Interactive Learning Resource Project

EDCI 335

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EDCI 335 ASSIGNMENT 2:

Definition of Topic: Differentiated Instruction

Differentiated instruction is an educational approach that adapts teaching methods to meet diverse student needs, ensuring equitable access to learning. Tomlinson (2001) and Subban (2006) describe differentiation as modifying content, process, product, or learning environment based on students' readiness, interests, and learning profiles. This method fosters academic growth by offering multiple pathways for engagement and understanding (Santangelo & Tomlinson, 2012).

Learners:

This resource is designed for K–12 educators, particularly those teaching middle and high school, ranging from early-career teachers to experienced professionals (22-50 years of age). Many of these educators work full-time with limited professional development opportunities, making accessibility and flexibility essential. The resource will address strategies for supporting diverse student populations, including English language learners (ELLs), students with learning disabilities, and those from under-resourced schools. Additionally, it will consider different learning styles and accessibility needs, ensuring that all educators can effectively implement differentiated instruction regardless of their technological or physical limitations.

Learning Theory

Description	Rationale
Constructivism serves as the foundational learning theory for this resource, as it prioritizes student-centred learning, adaptability, and the active construction of knowledge through meaningful experiences.	This approach aligns with differentiated instruction by incorporating hands-on projects, and discussions, accommodating various learning styles such as visual, auditory, and kinesthetic (ELM Learning, 2024.). Unlike traditional lecture-based models, constructivism fosters experiential learning, allowing students to engage deeply with content through experimentation and real-world applications (ELM Learning, 2024.). By emphasizing self-directed learning, this approach empowers educators to create dynamic, inclusive classrooms that support diverse learning.

Rationale For Chosen Learning Design

	Specific Teaching Method	Why is this method appropriate and effective?	How will our method support diverse learners?
Prompt: Describe and Justify Your Learning Design Approach and include how it supports diverse learners	Experiential Learning	Experiential learning is an effective way of teaching where learners are engaged in active learning experiences that can help them learn more effectively. Through the application of knowledge in real-life situations, students are in a better position to think critically, solve problems, and even develop their self-reflection skills. This approach is in harmony with Kolb's Experiential Learning Theory (ELT) which involves 4 processes of learning, experience, reflection, conceptualization, and experimentation (Kolb, 2015.) This method is particularly effective for an inclusive learning environment where learners have diverse needs and preferences making it appropriate to apply in this context.	1. **Engagement**: Provide multiple ways to motivate students which include choice-based learning paths, collaborative activities, and self-assessment opportunities. 2. **Representation**: present content in various formats such as video, text, interactive simulations, etc, to ensure accessibility for all learners 3. **Action and expression**: allow students to demonstrate their understanding through writing, discussions, assignments, or hands-on activities by offering flexible assessment options (CAST, 2024.)

Overview of Assessment Plan		
Assessment Plan:	**Feedback:**	**How do we know outcomes are being met?**
Including formative and summative assessment activities	How you will provide feedback and how you will determine a learner's final standing in relation to the outcomes (e.g., a proficiency rating, complete/incomplete, a percentage, or a letter grade).	How confident can you be in your determination that the outcomes have been met?
1. **Case studies analysis & Discussion board** This type of assessment allows instructors to analyze and understand different situations of learning styles. This will help educators see the bigger picture and apply different techniques for their own students' needs. Additionally, discussion boards are an asset as their colleagues can both provide reflections, personal teaching experiences, and constructive feedback to refine their teaching style and come to a deeper understanding of differentiated instruction.	1. **Instructor & peer feedback** Instructor and peer feedback reviews offer a diverse perspective which instructors can grow through. Peer feedback reviews motivate instructors to critically analyze different scenarios with the guidance of their peers. Additionally, this guidance can be an asset as it can be seen as a learning opportunity compared to receiving a letter grade.	1. **Practical solutions proposed & engagement level** Educators must be able to connect and facilitate a short role-play scenario to teach the class about the different topics they learned. This would stimulate their brain and be a fun way to get creative and learn from each other. Each educator has to give a critical analysis and feedback for each group's role-play scenario within the classroom where they can suggest improvements and help refine the teaching style.
2. **Reflective essay, class scenario analysis** Instructors will complete a reflective essay, and a class scenario analysis in terms of differentiation in a classroom in order to meet the diverse learning styles of each student and student engagement. This will tailor instructors to reflect on the contents of the lesson, how it will be taught, and how the students will show their knowledge. For class scenario analysis, instructors could come up with hypothetical scenarios and review it's learning outcomes to ensure it meets their classroom's needs.	2. **Instructor comments, peer feedback** Instructor comments and peer feedback to grade reflective essays and class scenario analysis can be a contributor to improving educators' teaching style. This would also enhance engagement as it encourages collaboration from other educators' opinions allowing them to learn from each other's personal experiences of teaching. With a collaborative environment, educators are motivated to deepen their understanding of differentiated	2. **Depth of reflection & applied understanding** By focusing on depth reflection and applying instructors' understanding to real-world classroom scenarios, activates their critical thinking skills about differentiation techniques. It ensures instructors' engagement with the content given, which can lead to a straightforward solution for creating lessons for their classrooms. Additionally, as I have mentioned, it can refine their current technique and have a pivotal space to adjust based on their classroom's current situation and learning capabilities.

