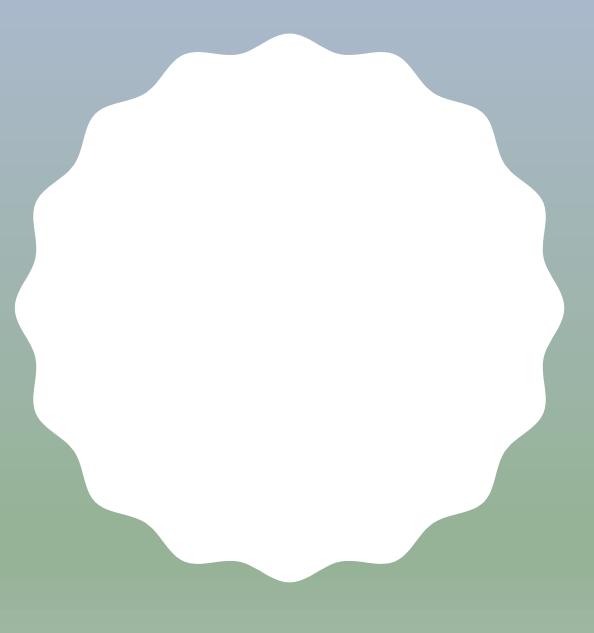
Catering for Learner Diversity in the Primary English Classroom through Effective Use of e-Learning Resources and Developing Students' Self-directed Learning Capabilities

Year 2022-23

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Preparing the Ground

- Self-directed Learning and Learner Diversity in the latest curriculum documents
- Understanding LEARNER DIVERSITY and SELF-DIRECTED LEARNING

PRIMARY EDUCATION CURRICULUM GUIDE (PILOT VERSION), 2022



p. 1.3 Primary Education Curriculum Guide (Pilot Version):

