



MODEL TEACHING®
Education for Better Educators

Academic Discussions in the Classroom

Turning Discourse Into Learning

COURSE SYLLABUS



MODEL TEACHING

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3 Semester Credits

Course Credit Provided Through Our Partner,
University of Alaska Anchorage

Course Offered in Partnership With University of Alaska Anchorage

UNIVERSITY PARTNER	CREDITS	REGIONAL ACCREDITATIONS	COURSE NUMBER
 UNIVERSITY of ALASKA ANCHORAGE.	3 Graduate-Level Semester Credits	Northwest Commission on Colleges and Universities (NWCCU)	TBD

Clear, Template-Based Course Format.

We know teachers are busy. That's why we make our course format as straightforward as possible.

- ✓ **Template-based assignments with no long essays** – we want you to focus on the learning content seamlessly and hassle-free. You'll get high-quality learning without wasting time on long, open-ended essays.
- ✓ **No busy work** – our template prompts are designed to give you an easy way to showcase your learning so you can focus more on the content and come away with a plan of action.
- ✓ **Streamlined & standardized course format** – from video lessons to built-in live chat with our instructors; once you complete one course with us, you will know exactly what's expected for the rest of your courses.



Fast & Convenient. Start Immediately & Work At Your Own Pace.

On a tight timeline? We can help! With ultra-fast credit/transcript processing and rolling credit processing, you can make your salary advancement deadline.



- ✓ **Pick your courses & get started** – start immediately or wait to begin in the semester of your choice.
- ✓ **Ultra-fast credit & transcript processing** – get your transcripts fast. We will help you meet your salary advancement deadline.
- ✓ **1 full year of course access** – you will have a full year to choose and work on your courses. Our course bundles allow you to control when you begin your learning and in which semester.
- ✓ **100% online** – with our video-based lessons and content, you will not have to wait for textbooks or specific start times. You can begin your learning as soon as you register!

COURSE TITLE:

ACADEMIC DISCUSSIONS IN THE CLASSROOM

Hours/ Credits: 3 credits

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Credit- hour equivalency: 3 graduate-level professional development credits are equivalent to 45 hours. The course includes reading content, watching course videos, reviewing resources, reading articles and studies, and participating in course activities. Please view the “Course Outline” below for a detailed look at the course structure and components.

COURSE DESCRIPTION

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This course will teach you about designing and facilitating quality academic discussions in the classroom. A variety of grouping and discussion strategies will be shared, along with specific steps to implement each component of academic discussion. You will evaluate how to design strong prompts and provide support to students to assist in rigorous discussion. You will also analyze exemplar discussions in a variety of classroom contexts to consider how to engage your students in valuable academic discussion. You will leave the course with a plan of action ready for academic discussion in an upcoming lesson, a resource ready for student use, and a full implementation plan outlining your goals for utilizing student discussion throughout your classroom.

COURSE OBJECTIVES

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- i. Define academic discussion and understand how it applies in a variety of classroom contexts
- ii. Plan for guiding questions to ensure full student participation in the discussion
- iii. Evaluate discussion models and methods for student interaction
- iv. Analyze the main components of effective discussion, including the specific purpose, student preparation, and opportunities for reflection
- v. Compare various classroom settings that incorporate student discussion and identify the key components that make them effective
- vi. Plan for implementation by completing an action plan that details a grouping strategy, purpose, and plan for implementing academic discussions
- vii. Critique, analyze, and summarize specific articles, resources, and studies about collaborative learning, student engagement, and academic discourse
- viii. Build and describe the use of a resource that supports a strategy you plan to use in your upcoming lesson
- ix. Plan and build a Classroom Implementation Plan for immediate classroom use by planning for the concepts you learned in this course

COURSE OUTLINE

Section 1 Instructional Content

Lesson Delivery: What is academic discussion? Completion of the content video, readings, and resources review.

Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

Discussion Board Reflection: Reflection on your use of academic discussion in past lessons.

Section 2 Instructional Content

Lesson Delivery: Planning for academic discussion. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Analyze a lesson that can be modified to include explicit academic discussions.

