



Leveraging Technology-Rich Instruction to Support Differentiation




Session 4

Summer 2022 OSSE Adult and Family Education &
University of the District of Columbia
Mini-Professional Development Institute

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Welcome!
Please type
your name
and program
in the chat!



Welcome!

Today's Facilitators Are...



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Minneapolis Public Schools Adult
Education

- Distance Learning Coordinator
- Adult Education Instructor



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Minneapolis Public Schools Adult
Education

- Adult Diploma Coordinator
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Director of Digital Learning and
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Objectives for today's webinar

- ❖ Explain station-rotation blended learning;
- ❖ Identify three technologies that can be used to support differentiation; and
- ❖ Plan differentiated activities for station-rotation.



Part 1 - Review of Differentiation and UDL

Universal Design for Learning (UDL) is Differentiation

What is one thing you know about UDL or a key takeaway from the earlier session on differentiation?

Share your answers in the chat.

Differentiation

“Differentiation refers to “learning experiences in which the approach or method of learning is adjusted to meet the needs of individual students, focusing on the ‘how’ of personalized learning.”

(Culatta, R. 2016)



Components of Differentiation

1. **Assessment**—Pre-assessments, ongoing formative assessment, and summative assessments used to help both teachers and students understand learning needs
2. **Content**—Provide options for learning content to meet the needs of all students.
3. **Process**—Use instructional and language supports, flexibly arranged student groups, and variety of activities drawing on different modalities
4. **Product**—Provide flexibility in the way that students to demonstrate learning.
5. **Environment**—Optimize your classroom to support independent, small group, and whole group instruction

- [Tomlinson, 2017](#)

Key takeaway on UDL

Choice



flexibility

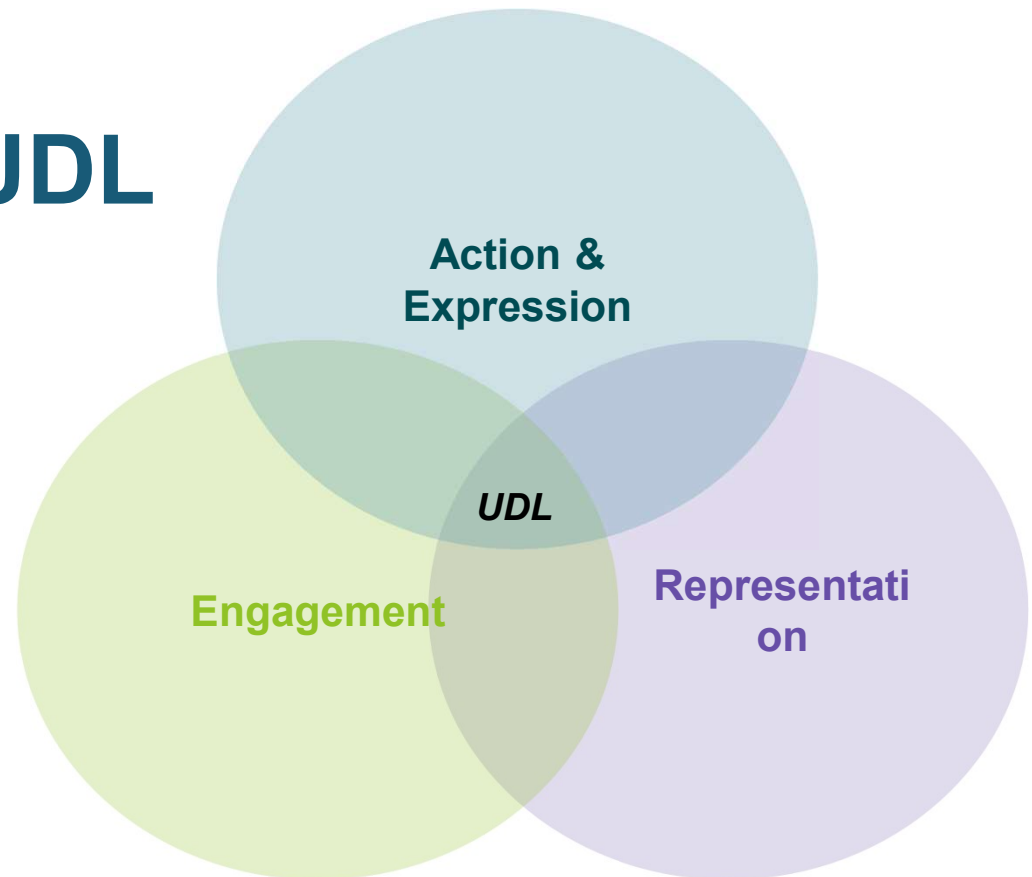
equity

accessibility

3 Guidelines of UDL

- Multiple means of representation
- Multiple means of expression
- Multiple means of engagement

<https://udlguidelines.cast.org>



Get students engaged with content

Provide multiple means of
Engagement →

Affective Networks
The "WHY" of learning



Keep students engaged by varying the methods to display information

Provide multiple means of
Representation →

Recognition Networks
The "WHAT" of learning



Allow students to stay engaged by varying the methods to respond

Provide multiple means of
Action & Expression →

Strategic Networks
The "HOW" of learning



Part 2 - Station Rotation & Blended Learning for Differentiation

Differentiation in Station Rotation Blended Learning

Differentiation

Creating opportunities for different learners to learn different things - according to their needs

Learning Stations

Different areas of a classroom, where students each work on different activities. Students cycle through each one, as relevant.