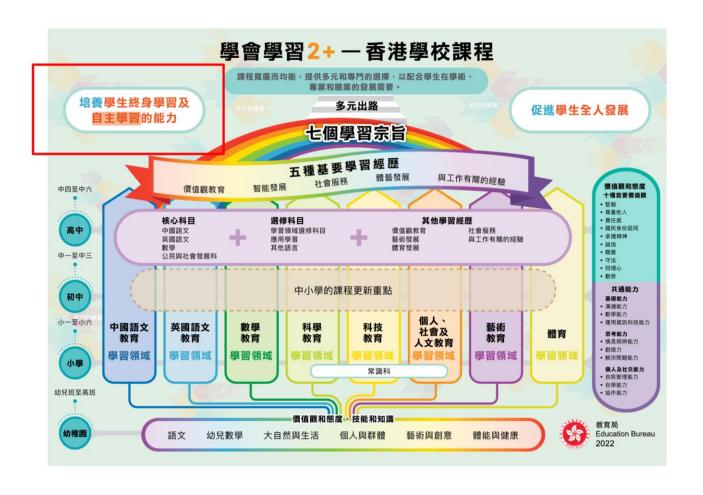


圖 1.1 學會學習 2+

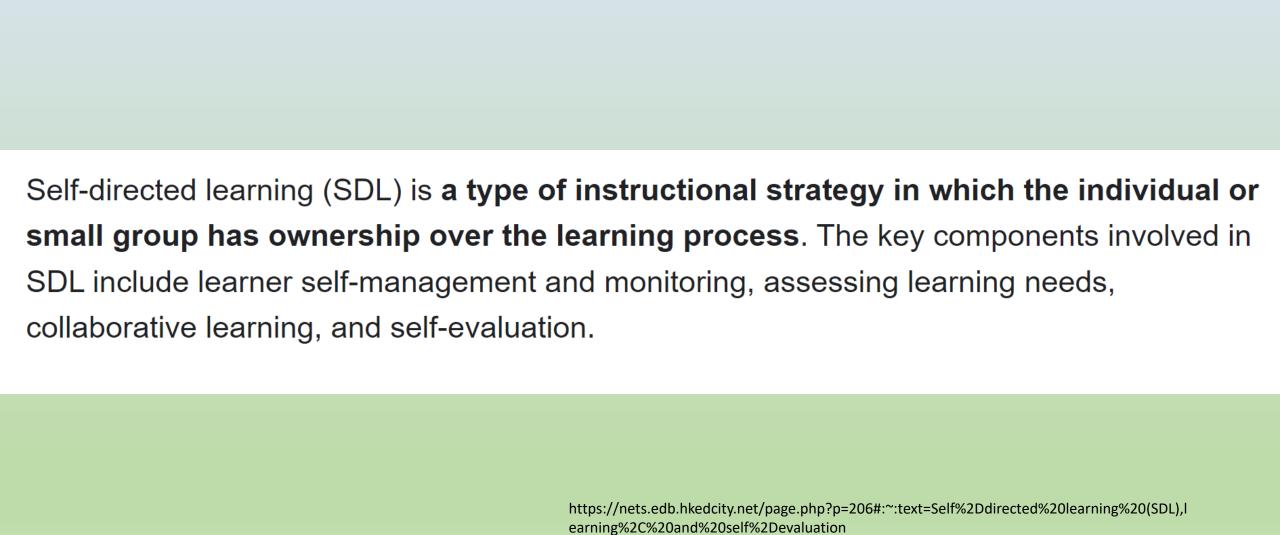
Primary Education Curriculum Guide (Pilot Version, 2022): Chap 4



The 5 SDL Indicators: HKU Jockey Club Self-directed learning in STEM Programme

SDL indicators	Description
Goal setting	Students identify own learning goals & learning activities
Self-planning	 Students regulate and plan for the detailed decisions and arrangements associated with own learning, such as planning, creating outline of schedule
Self-monitoring	 Students self-manage their own time Students monitor own repertoire of learning strategies Students adjust own learning pathway as they progress
Self-evaluation	Students are aware of the assessment criteriaStudents critically evaluate work according to set criteria
Revision	 Students revise their work based on the feedback received from their teacher or peers at various stages Students reflect on their own learning and apply what they have learnt to new contexts
	Table 1. SDL indicators and its description

https://jcstem.cite.hku.hk/conceptual-framework/what-is-self-directed-learning/





Effective Strategies to Cater for Learner Diversity in the Primary English Language Curriculum: Some Practical Tips



Supporting students with diverse learning styles

Visual/auditory learners e.g.

- √ introduce a variety
 of multimodal texts
 with images and/or
 sounds
- use colour coding to highlight and explain target language items
- use songs to provide input on target language items
- use diagrams, models or charts to visualise written information
- use visual aids to consolidate learning

Kinesthetic learners e.g.

- ✓ use games to increase students' motivation and consolidate learning, e.g. board/card games, sequencing pictures, telling the story
- ✓ engage students in

Supporting students with special educational needs in the mainstream English classroom

- ✓ Provide clear instructions for students by introducing tasks with a clear and simple framework, setting goals at the beginning, and putting emphasis on important information
- Help students in writing
 through reducing assignments
 that require too much copying,
 providing manipulatives such
 as word cards and planning
 and writing frameworks,
 encouraging shared
 note-taking among students,
 and allowing students to
 submit audio or video
 recordings in lieu of written
 work occasionally
- Help students in reading through providing visual aids, using suitable adaptive devices such as screen magnifiers, raising students' phonological awareness, limiting the number of new ideas from a text in each lesson, and guiding students to summarise what has been read
- √ Adjust assessment

Maximising the potential of gifted students in the mainstream English classroom

- ✓ Allow flexibility with the school curriculum to address differences in the depth, breadth and pace of learning through implementing a multi-level curriculum, developing a curriculum that encourages thinking, enquiry and self-reflection, sourcing learning resources to stretch gifted students' potential, and designing diversified learning tasks
- ✓ Promote creativity and original thinking through equipping students with strategies to generate new ideas, reorganise knowledge, seek alternatives, evaluate ideas and solutions, and decide how to present their work
- ✓ Encourage students to pursue projects based on their interests and abilities and make enquiry into more complex concepts to develop their problem-solving skills, research skills, language skills, and to produce ideas critically and creatively
- Empower students to assume ownership of their learning through guiding students to set individual goals, choose appropriate learning strategies