Section 3 Instructional Content

Lesson Delivery: The purpose of academic discussion. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Consider an upcoming lesson and plan the purpose of your discussion.

Section 4 Instructional Content

Lesson Delivery: Common discussion models. Completion of the content video, readings, and resources review.

Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

Discussion Board Reflection: Choose a common discussion model that aligns with your purpose.

Section 5 Instructional Content

Lesson Delivery: Crafting the right questions for discussion. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Plan your questions that will be used as starting prompts for your academic discussion.

Section 6 Instructional Content

Lesson Delivery: Preparing your students for discussion. Completion of the content video, readings, and resources review.

Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

Discussion Board Reflection: Plan the lesson content and other prior knowledge required for students before the discussion can take place.

Section 7 Instructional Content

Lesson Delivery: Planning the resources for students to access to facilitate discussion.

Completion of the content video, readings, and resources review.

Discussion Board Reflection: List the resources that will be available to your students for their upcoming discussion.

Section 8 Instructional Content

Lesson Delivery: Supporting and engaging students during discussion. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Plan your supporting questioning prompts and other scaffolding and engagement methods during the discussion.

Section 9 Instructional Content

Lesson Delivery: Planning the student opportunities for reflection after discussion. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Create reflection questions and activities for students to complete after their discussions.

Section 10 Instructional Content

Lesson Delivery: Evaluating an exemplar discussion. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Build a checklist of items to look for as you plan your own exemplar discussion.

Putting it All Together

Action Plan: Design a comprehension lesson plan that includes student academic discussion as a main component of learning. This will be done by completing a template provided to you.

Applying What You Have Learned

Resource Design: Create your own resource to help you implement this course's concepts. A resource design planning template will be provided to guide you in creating your resource, but you will upload your own original resource that supports the implementation of course concepts in the classroom. You will receive instructor feedback on your submission.

Research Connections Reflection: Reading and analysis of research articles, academic book excerpts, case studies, or educational articles aligned with the course concepts. You will read several required articles, then choose one to more deeply analyze and discuss. An analysis template will be provided to guide your thinking and analysis and can be used as an outline for your submitted essay. Instructor feedback is provided.

Implementation Tasks: Reflect upon the “try this task” to support you in implementation and review the provided implementation checklist and effectiveness rubric. Reflect upon how well you are able to implement the course concepts in your classroom.

Final Implementation Project Plan: Compile all content ideas from the course, plan a series of action steps to implement the action plans with fidelity, and complete the Classroom Implementation Plan for this course. A Final Implementation Planning Template will be provided to help you plan the critical components to consider for implementation and to aid you in your final response, which will also include a reflection and summary of the ideas in the course. Instructor feedback is provided.

REQUIRED EXTERNAL RESOURCES

N/A. All articles, resources, and instructional content are provided within the course modules.

CREDIT HOUR CALCULATIONS

	Estimated Contact Time/ Seat Time (hrs)
Instructional Content (Course lessons, quiz, discussion)	25
Action Plan Project & Feedback	4
Research Connections Writing & Feedback	7
Resource Design & Feedback	4
Final Implementation Project Plan & Feedback	5
Total Hours:	45

GRADING

Grading Breakdown for this Course:

Quizzes (10 pts each)	40
Discussion Board Reflections (10 pts each)	100
Research Connections	50
Resource Design	50
Action Plan	100
Final Implementation Project Plan	100

This course provides a letter grade using a ten-percentage point grading scale. A grade of A= 90%- 100% You must earn 396 points or higher in this course to receive an A. A grade of B= 80%- 89%. You must earn 352 points to 395 points in this course to receive a B. A grade of B or higher is required for credit. A grade of unsatisfactory is any score below 80% or 352 points and does not provide credit. Grading rubrics can be downloaded in the introduction module of each course within your course dashboard or at the link here: <https://www.modelteaching.com/rubrics>

REFERENCES

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- Smith, Imogene K. "Teaching with discussion: A review." *Educational Technology* 18.11 (1978): 40-43.

COURSE SUBMISSIONS

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All submissions must be completed within the Model Teaching course platform. If you need assistance in submitting assignments, please contact us.

