

# Differentiated teaching and learning: crucial for successful transitions?



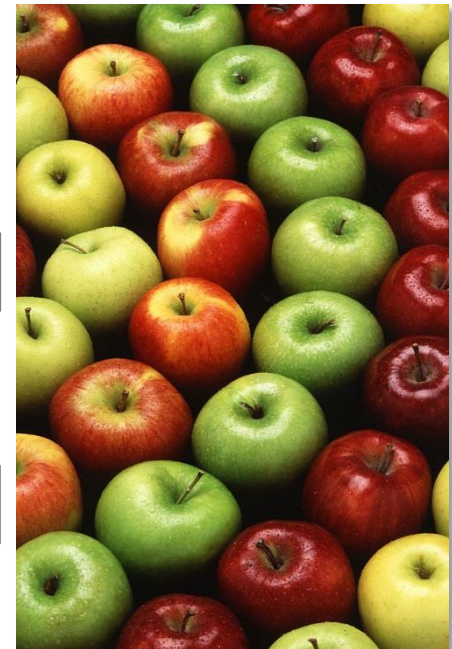
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## Workshop structure:

- Introduction
- Group work 1: Defining the issues
- Summarising the discussion 1
- Group work 2: Case studies
- Summarising the discussion 2

10:50—11:30

11:30—11:50



# Q1: is the population of your students becoming more diverse?

- profile: age, gender, ethnicity, socio-economic background
- agenda: expectations, demands, independence, deference
- attitude: motivation, aspiration, career trajectory
- aptitude: academic ability/capability



New students welcome, Oct 1963



Lecture, 2014

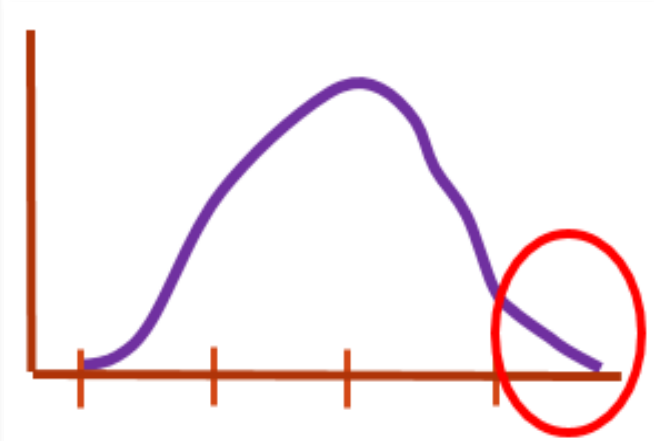
Q2: do all your students learn in the same way, all the time?

3




# Q3: are some of your students smarter than you?

- is that a problem?



# Q4: do some of your students have disability provisions?

Code	Description Other	Comments
01	copies of notes/handouts/slides in advance	
05	extra 15 minutes per hour in exams	
10	use of computer	
14	no penalty for poor spelling/grammar where meaning is clear	
21	permission to audio-record lectures	


 UNIVERSITY OF ABERDEEN

Student Advice and Support Office

[View this page as text only](#)

### Support for Disabled Students

[Increase font size](#) | [Restore original font size](#)




**Positive about disabled students**

The University of Aberdeen welcomes disabled students and is committed to improving access to its courses, facilities, buildings and social life.

The role of the Disability Advisers is to work with all areas of the University Community to ensure that students have an equal opportunity to enjoy the full benefit of their University experience. Our work encompasses disability in the broadest sense and includes making arrangements for students who require support as a result of injury or illness.