Questioning and providing quality feedback

Effective questioning involves

- ✓ the use of a variety of question types to motivate students, to check their knowledge and comprehension, and to stimulate their higher-order thinking
- allowing wait-time for students to process the question and formulate the answer
- provision of cues to help students understand the questions or stimulate them to think

Quality feedback should be

- ✓ positive and timely
- ✓ clear and easy to understand
- linked to the learning intentions and success criteria
- able to help students identify their strengths and weaknesses and make improvement with practical and feasible suggestions

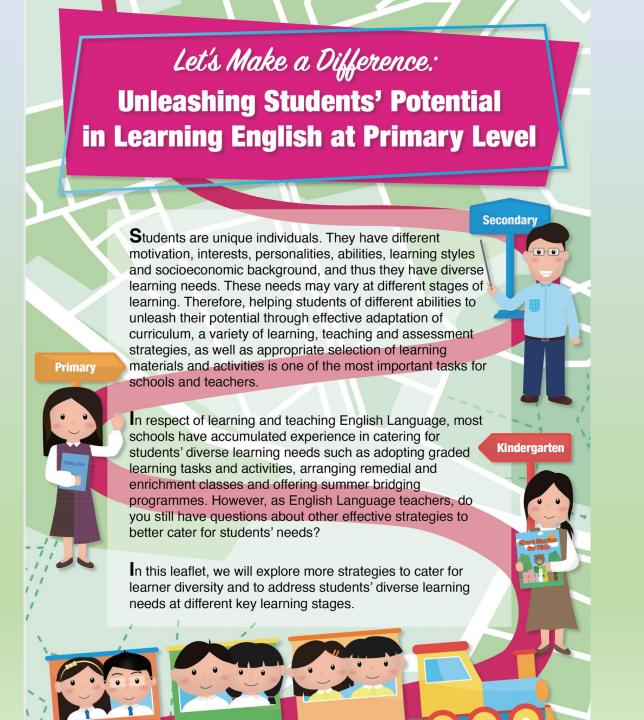
Leveraging e-learning

e.g.

- use e-learning platforms to upload materials for pre-lesson preparation and facilitate peer learning
- adopt the "Flipped Classroom" strategy to engage students in pre-lesson preparation at their own pace and create space for quality in-class interaction
- use e-learning tools in lessons to check students' understanding and give timely feedback
- deploy multimodal texts to provide varied input (e.g. e-books with animations, audio narration and/or interactive activities)
- use e-learning tools to add variety to pen-and-paper assignments, e.g. creating multimodal texts, sharing views on e-platforms

Adopting different modes of assessment

- Adopt diversified modes of assessment to
- match the learning objectives and processes provide opportunities for students with different capabilities and learning styles to demonstrate their learning outcomes
- xamples include shared writing
- process writing
- projects
- oral presentations performance tasks
- / learning tasks and activities
- assessment tasksonline assessments
- Strike a balance between formative and summative assessments



https://www.edb.gov.hk/attachm ent/en/curriculumdevelopment/kla/engedu/referencesresources/Pri Potential/Pri Leafl et Unleashing potential.pdf

The Teacher's Role

They are different. What can I do to cater for their individual needs?

From a teacher

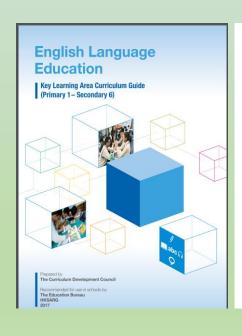
Catering for Learner Diversity

How can I nurture them as selfdirected learners? I'm different from my classmates. How best should I go about my learning?