Differentiate in stations through...

Content
The information & ideas students grapple with to reach the learning goals

Process
How students take in and make sense of the content

Product
How students show that they know, understand and can do

Affect/Environment
The climate or tone of the classroom

Assign students according to...

Readiness
A student's proximity to specified learning goals

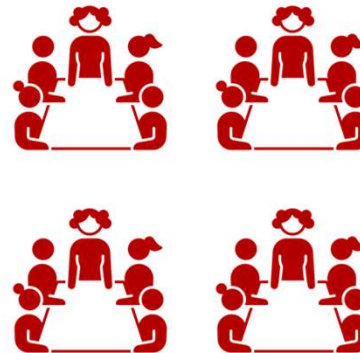
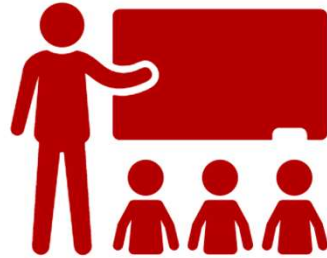
Interests
Passions, affinities, kinships that motivate learning

Learning Profile
Preferred approaches to learning

Personal Profile
Cultural, racial and linguistic background

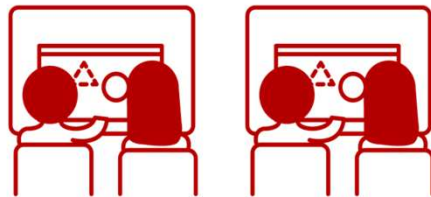
Learning Stations

Station 1.
Direct instruction



Station 2.
Group work/learning

Station 3.
Peer collaboration on
a technology-rich
project.



Station 4.
Self-directed
independent learning

Part 3 - Examples of Station Rotation for Your Participation

Directions for Part 3

You are going to have the opportunity to experience how the station rotation approach can enhance differentiation.

There are 3 activities that you can choose from:

- 1) To learn more about providing **multiple means of engagement**, you can choose to complete a short **EdPuzzle** lesson.
- 1) To learn more about providing **multiple means of representation**, you can choose to complete a short activity using **Padlet**.
- 1) To learn more about providing **multiple means of expression**, you can choose to complete a short reflection activity using **Google Docs**.

Multiple Means of Engagement (EdPuzzle)

EdPuzzle allows you to create interactive video lessons - adding notes & questions to videos.

Many students are visual learners, and videos are a great way to engage with them. EdPuzzle adds a layer of accountability that doesn't exist with just YouTube.

Upload a video from a website, such as YouTube, or use a video you recorded.



<https://bit.ly/edpuzzle-mme>



Multiple Means of Engagement (EdPuzzle)

In this video lesson, you will hear Larry Ferlazzo talk about differentiating instruction. You will also see some examples of the types of questions that a teacher can add to make a video more engaging for students.

Notes, short answer and multiple choice questions have been added to the video. When you encounter one of these, the video will pause. You will need to answer any questions and then click on Continue to resume the video.



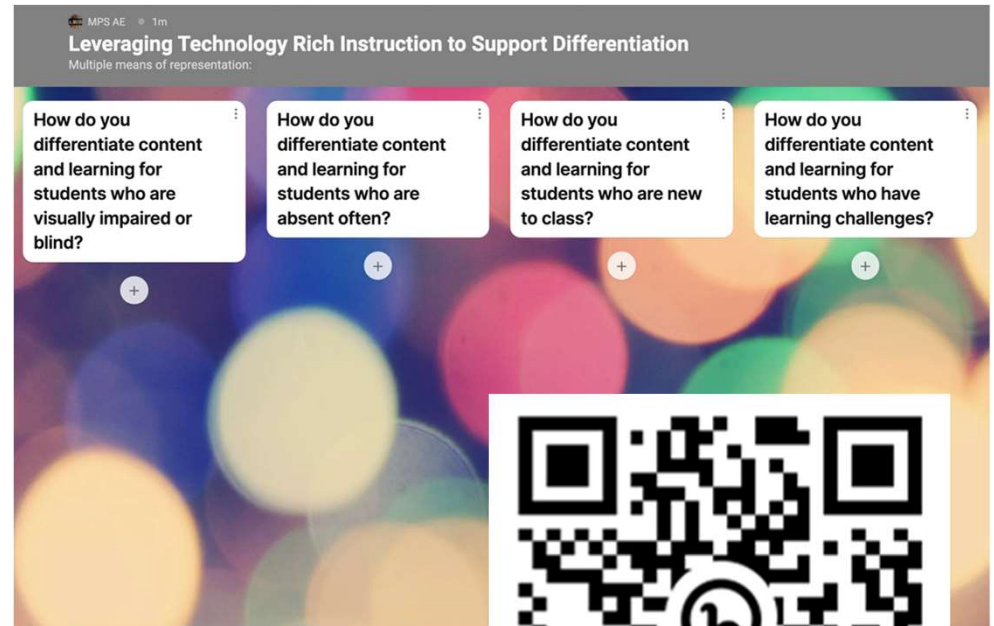
<https://bit.ly/edpuzzle-mme>



Multiple Means of Representation (Padlet)

