**INACT - Inclusive and Innovative Pedagogies for Educators**

**Curriculum:** INACT IO1

**Module Name:** *How does diversity affect teaching and learning in differentiated instruction?*

**Title of “In Action Part”:** *Diverse backgrounds and needs in Ms. van Dijk’s classroom*

**Author:** *LHF*

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| ***SCENARIO 1. Reflection about the classroom of Ms. van Dijk*** |
| **Classroom of Ms. van Dijk:** Ms. van Dijk is currently teaching an Excel course for vocational adult learners, but she is finding it a challenge to develop the lessons and activities for the students as their knowledge levels and situations are very diverse:   * Some students have an accounting/ financial background and already knew how to work with Excel. They are here mainly for the hacks/tips/tricks that can make their work faster and more efficient. * Some students have no/little knowledge and experience in Excel. They are here to learn the basics. * Some students are slightly older, so it takes longer time for them to understand, remember and perform what they learned – particular with digital tools. * Some students are not good at the spoken language, so they don’t dare to ask questions when they don’t understand something.   And most importantly, these student groups **do not** communicate with each other much! |

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| ***Questions*** |
| * *What are the main challenges that Ms. van Dijk is facing?* * *Is there a way for Ms. van Dijk to make the lessons and activities work for the different students’ backgrounds? If yes, how can she do that?* * *Is there any way for Ms. van Dijk to help the students interact more with each other?* |

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| ***Time for Action*** |
| 1. *Get to know the students, and the reasons behind their studying progress. In this case, Ms. van Dijk may know a bit of the students’ backgrounds, but not all of them. List down 5 realistic ways Ms. van Dijk can do to get to know her students better.* 2. *Then, break down the classroom in different groups based on the students’ backgrounds given above. You can use the Diversity Wheel to do this.* 3. *After grouping them, work in small groups (opt) to come up with the possible lesson plans for all the students. They can be for each student group, or for the whole class’s activity e.g. peer learning.* 4. *Think of some activities that Ms. van Dijk can do to help reduce the gap between each group. Please consider about different aspects such as the teaching topic, students’ age, language ability, etc.*   *Here are some questions that can be helpful for your thinking process:*   * *How does valuing diversity look like in your classroom?* * *Do I provide opportunities for different learners (customizing the learning lessons/ activities, etc)?* * *Do I as a teacher possess any biases that may influence the teaching process?* |