

Planning for differences- Engaging all learners



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Agenda

- What is it-define?
- Why is it Important?
- Group/ Apply it- Case Study
- Take Away- Let's Share

Course Outcomes

Examine the components of differentiated activities and evaluations

Implement differentiation techniques into teaching

Animal School

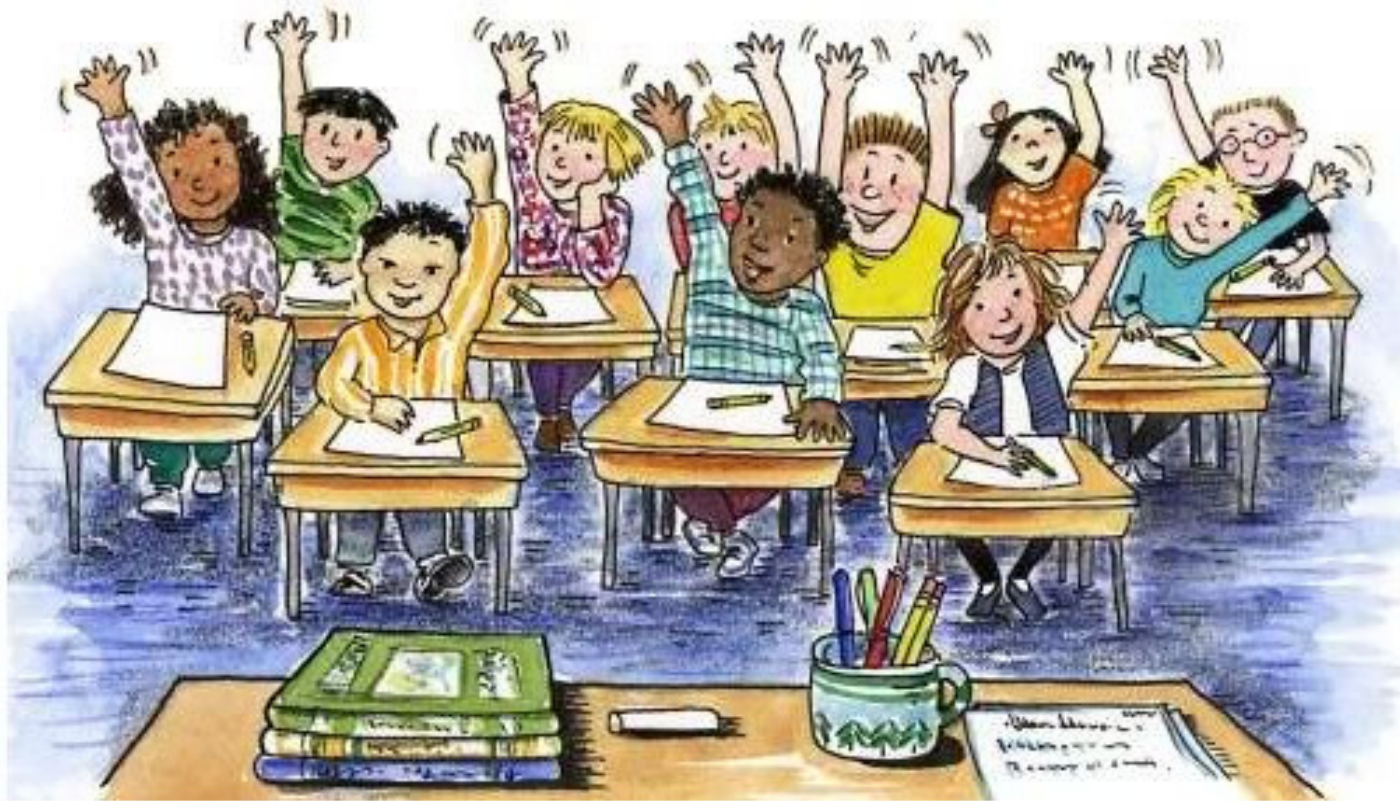
[Animal School](#)

Vision

Let's think about our students

Let's create your college classroom....draw and share.