- [Information for disabled students](#)
- [Disability information for staff](#)
- [The student experience](#)
- [Accessibility of the University](#)
- [Student Support Services](#)
- [Single Equality Scheme](#)



# Q5: is your teaching & learning environment changing?

- pedagogy
- delivery
- technology

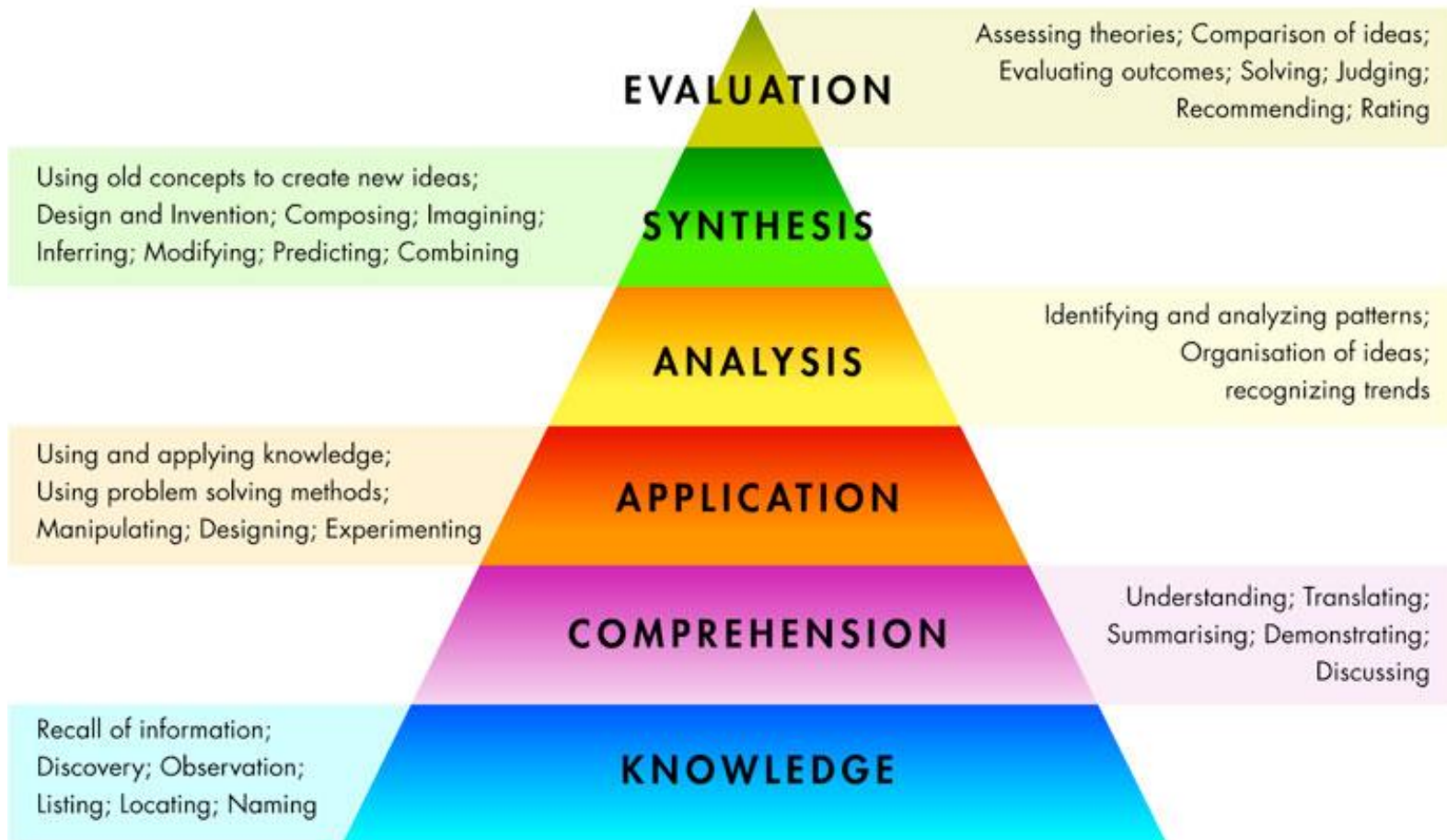


