

Syllabus

PROMOTING EFFECTIVE CLASSROOM PARTICIPATION

A. General Information

1. Academic Unit	Facultad de Educación					
2. Program	Pedagogía en Educación Básica con Mención Inglés					
3. Code	EBI228					
4. Location in the curriculum	2 nd year, 4 th semester					
5. Credits	4					
6. Type of course	Mandatory	x	Elective		Optional	
7. Duration	Bimonthly	x	Semi-annual		Annual	
8. Modules per week	Theoretical	--	Practical	2	T.A.	--
9. Class hours	Classes	32	Teaching Assistance			
10. Prerequisites						

B. Contribution to the Graduate's Profile

The purpose of this subject is that students can know and learn those classroom interactions that support academic rigor, applicable in all subjects, levels, and ages of school students, and that guarantee high levels of participation and thinking.

Specifically, this subject seeks for students to learn to plan and ask questions to their students, giving them time to reflex and guiding the thinking process necessary to develop deeper answers. It also makes it easier for students to identify errors in their answers and, with the teacher's collaboration, improve their work and examine their own thinking skills.

In addition, future teachers learn to make the most of their lessons writing moments, transforming them into highly demanding and rigorous spaces, where all students - and not just those who wish to respond - put into practice the knowledge and skills of the subject they are part of. Finally, they will learn to organize and implement moments of group discussion, where dialogue and participation will be part of their own responsibility, with the aim of constructing more forceful and cooperative responses.

In this way, the traditional strategies of asking questions, correcting their answers, increasing writing time, evaluating, and reviewing students' work with them, and facilitating discussion, will become true instances of rigorous and meaningful work.

Finally, this subject contributes to the achievement of the professional profile into four competences of Communication, Analytical vision, Efficiency, Entrepreneurship and leadership and Ethics, and also to achieve the professional profile into four competences:

- Competency 1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.
- Competence 2. Systematically assesses, analyses, and communicates students' progress based on evidence, and uses the data to improve the teaching-learning process.
- Competence 3. Handles effective Classroom Management strategies that engage students in their own learning process, as well as that of others.
- Competence 5. Demonstrates professionalism in his/her teaching for the benefit of student learning.

C. Competencies and Learning Outcomes from the Course

Generic Competencies	General Learning Outcomes
Communication	1. Plan and ask questions to all class students, giving them time to think and clarifying which thinking skills to use, so that they respond using different levels of depth of thought, according to Norman Webb's taxonomy.
Analytical vision	
Efficiency	
Entrepreneurship and leadership	
Ethics	
Specific Competencies	2. Plan and direct questions or help those students who do not want to answer or have answered incorrectly, so that they get 100% correct answers, use a more technical vocabulary, and examine their thought processes.
C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.	
C2. Systematically assesses, analyses, and communicates students' progress based on evidence, and uses the data to improve the teaching-learning process.	
C3. Handles effective Classroom Management strategies that engage students in their own learning process, as well as that of others.	
C5. Demonstrates professionalism in teaching, for the benefit of student learning.	
	3. Plan and implement moments where students order and reflect on their ideas in writing, with a specified time and using thinking skills, so that their responses reach different levels of depth of thought.
	4. Display and analyze different written responses, in a positive and collaborative environment, so that students themselves identify strengths and areas for improvement, review and edit their classmates' responses, and improve their own.
	5. Plan and implement group discussions, assigning them a specific task and a certain time, for all students to prepare responses and review their work collaboratively.
	6. Deliver and receive effective feedback, and continuously incorporate it into their professional practice to enhance decision-making regarding the students' learning processes.

D. Units, Content and Learning Outcomes

Units and Content	Competency	Learning Outcomes
UNIT I Questions for participation and thinking in the classroom <ul style="list-style-type: none"> • Concepts of participation and thinking rates. • Taxonomy of depth of thought, by Norman Webb. • Technique "COLD CALL", by Doug Lemov. • Thinking skills. 	<i>Communication</i> <i>Analytical visión</i> <i>Ethics</i> <i>C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery</i> <i>C5. Demonstrates professionalism in teaching, for the benefit of student learning</i>	1. Plan and ask questions to all class students, giving them time to think and clarifying which thinking skills to use, so that they respond using different levels of depth of thought, according to Norman Webb's taxonomy. 6. Deliver and receive effective feedback, and continuously incorporate it into their professional practice to enhance decision-making regarding the students' learning processes.
UNIT II 100% correct answers <ul style="list-style-type: none"> • Normalize the error. • High academic expectations. • Metacognition. • Techniques "No opt out" and "Right is right" by Doug Lemov. 	<i>Communication</i> <i>Analytical visión</i> <i>Ethics</i> <i>C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery</i> <i>C5. Demonstrates professionalism in teaching, for the benefit of student learning</i>	2. Plan and direct questions or help those students who do not want to answer or have answered incorrectly, so that they get 100% correct answers, use a more technical vocabulary, and examine their thought processes. 6. Deliver and receive effective feedback, and continuously incorporate it into their professional practice to enhance decision-making regarding the students' learning processes.
UNIT III Writing for participation and thinking <ul style="list-style-type: none"> • Concepts of participation and thinking rates. • Taxonomy of depth of 	<i>Communication</i> <i>Analytical vision</i> <i>Entrepreneurship and leadership</i> <i>Efficiency</i>	5. Plan and implement group discussions, assigning them a specific task and a certain time, for all students to prepare responses and review their work collaboratively. 4. Display and analyze different