From a student

Self-directed Learning

2017 ELE Curriculum Guide



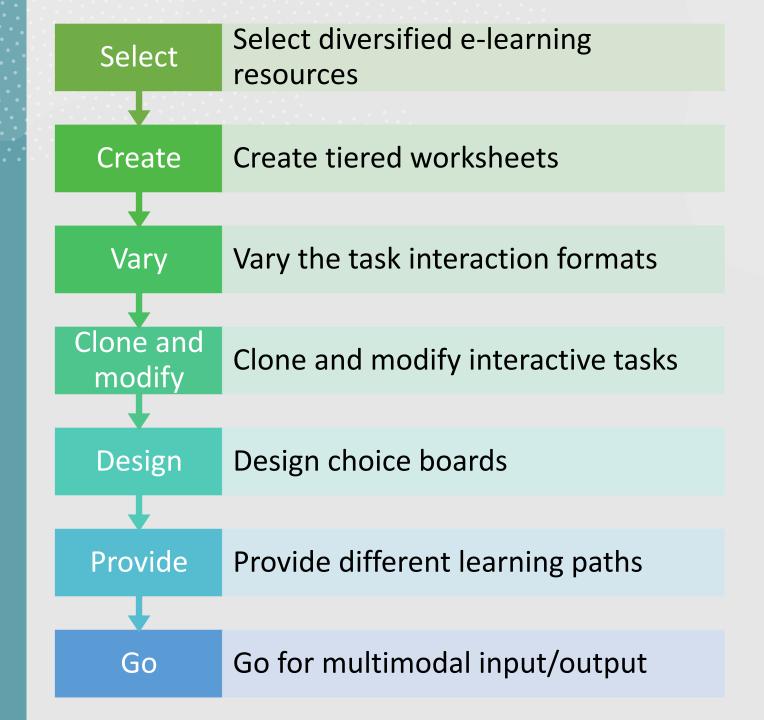
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Mainstream English Language Education Classroom	

Some CLD and SDL Strategies as stated in 2017 CG

- Adopting a greater variety of strategies such as a multisensory approach to learning and teaching (p. 13)
- Selecting suitable learning materials and activities (p. 57)
- Trimming, addition, and/or adapting the teaching content (p. 72)
- Making use of graded learning tasks and exercises (p. 73)
- Varying teacher input and/or student output (p. 73)
- Varying the levels/types of support (p. 73)
- Varying the levels of task demand (e.g., open-ended vs closed-ended) (p. 73)
- Breaking down tasks into sequenced steps (p. 73)

• ...

7 strategies to be presented in this workshop





Organisation of the Workshop Content

"7 strategies" for easy understanding

But NOT mutually exclusive strategies

Differentiated Instruction

By: Carol Ann Tomlinson

What the student needs to learn or how the student will get access to the information.

Content

Environment

the way the classroom works and feels

Process

Activities in which the student engages in order to make sense of or master the content

Product

Culminating projects that ask the student to rehearse, apply, and extend what he or she has learnt in a unit