3. Lesson analysis, peer-reviewed lesson plan, group activity Instructors will create and analyze different strategies to enhance student engagement, accommodate learning needs and enhance accessibility for all students. Additionally, for peer-reviewed lessons, instructors will create different learning plans, which will involve their strategies and techniques for differentiation and submit the plan for peer review. Lastly, for group activities, each group of instructors should share personal experiences from teaching a class, and share different strategies about meeting diverse classroom needs.	techniques to develop a teaching style suitable for the classroom. **3. Instructor feedback, peer assessment** For each lesson analysis and peer-reviewed lesson, instructors and peer feedback would be based on a rubric scoring, from excellent, proficient, developing, and needs of development. It would contain each criterion of how effective their differentiation strategies are, creativity, engagement, how well structured the plan is, and how aligned the lesson is with the student's needs.	**3. Application of differentiation strategies in lesson planning** These multiple assessment methods ensure that instructors apply differentiation strategies in different scenarios. Feedback from peers will bring different perspectives that can be touched on and identify gaps that had been skipped by an instructor. Rubric-based grading will create measurable criteria for instructors to use.
Final Assessment: Final Portfolio Throughout the entirety of this "differentiated instructional class," instructors are asked to create a final portfolio summary where they demonstrate their understanding of the content. This portfolio will include all of their reflection, case analysis, and a refined lesson plan they will implement within their classroom. Additionally, they would have to present it in front of their peers, gather different perspectives and have it peer-reviewed to ensure that the lesson plan is well-structured.	**Final Grading: Instructor feedback, peer assessment** To ensure a fair grade scale, instructor feedback and peer feedback shall be implemented. The instructor's feedback should only be about strengths and weaknesses in terms of understanding the entire concept. Peer feedback, as mentioned, should provide areas of improvement to strengthen the lesson plan created by the specific instructor to keep the entirety of the class engaged and the instructor being assessed motivated to refine the lesson plan they have created for their classroom.	**Final Self-Reflection** The instructor presenting their portfolio should be able to clearly explain the reasoning behind the lesson plan created by referring to the different assessments they have received throughout the class and show that they have understood the differentiation of their teaching style. Additionally, instructors should be able to compare and write down their growth and improvements from day 1, until the final assessment to ensure a deep understanding of differentiated instruction.

Precise Assessment Plan:

Each assessment promotes differentiated instruction and individualized learning for educators to utilize within their classrooms. Formative and summative assessments can shape educator's teaching strategies, adjust

learning materials, and create personalized learning experiences. Additionally, this assessment contributes to the educator's approach to designing, implementing, and evaluating differentiated instructional practices to ensure the student's learning success (Nurlankyzy & Egemberdiyevna, 2023).

Learning Objectives	By the end of this lesson, educators will: 1. Define differentiated instruction and its significance in diverse classrooms. 2. Identify and implement key strategies for differentiation in content, process, and product. 3. Explore the role of assessment in supporting individualized learning and differentiated instruction. 4. Design lesson plans incorporating differentiation strategies for diverse student populations. 5. Evaluate the effectiveness of formative and summative assessments in differentiated instruction. 6. Introduction to Differentiated Instruction ● **Activity:** Group discussion of teaching issues within their classroom. ● **Presentation:** Definition of differentiated instruction and its core components: content, process, product, and learning environment. ● **Discussion:** How constructivist learning theory supports differentiated instruction.
Formative Assessment Activities	**Case Studies Analysis & Discussion Boards** The assessment strategy for this learning resource is designed to support educators in developing their understanding and practical application of differentiated instruction. **It includes two main components:** 1. Case study analysis with discussion board participation. 2. A reflective essay accompanied by a classroom scenario analysis. These assessments emphasize collaboration, reflection, and real-world application over traditional testing methods. In the first component, educators will read a series of case studies that highlight diverse learning needs, such as varying cognitive abilities, cultural backgrounds, and learning styles.