**Q6: do all students achieve the same outcomes?**



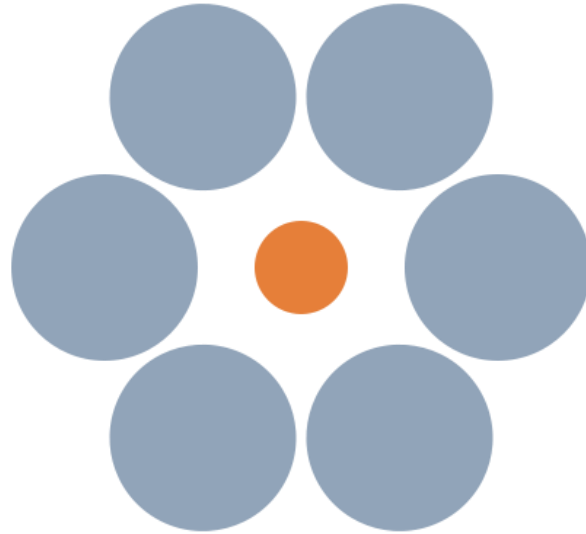
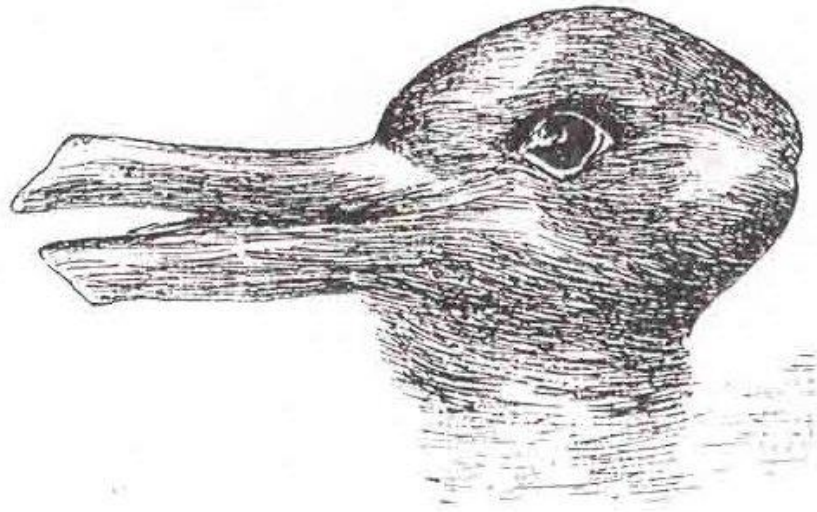
# Q7: at a given stage, are all your students thinking in the same way?

## B L O O M S   T A X O N O M Y



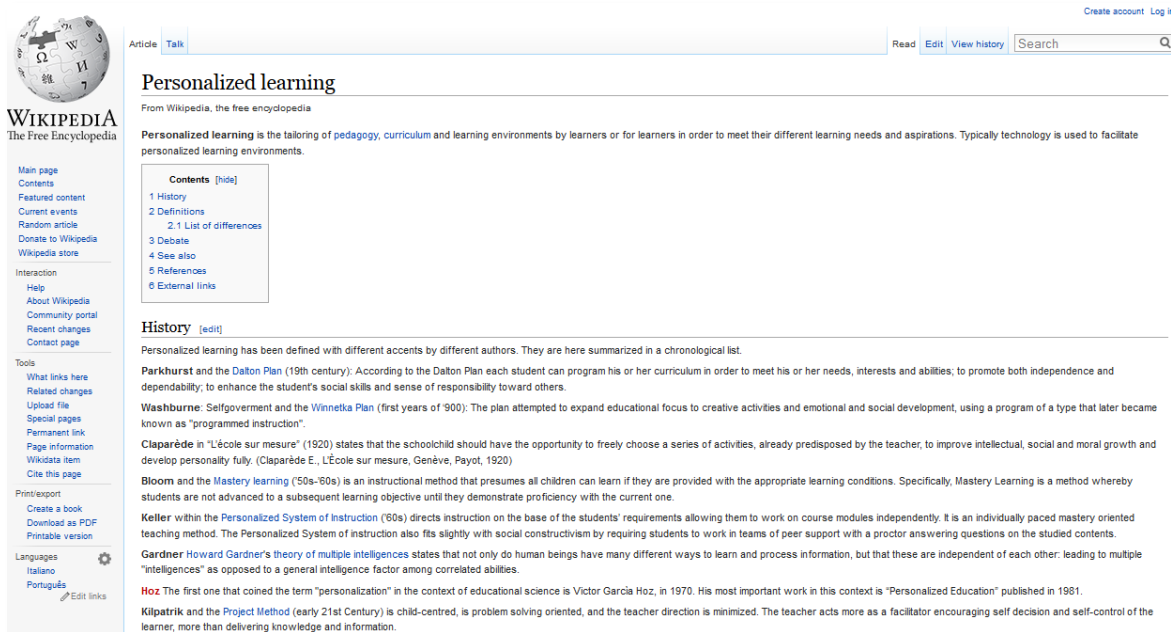


Q8: do all your students see problems in the same way?