<p>thought, by Norman Webb.</p> <ul style="list-style-type: none"> Techniques "Everybody writes", "Front the writing", "Show call" and "Build stamina" by Doug Lemov. 	<p><i>Ethics</i></p> <p><i>C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery</i></p> <p><i>C2. Systematically assesses, analyses, and communicates students' progress based on evidence, and uses the data to improve the teaching-learning process</i></p>	<p>written responses, in a positive and collaborative environment, so that students themselves identify strengths and areas for improvement, review and edit their classmates' responses, and improve their own.</p> <p>6. Deliver and receive effective feedback, and continuously incorporate it into their professional practice to enhance decision-making regarding the students' learning processes.</p>
<p>UNIT IV Participation and thinking through group discussions</p> <ul style="list-style-type: none"> Concepts of participation and thinking rates through discussion. Techniques "Turn and Talk" by Doug Lemov. 	<p><i>Communication</i></p> <p><i>Entrepreneurship and leadership</i></p> <p><i>Efficiency</i></p> <p><i>Ethics</i></p> <p><i>C3. Handles effective Classroom Management strategies that engage students in their own learning process, as well as that of others</i></p> <p><i>C5. Demonstrates professionalism in teaching, for the benefit of student learning</i></p>	<p>5. Plan and implement group discussions, assigning them a specific task and a certain time, for all students to prepare responses and review their work collaboratively.</p> <p>6. Deliver and receive effective feedback, and continuously incorporate it into their professional practice to enhance decision-making regarding the students' learning processes.</p>

E. Teaching Methods

To achieve the learning outcomes proposed in this course, it is required to work based on the following strategies, with a strong practical emphasis:

- Observation and analysis of models and cases (virtual and face-to-face).
- Activity planning.
- Simulations or role playing.

- d. Pair work and small groups.
- e. Self and peer evaluation
- f. Continuous improvement through the delivery and receipt of effective feedback.

F. Evaluation

Consistent with teaching strategies and subject content, teacher evaluations will be conducted, as well as peer evaluations.

The summative assessments of the subjects are detailed below:

- a. Planning of each technique worked.
- b. Practice or execution of each technique.
- c. Contest (integrated work of units 1 and 2).
- d. Final exam (integrated work of units 3 and 4).

G. Learning Resources

Mandatory:

- Beas, J. (2014). Enseñar a pensar para aprender mejor. 5ta ed. Santiago.
- Cadima, J., Leal, T., & Burchinal, M. (2010). The quality of teacher–student interactions: Associations with first graders' academic and behavioral outcomes. *Journal of School Psychology, 48*(6), 457-482.
- Downer, J., Sabol, T. J., & Hamre, B. (2010). Teacher-child interactions in the classroom: Toward a theory of within- and cross-domain links to children's developmental outcomes. *Early Education & Development, 21*(5), 699-723.
- Leyva, D., Weiland, C., Barata, M., Yoshikawa, H., Snow, C., Treviño, E., & Rolla, A. (2015). Teacher–Child interactions in Chile and their associations with prekindergarten outcomes. *Child Development, 86*(3), 781-799
- Lemov, D. (2016). Desarrollar ratio a través de discusión y debates. En: D. Lemov, Enseña como un Maestro 2.0, 1ra ed. Santiago.
- Webb, N. (2002). Depth of Knowledge for four content areas, pp. 1-10.

Supplementary:

- Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the classroom assessment scoring system--secondary. *School Psychology Review, 42*(1), 76.
- Beas, J. (2011). ¿Qué es un pensamiento de buena calidad? Estado de avance de la discusión. *Revista de Investigación Educativa Latinoamericana, 15*(2), 13-28.
- Beas, J., Manterola, M., y Santa Cruz, J. (2011). Habilidades cognitivas y objetivos transversales: un tema para pensar y actuar. *Revista de Investigación Educativa Latinoamericana, 22*(1).