TECHNOLOGY REQUIREMENTS

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Courses are held 100% online. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool or reader (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses. You can review our technology requirements along with other frequently asked questions at our FAQ page here: <https://www.modelteaching.com/faq>

TECHNICAL QUESTIONS

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If you need personal assistance or have technical questions, you can contact us by accessing the support feature built into our course platform, email us at courses@modelteaching.com, or live chat with us at www.modelteaching.com.

COMPLIANCE WITH THE AMERICAN DISABILITIES ACT

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In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, any participant who has a permanent or temporary condition that might affect their ability to complete the course should contact us at courses@modelteaching.com upon enrollment. We will make reasonable accommodations or modifications to the course.

ACADEMIC INTEGRITY

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Participants are responsible for fully interacting with the course content, modules, resources, readings, and assignments. All responses, projects, and other assignments are the sole responsibility of the course participant, and plagiarism or cheating is not tolerated. Submissions should be your own work and design, and all submissions and assignments should be completed independently. Any outside sources should be properly cited. If you have questions about what constitutes plagiarism or cheating, you should contact us at courses@modelteaching.com.

Why Model Teaching?

Courses Focused on Relevant Teaching Content That You Can Actually Use

We focus our professional development courses on what's important to you: relevant content focused on specific teaching strategies & evidence-based instructional best practices. Earn pre-approved PD hours and regionally accredited academic credit through our university partner, University of Alaska Anchorage.

Clear, Straightforward Lessons Designed by Experienced Educators

Our courses provide high-quality content in a format that makes it easy for developing teachers to learn new skills and methods for use in their own classroom. Our courses are designed to provide effective professional development for busy teachers in a format that makes learning easy.

Comprehensive, Ready-To-Use Resources, Tools, & Templates Provided With Every Course

Each course comes with a variety of resources, tools, graphic organizers, activities, student lesson content, and lesson templates you can use to immediately implement your new training in your own classroom. If not teaching, simply save your resources for future use.

Immediately Implement What You Have Learned

For teachers who are currently teaching, we provide step-by-step support and real-world examples that you can use immediately in your classroom or school, along with implementation resources. Not teaching? No problem! You do not have to be currently teaching to take our courses.

What are Model Teaching Courses Used For?

- ☒ Salary Advancement
- ☒ Teaching License Renewal
- ☒ Instructional Improvement
- ☒ Great for Current Teachers & Teachers Not Currently Teaching



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Education for Better Educators

EDUCATION FOR BETTER EDUCATORS

THIS TRAINING COURSE WAS INCREDIBLE. MY LEADERSHIP TEAM LEARNED SO MUCH ABOUT THEMSELVES AND WHAT WE NEED TO DO ON OUR CAMPUS. I WANT MY ENTIRE STAFF TO HEAR THIS MESSAGE!

-PRINCIPAL

I AM FINDING ALL YOUR COURSES USEFUL, BUT THIS ONE IS CLEARLY MY FAVORITE SO FAR, MOSTLY FOR THE WAY I WAS ABLE TO PUT SO MANY OF MY OWN IDEAS INTO THE LESSON WHILE STILL FEELING I HAD ACCOMPLISHED ALL THAT WAS REQUIRED. WELL DONE!

-ELEMENTARY TEACHER

WHAT YOU PRESENTED IN [THIS COURSE] IS NOW PART OF MY GOALS AND ACTION PLANS FOR THE SCHOOL YEAR. I'M SO EXCITED TO PUT THESE TO USE!

-ELA TEACHER

WITH SUCH A BUSY SCHEDULE, IT'S HARD TO IMPLEMENT NEW STRATEGIES AND TECHNIQUES BUT THIS COURSE MADE IT SO EASY! THE COURSE GAVE ME GREAT IDEAS ON HOW TO USE COLLABORATIVE LEARNING GROUPS WITH MY STUDENTS AND THE RESOURCES AND PLANNING DOCUMENTS MADE IT EFFORTLESS TO GET STARTED!

-SCIENCE TEACHER

FOR A FULL LIST OF CURRENT REVIEWS, PLEASE VISIT:

www.modelteaching.com/latest-course-reviews

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Salary Advancement | License Renewal | School PD



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