilitator's analysis of evidence from the video.
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Section 4 None
Optional
Activities

Section 4 None
Supplemental
Materials

MODULE SECTION 5

Section 5: Being adaptive experts: Planning and analyzing our discussion practices

Learning Goals

1. Develop and reflect on an effective discussion plan
2. Implement and analyze effective discussion practices to promote deeper learning and equitable engagement

3. Adapt effective discussion practices for P-12 context.



Estimated Time: 3-4 hours

Resources

- Resource 1: Equitable Engagement Chart (PDF)
- Resource 2: Essential Questions and Talk Moves Chart (PDF)
- Resource 3: Effective Discussion “Look Fors” Chart (PDF)

Candidate Products

- Section 5: Effective Discussion Planning Guide
- Section 5: Effective Discussion Observation Form
- Section 5: Implementation Guide for Effective Discussion Plan
- Section 5: Being an Adaptive Expert: Prompts for Adapting our Discussion Practices

Considerations for Implementation by Subsection

Section 5.2 Effective Discussion Planning Guide

(60-90 mins)

- Candidates use this resource (word doc) to guide the planning of their effective discussion. NOTE: This plan was designed to be completed individually so that candidates may describe their teaching context and consider the individual needs of students - but it could be modified to be a partner activity. As a partner activity, the partners could act as co-teachers during the implementation of the discussion plan.

Section 5.3 Implementation Guide for Effective Discussion Plan

(90-120 mins)



- Candidates use this resource (word doc) to make key decisions before they start their discussion including:
 - Who will their “students” be - P-12 students or peers acting as students
 - How many “students” will participate?
 - Where will the discussion take place? (e.g., in their classroom, virtual platform)
 - Who will their two peer observers be?
- Consider the following as you prepare candidates to implement their discussion plans with their “students:”
 - Do you want candidates to audio/video record their discussions as an artifact to submit as part of their core activity?
 - Do you prefer candidates implement discussions independently on their own time or during a synchronous virtual class meeting (e.g., in Zoom)? Using a platform like Zoom allows you to send discussion teams to breakout rooms and visit each as they implement and debrief each discussion.

Being an Adaptive Expert: Prompts for Adapting our Discussion Practices

- Candidate product (word doc)

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- This activity is an individual activity and the final product they complete for this module.
 - Consider how/where you would like candidates to submit each part of the Core Activity:
 - Effective Discussion Plan: Parts 1-4
 - Data from Peer Observers (discussion map and observation form)
 - Being an Adaptive Expert: Prompts for Adapting our Discussion Practices
 - Optional: Video/audio recordings of discussion practices
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Section 5 Consider having candidates plan, reflect and revise their plans (section 5.2), but if there is not time, make the implementation and adaptation portion of this section (5.3) optional.
Optional
Activities

Section 5 None
Supplemental
Materials