- They will then participate in online discussion boards where they analyze each case, propose appropriate differentiation strategies, and engage with their peers' insights.

The purpose of this activity is to deepen understanding through peer-to-peer dialogue and the exchange of practical teaching strategies.

- Feedback will be provided informally, both by the instructor and peers, focusing on the relevance, insight, and collaborative value of each contribution.
- Participation will be evaluated based on consistency, thoughtfulness, and engagement, rather than on correctness or completion.

The second component consists of a reflective essay and a classroom scenario analysis.

- Educators will write a personal reflection on the role of differentiated instruction within their own teaching practice.
- This will help with exploring what strategies they find effective and why.

Alongside this, they will be presented with a classroom scenario that includes a variety of students' needs and will be asked to describe how they would adapt instruction to support all learners.

- This task is designed to bridge theory and practice, encouraging educators to apply their learning in realistic classroom contexts.
- Feedback will include instructor comments on clarity, depth, and the feasibility of proposed strategies, as well as optional peer feedback to furthermore broaden perspectives.
- Evaluation will be based on a proficiency scale: excellent, proficient, developing, needs improvement. It will also assess clarity, depth of reflection, practicality of application, and effective use of differentiation techniques.

Together, these assessments aim to create a supportive, reflective, and practice-oriented learning environment where educators can grow in their ability to meet the diverse needs of their students.

Lesson Analysis, Peer-Reviewed Lesson Plan, & Group Activity

This assessment strategy is an opportunity for educators to use differentiated instruction strategies to help create and refine current or new lesson plans with the peer's help and contribution.

It includes two main components:
1. Peer review/support and non-judgemental feedback

	2. Personal experiences discussion and lesson plan creation with peer support. These assessments encourage educators to think critically, build confidence to create or refine current teaching techniques, experience collaborative learning to improve their teaching style and build a better mindset as a teacher without having to fear any criticism.

Summative Assessment Activities	**Role Play Scenario and Final Portfolio/ Self-Reflection**
	
	This assessment strategy will evaluate educators' ability to apply differentiated learning and receive feedback, as well as measure their overall achievement into their learning through evaluations.
	
	It includes two main components:
	1. Role Play Scenarios
	2. Final Portfolio/Self-Reflection
	
	These assessments will enhance and grow learning through collaboration and support from a team of educators.
	
	   1. Role Play Scenario:
	
	   ● Objective: For the first component, educators will participate in a role-play scenario where they will reenact techniques and ways of what they learned throughout the course to apply differentiated learning in a simulation. The purpose is to provide them with hands-on experience to practice real-life scenarios and gain feedback from peers during a simulation.
	   ● Activity: In this activity, one educator plays a teacher, and one would play a student. The "teacher" in the role play would then demonstrate how they would modify a lesson, highlighting key strategies with different learning styles.
	   ● Feedback: This will be provided, with honesty, by different educators evaluating or by peers to ensure that their methods demonstrated are effective.
	   ● Evaluation: They will be evaluated through a rubric based on their performance through a proficiency scale. This is a structured-based approach method to assess effectiveness, organization and adaptability.
	
	   2. Final Portfolio/Self-Reflection:
	
	   ● **Objective**: The second component is a self-reflection to gain a deeper understanding and showcase their growth. With a portfolio consisting of their

	lesson plans, case analysis, role-play reflection, and improvements. The purpose of this assessment is to demonstrate and display their ability and understanding of how to apply differentiated learning. ● **Activity**: Educators will write a self-reflection essay, comparing their initial perspectives versus their current and evolved understandings of differentiated learning. They will also create a portfolio with their role-play self-reflection detailed lesson plans for the future, and improvement strategies to illustrate where they can modify some methods. Additionally, they will present their portfolio to their peers. ● **Feedback**: Educators and peers will be giving them constructive feedback on their final portfolio/self-reflections, depth of understanding, effectiveness of strategies, and authenticity. ● **Evaluation**: They will be evaluated through a rubric based on their portfolio and self-reflection through a proficiency scale that assesses depth, effectiveness, organization and authenticity. Overall, these summative assessments are placed to provide educators with a hands-on approach through role-play simulation and encourage deeper understandings through the implementation of final portfolios and self-reflection for educators to integrate differentiated learning in classrooms.
The Outcome	Assessments such as peer, instructor, and self-assessments establish a foundation of understanding of the concept and ensure a comprehensive evaluation of learning. Additionally, these assessments contribute to the educator's ability to adapt, reconstruct, and refine current and new teaching styles, which improve their teaching confidence, and enhance their ability to implement differentiated instruction.

