

Learner Diversity

CDO(PSHE)53
PSHE Section

Acknowledgement

Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA, USA: Association for Supervision & Curriculum Development, 2001.

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Learners' diversity is **not simply** a difference between high and low achievers. It is a full **spectrum** comprising of all the generic skills.

Learners' diversity comes in all forms

1. visual learners
2. verbal learners
3. group task learners
4. individual learners
5. DIY learners
6. dependent learners

Can we make the **shift from "single-size instruction"** to **differentiated instruction** so we can better meet our students' diverse needs?

Use many avenues to learning

Teachers must be ready to engage students in learning through different L&T:

- strategies
- resources

Examples:

- adjusting the quantity of an assignment
- adjusting the nature of the assignment to match student needs
- using different modes of pedagogies
- using IT, images and textbooks

Different students have different needs. We have to utilize different resources and pedagogies to meet their needs:

Examples:

1. Visual learners
2. Verbal learners
3. Not-so motivated learners

| The Relationship between learning and teaching resources and pedagogical strategies | | | |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resources Modes of Pedagogies | IT (The Internet and digital resources such as CD-ROMs and interactive media) | Images (Brochures, illustrations, pictures and posters) | Textbooks |
| Direct Instruction | Less motivated groups and more visual learners respond well to the use of interactive media as it can sustain their attention. | Enriching a text-centred teaching strategy with images will help visual learners to understand concepts that are difficult to explain verbally. In catering for learners' diversity, images are useful aids for learners with limited verbal understanding. Images can be effective for topics such as destination geography, menu design, hospitality marketing and accommodation products. | Good textbooks are reliable learning and teaching resources for engaging students in teacher-led learning. Textbooks provide students with a framework for learning which is suitable for text-centred learners who rely on concrete examples. |
| Group Discussion | Audio-visual aids employed in teaching practical skills, such as customer services, food theory, food safety and personal hygiene. They can help students to clarify concepts for further discussion of issues related to the provision of professional services. Role-play allows verbal learners to play the characters in the AV aids, and can strengthen students' understanding of the concepts or procedures being studied, as well as offer them the opportunities to put theory into practice. | Images prompt ideas, emotions and responses in students better than words do. This enhances students' creative thinking skills, and helps them to formulate inquiry questions for discussion. | Scenarios, case studies and learning activities enriched with real examples quoted in textbooks can help students to understand and analyse concepts or theories through discussion, role-play and enquiry learning. |
| Role-play | Video recordings during field visits can be used in debriefing sessions to promote student discussion. The Internet allows students and teachers to access large amounts of quantitative data and factual information for enquiry learning on major tourism and hospitality concepts and issues, such as sustainable tourism development, hospitality marketing and the impact of tourism development. | Images can engage feelings, particularly in role-play. They raise students' interest in particular information so that they are keen to engage in enquiry learning experiences/activities. | |
| Other enquiry learning activities | | | |

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Focuses on the Essentials

Whether they are struggling or advanced learners, they should leave the class with a firm grasp of the essential principles and skills.

Struggling learners

Focuses on the essentials

If struggling learners can't learn everything, make sure they learn the:

- big ideas,
- key concepts
- essential skills and
- fundamental principles of the subject

Advanced learners

Focuses on the essentials

- Quality of knowledge not quantity of knowledge
- Complacent about their educational attainment

Roles of the teacher

- Changes in teachers' mindset
- Facilitator
- Focuses on students' needs

Assessment

Assessment and instruction are inseparable in a differentiated classroom, assessment is ongoing and diagnostic.

Goals

Provide teachers with information on students' :

- readiness
- interests, and
- learning profiles

Conclusion

- Use many avenues to learning through different learning strategies and resources.
- Learners would probably do better if lessons focused on key ideas and meanings.
- Assessment is ongoing and diagnostic.

Thanks !