

## **Differentiated instruction: Support and resource planning for inclusion**

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### **Course Introduction**

Inclusive education and modern pedagogies presuppose teachers' capacity to adapt their teaching to the **individual needs of each student**. Yet this can be written easily on paper, but hard – if not impossible – to realize in practice. Significantly, when teaching is planned with differentiated learning, students exert a positive influence on each other and take advantage of each individual's **strengths and interests to improve their learning**.

How to solve the puzzle of differentiated instruction? How to teach one subject effectively while taking into consideration the manifold needs of all learners?

The course will make participants discover how to differentiate their teaching to take into consideration the individual needs and inclinations of every student.

Differentiated learning (or instruction) is specifically based on understanding and promoting five main areas:

- Understanding students' interests and inclinations
- Using differentiated content
- Understanding individual learning processes
- Activities to promote collaboration in the classroom
- Differentiated assessment strategies.

Participants will explore one of these areas every day of the course. Thus, they will learn to create a **positive learning environment**, provide students with differentiated content, to design lesson plans that take into account all aspects essential to the development of individual students and respect individual specificities and generate assessment procedures that consider the differential learning of the student.

By the end of the course, participants will know how to make their teaching more differentiated, and how to involve actively students in collective learning.

### **Learning objectives:**

The course will help the participants to:

1. Understand differentiated learning methods;
2. Connect the interest of students with different school subjects;
3. Design differentiated lesson plans;
4. Develop innovative assessment strategies;
5. Design an inclusive classroom;
6. Reflect on core competencies for continuing education;
7. Foster inclusive behaviors at school.

### **Course Schedule**

<b>Date of commencement</b>	<b>Duration of course</b>
August 8 <sup>nd</sup> 2023	6 Weeks (2 days per week)

**Class Schedule:** The classes will schedule for 2 days a week from 11:00noon to 2:00pm for the above mentioned duration (6weeks duration).

**Venue:** Class room

### **Registration Criteria**

- Faculty
- School teachers - graduates and above
- BS, MPhil & PhD participants (Prospect teachers & professionals enrolled in different teacher education degree programs)

### **Tentative schedule**

#### **Course Outline:**

#### **Unit 1- Differentiated instruction: Overview**

- Introduction to the course
- Icebreaker activities
- Differentiated Instruction: one definition and many applications
- Differentiated instruction and the 21<sup>st</sup> Century Skills.

#### **Unit 2- Differentiated instruction: interests and inclinations**

- Know your students' interests and learning profile
- How to develop differentiated learning materials: an introduction
- Types of different differentiated strategies

#### **Unit 3- Creating supportive classrooms**

- Qualities of a supportive classroom environment for differentiation
- The teacher as a facilitator and collaborator
- Lesson plan: including differentiated materials and activities in the same lesson.

#### **Unit 4- The Challenge and Variety of Differentiated Instruction**

- Understanding Bloom's Taxonomy
- Using Bloom's Taxonomy to differentiate instruction
- Universal Design of Learning (UDL)

#### **Unit 5- Differentiated assessment and evaluation**

- How to develop meaningful and successful differentiated evaluation strategies;
- Include different assessment strategies in your lesson plan;
- Creation and presentation of the participants' lesson plans.

### **Unit 6- Course closure and hands on activities**

- Course evaluation: round-up of acquired competencies, feedback, and discussion
- Hands on activity on planning and execution of differentiated lesson plans
- Awarding of the course Certificate of Attendance;

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#### **Evaluation**

Attendance	5%
Class Participation	10%
Activities	25%
Dialogues	20%
Planning and execution of differentiated lesson	40%

Participants who attend at least 80% of the course will receive a Certificate of Attendance

**Equipment:** Depending on the course, you may be required to bring your own laptop.

#### **Readings**

1. Differentiating Instructions:It's Not as Hard as you think!

<https://www.youtube.com/watch?v=h7-D3gi2IL8>

2. Teachers' Guide to Differentiate Instructions
3. Exploring the interrelationship between Universal Design for Learning (UDL) and differentiated instruction (DI): A Systematic Review
4. 25 Quick Formative Assessments for a Differentiated Classroom

#### **Fee structure**

<b>UMT participants</b>	5000
<b>professionals</b>	8000
<b>Other universities students</b>	<b>8000</b>
<b>UMT faculty</b>	5000