**Course Outline: Managing Individual Differences**

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| Course Code | **ED 315** |
| Course Title | **Managing Individual Differences** |
| Resource Person(s) | Dr Yasira Waqar, Associate Professor |
| Semester | S 2024 |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 15 weeks |
| Prerequisites | Nil |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

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| --- | --- | --- |
| PLO # | PLO Title | Description |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’. |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards. |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

The Managing Individual Differences course, rooted in the principles of Differentiated Instruction (DI) and Universal Design for Learning (UDL), provides educators with a comprehensive understanding and practical tools to address the diverse needs of learners in educational settings.

Participants will explore the theoretical foundations of DI and UDL, gaining insights into adapting content, processes, and assessments to accommodate varying student profiles. Emphasis will be placed on fostering inclusive classroom communities, leveraging technology for accessibility, and developing effective communication strategies.

By working on practical applications, prospective educators will develop the skills needed to overcome challenges in implementing DI and UDL, ensuring a personalized and equitable learning experience for all students. This course aims to empower students with the knowledge and tools necessary to create dynamic and inclusive learning environments that cater to the unique strengths and needs of each learner.

**Course Learning Outcomes:**

At the end of this course, students will be able to:

**CLO 1.** Explore Bloom's Taxonomy Levels: Identify the distinctive features of various levels within Bloom's Taxonomy. C2

**CLO 2**. Apply Differentiated Instruction (DI) Principles: Implement varied content, process, and product differentiation strategies to cater to individual differences of learners. C3

**CLO 3**. Implement Universal Design for Learning (UDL) Framework: Integrate the principles of UDL to create accessible and inclusive learning environments. C6

**CLO 4.** Create and Adapt Inclusive Learning Materials: Develop content and materials that cater to a range of learning preferences and abilities, adapt existing resources to meet the needs of diverse learners using DI and UDL principles. C5

**CLO 5**. Foster Inclusive Classroom Communities: Build a positive and supportive learning environment that values diversity. Promote collaboration and peer interaction among students with varying abilities. C5

**CLO 6.** Apply Knowledge in Real-World Scenarios: Analyze case studies to apply DI and UDL principles in various educational contexts. C3

**CLO 7.** Create a Differentiated and UDL-Informed Lesson Plan: Design a comprehensive lesson plan that integrates DI and UDL principles. C6

**CLO 8.** Appreciate for Diversity: Participants will demonstrate a deeper understanding and appreciation for diversity in education, evidenced by their ability to analyze the impact of individual differences on the learning process.A2

**Teaching Methodology:**

The course will be taught using various techniques and modes including lectures, discussions, reading and writing assignments, presentations, group work, and project.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester.

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| **Components** | **Marks in Percentage** |
| Assignments | 10% |
| Quizzes | 20% |
| Mid Term Exam | 25% |
| Attendance | 5% |
| Presentations | 10% |
| Final Exam | 30% |
| Total | 100% |

**Course Calendar**

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| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Reference/ Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | **Introduction:**  Introduction of the course, its importance, and expectations.  A discussion on different aspects of curriculum and assessment to gauge the current knowledge and skills of students. | Outline | Activity  &  Discussion |  |
| 2. | * Blooms Taxonomy | Ch.1 | Assignment | 1 |
| 3. | * Blooms Taxonomy | Ch.1 | Discussion | 1, 2 |
| 4. | Quiz 1 |  |  | 1, 2 |
| 5. | * Blooms Taxonomy | Ch. 2 | Discussion & Group work | 1, 2 |
| 6. | * Blooms Taxonomy | Ch. 2 | Discussion & Group work | 3, 4 |
| 7. | * Blooms Taxonomy | Ch. 3 | Discussion & Group work | 3, 4 |
| 8. | * Blooms Taxonomy | Ch. 4 | Discussion & Group work | 3,4,5 |
| 9. | **Midterm** | | | |
| 10. | * UbD and DI: An Essential Partnership | Ch.2 | Assignment | 4, 5 |
| 11. | * What Really Matters in Teaching? (The Students) | Ch. 3 | Class activity | 6, 7 |
| 12. | * What Really Matters in Learning? (Content) | Ch. 4 | Discussion & Group work | 6, 7 |
| 13. | * What Really Matters in Planning for Student Success? | Ch. 4 | Presentation | 6, 7, 8 |
| 14. | * Lesson Plan Presentation | UbD and DI | Presentation | 6, 7, 8 |
| 15. | * Responsive Teaching with UbD in Academically Diverse Classrooms | Ch.5 | Presentation | 6, 7, 8 |
| 16. | **Final Exams** | **Topics covered post midterm** | | |

**Mapping of CLOs to Direct Assessments**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | **Quiz 1** | **Quiz 2** | **Assignment** | **Presentation** | **Class Activity** | **Mid Exam** | **Final Exam** |
| **1** | ✔ |  |  |  |  |  |  |
| **2** |  |  | ✔ | ✔ |  |  |  |
| **3** |  |  |  |  | ✔ |  |  |
| **4** |  |  |  | ✔ | ✔ | ✔ |  |
| **5** |  |  |  | ✔ | ✔ |  |  |
| **6** |  |  | ✔ | ✔ | ✔ |  | ✔ |
| **7** |  |  | ✔ |  |  |  | ✔ |
| **8** |  |  |  |  |  | ✔ | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs)**

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| **CLO’s/PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** | **CLO 5** | **CLO 6** | **CLO 7** | **CLO 8** |
| **PLO 1: Subject matter knowledge** | ✔ |  |  | ✔ |  | ✔ |  |  |
| **PLO 2: Human Growth and Development** |  |  |  | ✔ |  |  |  |  |
| **PLO 3: Knowledge of Professional and Ethical Values** |  |  |  |  |  |  |  | ✔ |
| **PLO 4: Instructional Planning and Strategies** | ✔ | ✔ |  | ✔ |  |  | ✔ |  |
| **PLO 5: Students’ Assessment** | ✔ | ✔ |  | ✔ |  |  | ✔ |  |
| **PLO 6**: **Learning Environment** | ✔ | ✔ | ✔ | ✔ | ✔ |  | ✔ |  |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  | ✔ | ✔ |  |  |  |  |

**Recommended Books:**

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives. New York: Longman.

Tomlinson, C. A., & McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids. Association for Supervision & Curriculum Development.