

MOLLOY UNIVERSITY

School of Education and Human Services

Teacher Education Department

EDU 5900 15

Building a Thinking Classroom

Fall 2026

Asynchronous Online Course

September 21st to October 2nd

Instructor: Deanna Pisciotta

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Course Description:

This course is designed to introduce participants to the Building Thinking Classroom Model. We will be reading the book, Building a Thinking Classroom by Peter Liljedahl. This book is designed to show how beneficial group work is to student learning. The book presents how students working together at white boards enhances student learning. The book focuses on the method being used in a math classroom, yet it can be applied to all subject areas. Participants will use the knowledge from the book to create a lesson of their own, a rubric to use, and an assessment applying to the model

Shared Vision:

The Molloy University Teacher Education Faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican Tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

- Belief that all children can learn
- Learner-centered and value-centered curriculum and pedagogy
- Ethics and spirituality
- Intellectual curiosity
- Independence and risk-taking, while promoting collective identity and responsibility
- Diversity, multiculturalism, and pluralism, including divergent thinking
- Passion for teaching
- Commitment to students and their communities
- Civic responsibility through the promotion of social justice and interdependence
- Commitment to democracy

Course Objectives:

By the end of this course, participants will be able to:

- Read the Building Thinking Classroom Book By Peter Liljedahl
- Have a deep understanding of Building Thinking Classroom Model
- Understand the importance of group work across all subjects
- Create rubrics and assessments that relate to group work.
- Create a lesson plan to implement a lesson for a Building Thinking Classroom Model.

Course format:

- This course will be offered online through Canvas, Molloy's learning management system. The course will open two days before the start date and close one week after the last day of class. This section is offered September 21st to October 2nd. There will be activities and discussions with classmates that must be completed. The final project will be due October 2nd by 10 pm.

Required Readings, Videos, and Other Materials:

- All materials will be provided throughout the course.
- You will be required to have the following book to read as you take this class, *Building a Thinking Classroom*, by Peter Liljedahl

Grading:

- 70% Module Assignments
- 10% Group Discussions
- 20% Final Project

Technical Support:

- *Canvas Support* is accessed through the HELP feature in the lower left hand corner of Canvas. You can either call Canvas at (844) 408-6455 or use the online chat feature. Both services are available 24 hours, 7 days a week.
- *Technology Support Services* is located in Kellenberg 022 and can be reached via phone: 516-323-4800, email: helpdesk@molloy.edu/tss
Technology services is also located on the second floor of Public Square and can be reached at 516-323-4817, or email slewis2@molloy.edu
Check their website for hours: <https://www.molloy.edu/tss>
- Check within the modules for FAQ for each of the technology tools being used.

Molloy University and School of Education and Human Services Policies and Supports:

Expectations of Academic Integrity for All Students

[Honor Pledge and Academic Honesty Policy](#)

Course Withdrawals

View the [Withdrawal Policy](#) for potential financial implications.

View the [Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates.

Incompletes

[Incompletes Policy](#)

Health and Wellness

[Student Health Services](#)

[Student Counseling Center \(SCC\)](#)

Center for Access and Disability (Access)

[Supportive Tools and Resources/ Ally](#)

Ally for Canvas

[Supportive Tools and Resources/ Ally](#)

Use of Proctorio for Exams/Quizzes (if applicable)

[Proctorio Resources for Students](#)

Email Accounts

Students are expected to communicate via their Molloy email account or through Canvas throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all forms of communication related to this course in a timely manner. Instructors will respond to emails from students within 24 hours. When emailing the instructor(s), please include the course number and section you are enrolled in.

APA Manuscript Style

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7th ed.). (2010). American Psychological Association.

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.

I look forward to working with you during this course. If you have any questions or concerns, please email me.

Building a Thinking Classroom

September 21st to October 2nd

Molloy University

Deanna Pisciotta

dpisciotta@molloy.edu

Assignments:

Please refer to the information below for due dates. Please make sure all work is submitted by the appropriate times.

<i>Day</i>	<i>Assignment</i>	<i>Due</i>
<i>Day 1: Monday, September 21st</i>	Module A: Introduction to the class. Module B: Read the article about the introduction to a Building Thinking Classroom Module C: On the discussion board, please answer the questions regarding group work in your current classes. Respond to at least 2 classmates.	<i>Introduce yourself to your classmates Due by Monday, September 21st by 9 pm Discussion board questions due by 9pm</i>
<i>Day 2: Tuesday, September 22nd</i>	Module A: Read chapters 1 and 2 in the book. Answer the questions related to these chapters and submit them. Module B: Post a question in discussion board that you have from reading the first two chapters. Please respond to at least one classmate.	<i>Chapters 1 & 2 questions due by Tuesday, September 22nd 9 pm Discussion board response due by 10pm Tuesday, September 22nd.</i>
<i>Day 3: Wednesday, September 23rd</i>	Module A: Read Chapter 3 & 4 Answer the questions related to these chapters and submit them.	<i>Chapters 3 & 4 questions due by Wednesday, September 23rd 9 pm</i>

	Module B: Post a question or something interesting you read in chapters 3 & 4. Please respond to at least one classmate.	<i>Discussion board response by 9 pm Wednesday, September 23rd.</i>
Day 4: Thursday, September 24 th	Module A: Read chapters 5 & 6 Module B: Respond to discussion board. Do you see this working in your current classes? Respond to at least one classmate.	<i>Discussion board response due by 9 pm Thursday, September 24th.</i>
Day 5: Friday, September 25 th	Module A: Read chapters 7 & 8 Module B: Create an outline of a lesson you would teach involving	<i>Discussion board response due by 9 pm Friday, September 25th</i>
Day 6: Monday, September 28 th	Module A: Read chapters 9 & 10 Module B: Map out your lesson plan and think of ideas of how this will work in your classroom.	
Day 7: Tuesday, September 29 th	Module A: Read chapters 11 & 12 Module B: Create a rubric to use with your final lesson plan.	<i>Submit rubric outline by 9 pm, Tuesday, September 29th</i>
Day 8: Wednesday, September 30 th	Module A: Read chapters 13 & 14 Module B: Create an assessment to give in a thinking classroom. This will be part of your final lesson plan as well.	<i>Submit assessment outline by 9 pm Wednesday, September 30th</i>
Day 9: Thursday, October 1 st	Module A: Read chapter 15	
Day 10: Friday, October 2 nd	Module A: Final lesson plan is due today. Please complete all lessons for the course as well. Module B: Please respond to the discussion board on how you feel this will work in your classroom.	<i>Final lesson plan and discussion board due by 9 pm Friday, October 2nd.</i>