# Q9 is there a case for differentiated teaching and/or assessment in your courses/programmes?

- individualised/customised teaching
  - what are the challenges?
  - what are the opportunities?



The screenshot shows the Wikipedia article for "Personalized learning". The page includes a navigation sidebar on the left with links to various Wikipedia features. The main content area has a title "Personalized learning" and a brief introductory paragraph. Below the introduction is a "Contents" table of contents with links to sections: 1 History, 2 Definitions, 2.1 List of differences, 3 Debate, 4 See also, 5 References, and 6 External links. The "History" section is expanded, showing a list of authors and their contributions to the concept of personalized learning, including Parkhurst, Washburne, Claparède, Bloom, Keller, Gardner, and Hoz.

**Personalized learning**

From Wikipedia, the free encyclopedia

**Personalized learning** is the tailoring of **pedagogy**, **curriculum** and learning environments by learners or for learners in order to meet their different learning needs and aspirations. Typically technology is used to facilitate personalized learning environments.

Contents [hide]
1 History
2 Definitions
2.1 List of differences
3 Debate
4 See also
5 References
6 External links

**History** [edit]

Personalized learning has been defined with different accents by different authors. They are here summarized in a chronological list.

**Parkhurst** and the **Dalton Plan** (19th century): According to the Dalton Plan each student can program his or her curriculum in order to meet his or her needs, interests and abilities; to promote both independence and dependability; to enhance the student's social skills and sense of responsibility toward others.

**Washburne**: Selfgovernment and the **Winnetka Plan** (first years of 900): The plan attempted to expand educational focus to creative activities and emotional and social development, using a program of a type that later became known as "programmed instruction".

**Claparède** in "L'École sur mesure" (1920) states that the schoolchild should have the opportunity to freely choose a series of activities, already predisposed by the teacher, to improve intellectual, social and moral growth and develop personality fully. (Claparède E., L'École sur mesure, Genève, Payot, 1920)

**Bloom** and the **Mastery learning** ('50s-'60s) is an instructional method that presumes all children can learn if they are provided with the appropriate learning conditions. Specifically, Mastery Learning is a method whereby students are not advanced to a subsequent learning objective until they demonstrate proficiency with the current one.

**Keller** within the **Personalized System of Instruction** ('60s) directs instruction on the base of the students' requirements allowing them to work on course modules independently. It is an individually paced mastery oriented teaching method. The Personalized System of instruction also fits slightly with social constructivism by requiring students to work in teams of peer support with a proctor answering questions on the studied contents.

**Gardner** **Howard Gardner's theory of multiple intelligences** states that not only do human beings have many different ways to learn and process information, but that these are independent of each other: leading to multiple "intelligences" as opposed to a general intelligence factor among correlated abilities.

**Hoz** The first one that coined the term "personalization" in the context of educational science is Victor García Hoz, in 1970. His most important work in this context is "Personalized Education" published in 1981.

**Kilpatrick** and the **Project Method** (early 21st Century) is child-centred, is problem solving oriented, and the teacher direction is minimized. The teacher acts more as a facilitator encouraging self decision and self-control of the learner, more than delivering knowledge and information.

## Student diversity

# Discussion 1: what are the issues?



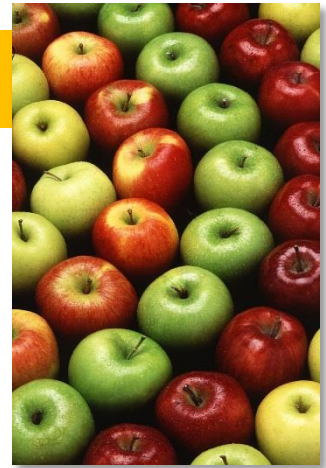
- for your students?
- for your teaching?
- for transition?