Rationale for Technology Choices		
What are our technology choices?		**Why are our technology choices rational?**
Mandatory Technology	To fully engage with this course, educators will require access to a laptop or computer. This	Our technology choices are rational because laptops and computers provide accessibility, functionality, and

	ensures they can effectively navigate course materials, participate in interactive activities, and complete assignments. Digital resources such as lecture slides, instructional videos, and case studies will be accessed online, making a reliable device essential for a seamless learning experience. Additionally, certain tasks, such as designing differentiated lesson plans or analyzing student learning profiles, may require the use of educational software or online collaboration tools. Ensuring that each participant has the necessary technology will support a more interactive and efficient learning environment.	efficiency in achieving learning objectives. Unlike in-person lessons, which require educators to be physically present at a set time and place, laptops offer the flexibility to learn at one's own pace. This allows educators to review materials, complete assignments, and engage with interactive content on their own schedule, making learning more adaptable to individual needs. Additionally, in today's digital age, most people have access to a laptop or computer, making this approach widely accessible.
Coarse Navigation Technology	For course navigation, we will use brightspace powered by D2L. Brightspace, powered by D2L, will serve as the primary platform for course navigation, providing educators with a centralized and user-friendly interface for accessing course materials, submitting assignments, and engaging in discussions.	Brightspace-D2L offers a structured learning environment where participants can easily track their progress, receive feedback, and interact with instructors and peers. With its intuitive design and accessibility across multiple devices, it ensures that educators can engage with the course anytime, anywhere. Additionally, Brightspace supports a variety of multimedia resources, including videos, readings, and interactive activities, enhancing the overall learning experience. This platform's reliability and versatility make it an ideal choice for delivering a seamless and efficient online learning experience.
Technology for Learning Resource Access	A variety of resources will be integrated into our Brightspace page, ensuring that educators have seamless access to course materials, videos, readings, and interactive activities. However, if certain learning resources cannot be directly uploaded to Brightspace alternative access methods will be provided. This may include external links to reputable educational websites, a download link for a laptop or computer, or third-party learning platforms. Clear instructions and direct links will be provided within Brightspace to ensure easy navigation, and to maintain a smooth and organized learning experience.	Brightspace provides a centralized platform where all essential course materials can be easily organized and accessed, reducing confusion and streamlining the learning experience. Since most educators are already familiar with online learning management systems, Brightspace offers an intuitive interface that minimizes technical barriers. Additionally, integrating external resources through links to cloud storage or third-party platforms ensures that all necessary materials remain accessible, even if some content cannot be directly uploaded. This approach maximizes resource availability while maintaining ease of navigation. By using a combination of Brightspace and external tools, educators can access materials anytime, from anywhere, at their own pace, making the learning process more adaptable and efficient.
Examination Technology	Our examination technology includes tools like Kahoot for interactive formative assessments, providing immediate feedback and engagement. PowerPoint presentations, YouTube tutorials, and concept mind mapping support visual learners, while peer-to-peer discussions and podcast creation cater to auditory learners. For hands-on learners, role-play scenarios are integrated. Additionally, instructors will use	This choice is rational because it aligns with our goal of accommodating diverse learning styles and promotes engagement. These technologies are accessible, adaptable, and commonly used in educational settings, making them effective for inclusivity and providing personalized learning experiences that are both engaging and understandable.

	Google Docs or journaling platforms for reflective writing, and Canva or PowerPoint presentations for summative assessments, allowing students to choose formats that align with their learning style.	
Post Technology	For optional post resources, we will use the website/technology H5P. H5P is an open-source tool for creating interactive HTML5 content. It enables educators to develop various interactive elements, including games, which can be embedded into web pages (Fischer et al., 2021). As a post resource, we could put together resources for further learning. Examples could be creating a word search using terms related to differentiated instruction (e.g., "scaffolding," "learning profiles," "multiple intelligences"). We could integrate a personality quiz that assesses which differentiated instruction approach (e.g., flexible grouping, project-based learning, individualized pacing) best suits the educator's teaching style. This would allow for a fun-hearted way for educators to expand their learning in their free time after the lesson	This technology choice is rational because students generally report positive experiences with H5P content and express interest in more interactive elements in their courses (Jacob & Centofanti, 2023). The online games are easy to access but it is not mandatory for those who have technical difficulties.