Padlet is an online tool that acts as a digital bulletin board. It can be used as a collaborative tool for students to post online anonymously.

1. Click on the link in the chat to access a shared Padlet with prompts for you to reflect upon and respond to
2. Add your reflections in the space provided by clicking on the “+”
3. The Padlet will be shared with all participants.



<https://bit.ly/padlet-mmr>



Multiple Means of Expression (Google Doc)

1. Click on the link in the chat to access a shared google document
2. The document will allow you to read an article from the University of Virginia with Carol Ann Tomlinson and her take on what makes differentiation so important for students.
3. Add your reflections from the article in the space provided.
4. The google doc will be shared with all participants.

What is the essence of differentiation?	Your Reflections
<i>"Differentiation really means trying to make sure that teaching and learning work for the full range of students, which really should be our goal as teachers."</i>	
What are some of the misconceptions educators hold about differentiation?	

<https://bit.ly/docs-mmex>



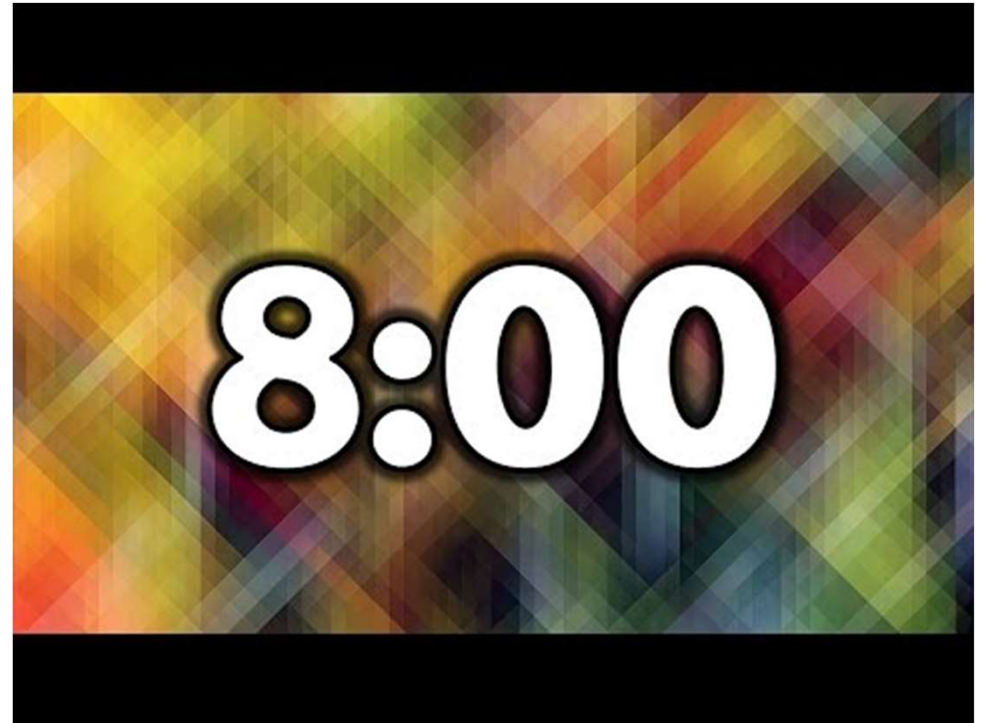
Directions for Part 3

You are going to have the opportunity to experience what the station rotation approach is like for a participant.

A key element of this station rotation approach is participant choice.

You will choose 2 of the 3 activities to try out.

You will have approximately 8 minutes to try each activity. The timer will help you to keep track of your time. After round 1, return to Teams to get a link to the next activity.



When the time is up, we will come back together as a large group to debrief and reflect on how this approach could be used in your classroom or with your learners.

Let's Debrief - Please choose one of these questions and respond. You can respond in the chat or by raising your hand to speak.

- 1) What are your reactions to this learning experience?
- 1) Do you think you could use either this approach (station rotation) or any of the 3 activities (EdPuzzle, Padlet or Google Docs) with your students?
- 1) How did this session work for you as a learner? What aligned well with your specific learning needs? What could have been different?

Are you feeling ready to use technology to support differentiation strategies in your classroom?

Type # in chat that represents YOU!

1. Yes, I can do this!

2. I'm almost ready to give it a try!



Image source: <https://unsplash.com/photos/yO12O8j3JK0>

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