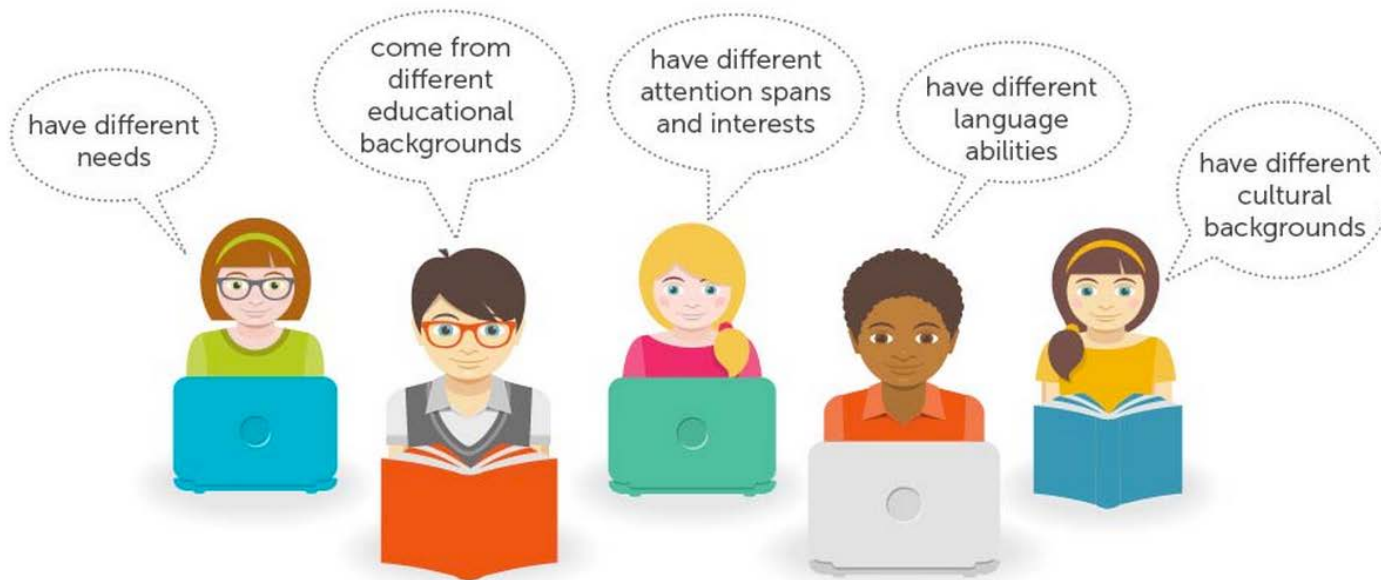
My classroom



Why?

WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



Ideal learning ...

If you had the perfect scenario for YOU to learn
in what would it be?

Instructional Methods/ Teaching
Evaluation /Assignments
Environment

Now think of your students...do you think it's
the same?

Not differentiation



Differentiation--What is it...

- Differentiation is a process where educators vary the learning activities, content demands, modes of assessment, and the classroom environment to meet the needs of all learners.
- Teaching students at their skill level by varying the learning
- Thoughtful instruction/Strategic Assessment
(Thousand, Villa, Nevin p 9)

Differentiated instruction is

- Proactive, meaning that the teacher plans and uses a variety of ways to teach learning.
- A combination of whole group, small group, and individual instruction.
- Qualitative, meaning quality work over quantity work.
- Uses multiple approaches to accommodate multiple intelligences.
- Learner- centered, meaning that lessons are engaging, relevant, interesting, and active.

The key

- Is finding about how your students learn best...
- Each student is unique and different...

NOT all about Content...

Different avenues to acquire the content

To process...To construct...To make sense of ideas

It's about differences not similarities...

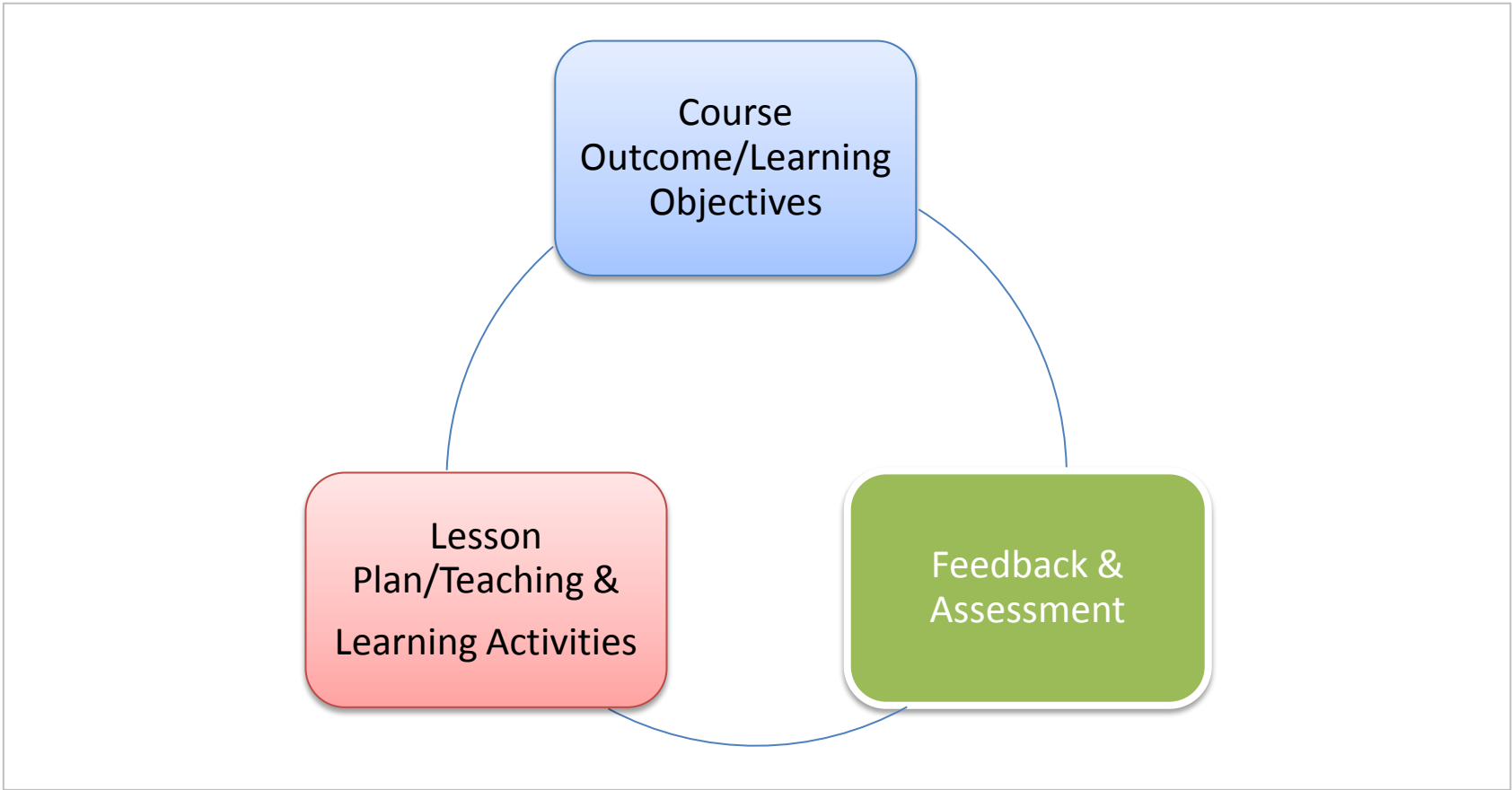
How do we know they have learned?