Learning Objectives		
	Learning Objective:	**Resources and content:**
Objective 1: Understanding Differentiation	Objective 1 works on understanding the definition of differentiated learning and why it is beneficial for diverse classrooms. This objective focuses on understanding the core definition of differentiation and the importance of adapting teaching to meet the diverse needs of students in the classroom. Educators will explore the principles of differentiation, such as varying the content, process, and product based on student needs, interests, and learning profiles. They will also learn how differentiated learning can help students feel included and engaged, and how it promotes equitable learning opportunities for all students. Case studies would be presented where teachers need to identify differentiation strategies for different student profiles. Educators would also be asked to provide examples of how they would differentiate content, process, or product for specific learners (e.g., visual learners, students with learning disabilities). This ensures that educators understand the fundamental	Learning resources: ● *The Importance of Differentiation in Supporting Diverse Learners* (Scholarly article) ● *Differentiated Instruction: Making Informed Teacher Decisions* (Scholarly article) ● Additional Readings: *How to Differentiate Instruction in Mixed-Ability Classrooms* (Tomlinson, 2001) and *20 Differentiated Instruction Strategies and Examples* provide foundational knowledge on differentiation. ● Video: Ted Talk on Effective Differentiation Assessment resources: ● Case studies where educators identify differentiation strategies for different student

	concept of differentiation and its practical application.	• profiles • Educators provide examples of differentiating content, process, or product for specific learners
Objective 2: Challenges and Solutions in Differentiation	This objective examines the common obstacles teachers face when implementing differentiation, such as limited resources, lack of time, or resistance to change. Educators will also learn strategies for overcoming these challenges, such as using flexible grouping, differentiating based on students' readiness levels, and creating a supportive classroom environment. The goal is to equip educators with practical tools to navigate the challenges of differentiation and ensure it is implemented effectively. Educators would be tasked with analyzing case studies or hypothetical scenarios that highlight common challenges in differentiation. They would then need to propose solutions based on strategies learned in the course. This could be assessed through written responses or a group discussion where educators collaboratively brainstorm solutions to specific challenges, demonstrating their ability to apply theoretical knowledge to real-world teaching situations. Additionally, teachers could be asked to identify potential barriers to differentiation in their own classrooms and create a plan to address these challenges.	Learning resources: • _Flexible Grouping and Student Learning in a High-Needs School_ (Scholarly article) • Video: _Differentiating Instruction: It's Not as Hard as You Think_ Assessment resources: • Case study analysis to identify differentiation challenges and propose solutions • Group discussions on overcoming common barriers • Educators create a plan to address differentiation challenges in their own classrooms
Objective 3: Benefits of Differentiation	This objective focuses on the positive impact that differentiated instruction can have on student learning, motivation, and engagement. Educators will examine how differentiating instruction can cater to the varied learning styles and needs of students, resulting in more effective and personalized learning experiences. Additionally, the course will explore how differentiation can lead to improved academic outcomes and greater student satisfaction. To assess this objective, the examination would involve reflective essays or short-answer questions, whatever the educator chooses, that ask educators to explain how differentiation benefits both students and teachers. It will be assessed as a completion mark rather than regorise marking. Additionally, educators might be asked to discuss specific examples from their own teaching or provide evidence-based arguments supporting the effectiveness of differentiated instruction. Another approach could involve analyzing a class scenario and identifying how differentiation	Learning Resources: • Article on differentiated instruction in English as a Foreign Language (EFL) classes • Video: Station Rotation: Differentiating Instruction to Reach All Students Assessment resources: • reflective essays or short-answer questions on how differentiation benefits students and teachers • Class scenario analysis where educators identify differentiation strategies to enhance student engagement and learning outcomes

	could improve student engagement and learning outcomes. This would allow instructors to evaluate how well educators understand the benefits of differentiation in practice.	
Objective 4: Strategies for differentiation: Content, process, and product	This objective teaches educators various strategies for differentiating content, process, and product to address the unique needs of students. Educators will learn how to adapt lessons, assignments, and assessments to accommodate different learning styles, readiness levels, and interests. By the end of this objective, educators should be able to plan and implement differentiated instruction that maximizes each student's potential. An analysis of a given lesson would be included, where educators must identify possible differentiation strategies that could be applied to improve the lesson's effectiveness for all learners. This would be peer-reviewed or group activity could also be used to assess the educator's ability to apply these strategies in collaborative settings.	Learning Resources: ● *Differentiated Instruction: Making Informed Teacher Decisions* (Scholarly article) ● Lesson Planning Resource: *Improved Lesson Planning with Universal Design for Learning*. ● Additional videos showcasing differentiation strategies in action Assessment Resources: ● Lesson analysis where educators identify and apply differentiation strategies ● Peer-reviewed or group activities evaluating differentiation methods in teaching

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