No need to  
discuss  
solutions yet!

## Student diversity

### Discussion 2: what are the solutions?

- 'Case Studies'
  - current
  - future



# Possible ideas for responding to academic diversity

13

- **Flexibility in teaching and assessment**

be ready to adjust delivery and assessment

- **Open-ended, problem-solving tasks**

- **Diagnostic testing**

to see where strengths and weaknesses are, and to respond at class/individual level

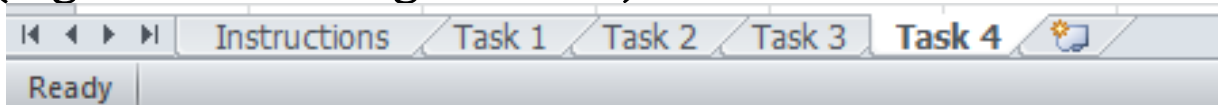
- **Peer-mentoring**

Pairing 'strong' and 'weak' students can be a win for both

- **Choice of assessment tasks**

- **Differentiated (and flagged) teaching material**

For example, students can progress through tasks of increasing difficulty (e.g. tabs left to right below)



- **Adaptive assessment (see next slide)**

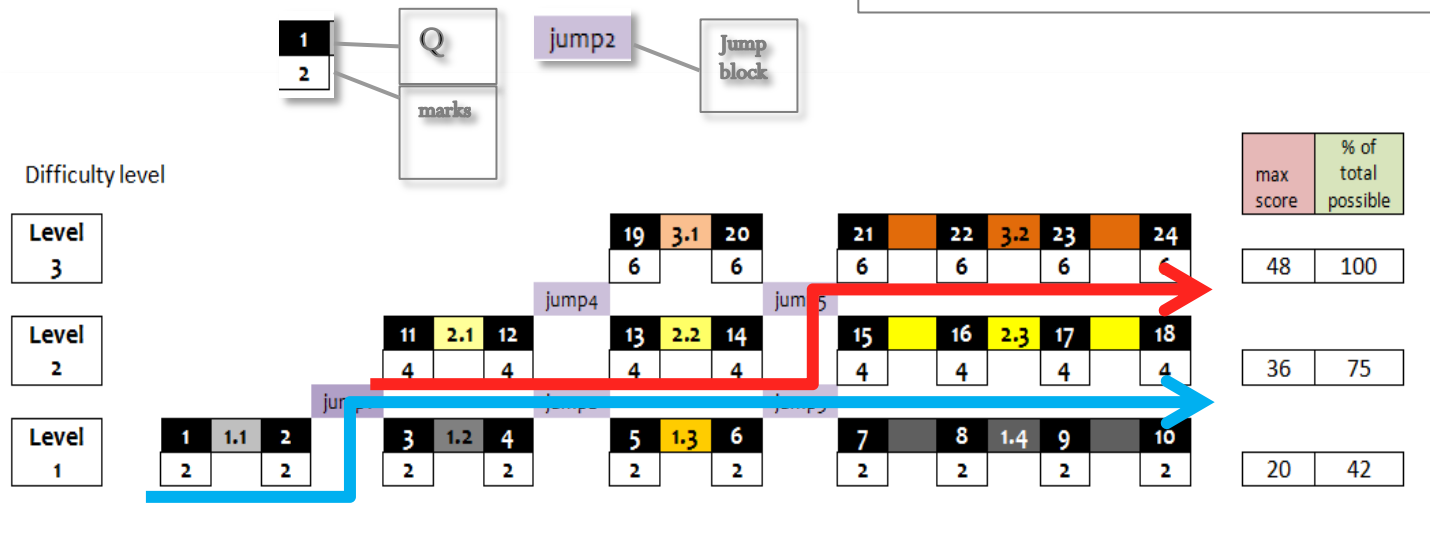
# Possible ideas for responding to academic diversity

## Adaptive assessment

Questionmark  
Perception

Adaptive  
testing

Difficulty level of questions  
depends on student  
performance



In trials, it has been shown that most students are shifted between questions of different difficult levels during the assessment

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