Discuss

Is Differentiation possible in a college classroom?

How do we do this?

Integrated Course Design/ D. Fink



The Four Essentials of Differentiation

- Whom do we teach? (Learner)
- Where do we teach? (Environment)
- How do we teach? (Instructional Method/Evaluation)
- What do we teach?(Outcomes---Content)

The Learner

- How do we get to understand who our learners are?

Is Learning Taking place?

- How will I help learners know what they will be learning?
- Why is it worth learning?
- What evidence will show their learning?
- How will their performance be evaluated?

(Tomlinson, McTighe p 121)

Process

- Instructional Methods/Teaching Format
- Instructional Arrangements/ Methodology
 - Learning Styles
 - Environment
 - Assessment

(Thousand, Villa, Nevin p 92)

Teaching Format-Methodology

How will you impart the information to the students?

- Activities
- Self-directed
- Case Study
- Experiential
- Lecturettes
- Discussion...

Methodology

How will the students interact with the curriculum?

- Cooperative Learning-base teams
- Independent Learning
- Partners

Instructional Strategies- Learning Styles

How are you understanding your learners

How are you gathering facts about them to assess
how they learn... 'design the learning'

- Taxonomies (i.e. Bloom, Krathwohl)
- Multiple Intelligences Theory (Gardner)
- Auditory/Visual-Tactile/Kinesthetic (Dunn & Dunn)

How do I learn best-Online Tests

- <http://www.varkn-learn.com/english/page.asp?p=questionnaire>
- <http://www.literacyworks.org/mi/assessment/findingyourstrengths.html>
- <http://www.howtolearn.com/learning-styles-quiz>

Environment

- Room Arrangement
 - Classroom Climate/ formal vs informal
 - Noise level
 - Goal oriented Classroom
-
- What do you do to create an learning environment in your classroom?

Universal Instructional Design

7 Principles of

Universal Instructional Design (UID)

Instructional materials and activities should...

...ensure a learning space that accommodates both students and instructional methods.

learning space

...be accessible and fair.

accessible

...minimize unnecessary physical effort or requirements.

minimize effort

...provide flexibility in use, participation and presentation.

flexible

supportive

...provide a supportive learning environment.

consistent

...be straightforward and consistent.

explicit

...be explicitly presented and readily perceived.



Universal Design for Learning Guidelines

Provide multiple means of

- Engagement
- Representation
- Action & Expression

Do you provide this for your learners? Examples...

- How?

Assessment

Authentic Assessment

Differentiated Assessment

Authentic Assessment

- “A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills”
- “...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.”
- “Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered.”

(Tomlinson)

50 ways to tell a story

- <http://50ways.wikispaces.com/>

Differentiated Assessment

All about Choices...

Why should we practice differentiation?

Let's sum up...

Case Study

Remember ...

We teach individuals not groups....

[powtoon-geNVAKdwl21.mp4](#)

Take away

- Take a moment...is there one concept of Differentiation you will use in the classroom.
- Share

References

Universal Design for Learning Guidelines. (2015, January 1). Retrieved April 6, 2013, from <http://www.cast.org/our-work/about-udl.html#.VSLXffzF-So>

Fink, Dee. *Higher Education Academy*. (2003): n. page. Web. 12 May. 2013.

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