Source: Reading Rockets



The 3 principles

Universal Design for Learning Guidelines

Provide multiple means of **Engagement** •

Affective Networks
The "WHY" of learning



Provide multiple means of

Representation •

Recognition Networks
The "WHAT" of learning



Provide multiple means of

Action & Expression →

Strategic Networks
The "HOW" of learning

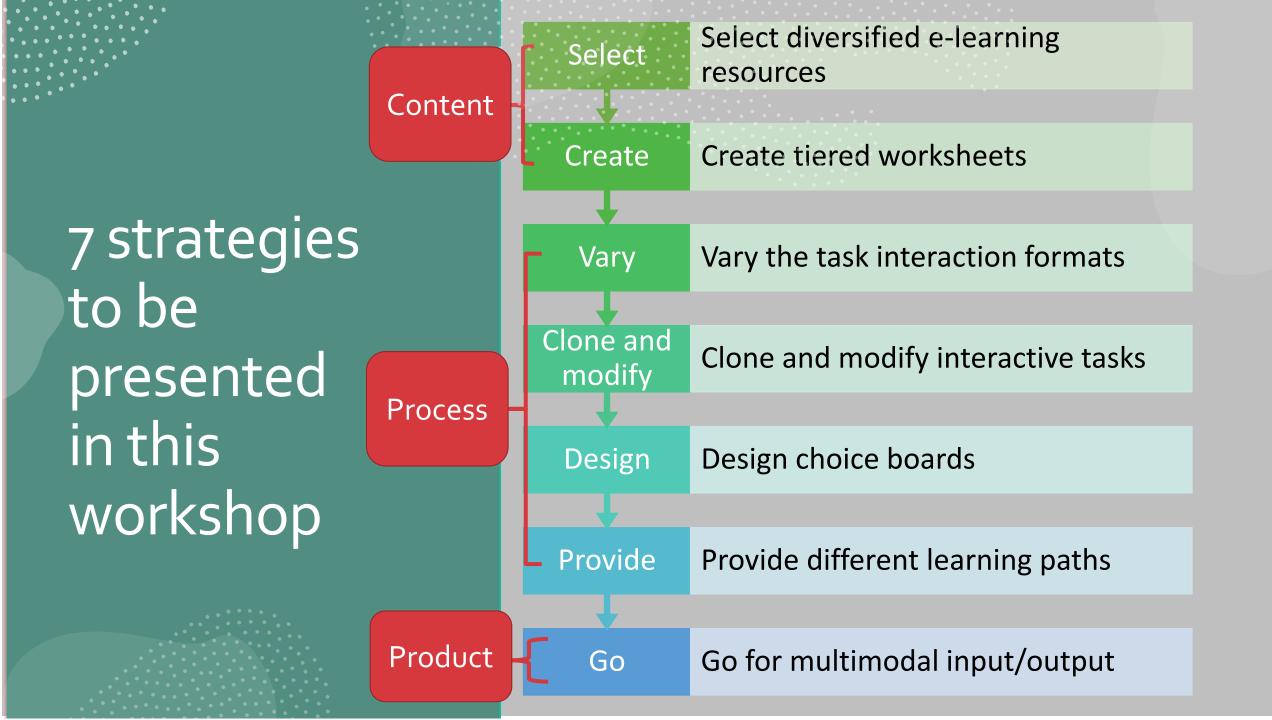
Source: The UDL Guidelines

3.2.1 Integrating Classroom Learning and Independent Learning

Learning is most effective when students play an active role in the learning process and when they take charge of their own learning. The promotion of learner autonomy and independence should start at an early age. While self-directed learning is regarded as an integral part of students' ultimate achievements, more effort should go into demonstrating how to monitor the learning process and providing opportunities for students to develop metacognitive strategies. In the learning process, teachers can help students:

- learn how to learn;
 - make choices as to what, when and how they want to learn:
- use a range of language development strategies;
- carry out self-assessment and reflection;
- plan, monitor and evaluate the strategies adopted and their own learning effectiveness,
 which forms the basis for goal-setting in subsequent tasks or activities; and
- develop the knowledge, skills and strategies, attitudes and perseverance to foster lifelong language learning.

p. 33



Strategy 1 Select diversified e-learning resources

The strategy

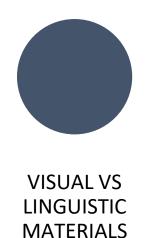
Select e-learning resources that cater for different learning abilities, learning styles, etc.

Example types of diversified e-learning resources











Example eReading Resources for Different Learning Needs

Reading A to Z **Actively Learn Read Theory** Epic Bookflix **Storyline Online Fluency Tutor**

Strategy 2: Create tiered worksheets

The strategy

Adapt the 'standard' version to cater for more able and/or less able students, and provide additional support for students who may need it.

Interactive Differentiated Worksheets

Include different interaction task formats in the same worksheet (matching, drawing, labelling a diagram, openended ques, etc.) on the same learning objective;

allow students to choose which format(s) they want to try.

Provide further support materials for students who need it.

Strategy 3 Vary the task interaction formats

The strategy

Present the same content in different task interact formats to cater for different learner interests and learning styles.

0 Examples Interactive Task Formats

- Example interaction formats
 - Matching
 - Sorting
 - Sequencing
 - Drawing
 - Timeline
 - Game (e.g., maze chase)
 - Competition (e.g., Time to climb)
 - Quiz
 - ...

Strategy 4 Clone and modify interactive tasks

The strategy

With an e-learning artifact you have created for the whole class, clone (copy) it, and then modify each copied version for more/less able students.

Examples

- 1. Clone a reading comprehension task in GoFormative (a) for more/less students, and/or (b) include different response formats (e.g. *Open-ended* vs *Drawing*)
- 2. Clone an Edpuzzle viewing task (a) for more/less students (e.g. use viewing guidance notes), and/or (b) include different response formats (e.g. *Open-ended* vs *MC*)

Strategy 5 Design choice boards

The strategy

Think up a number of tasks of different levels of difficulty and task nature (e.g., reading an infographic; listening to a podcast) under a broad topic. Allow students to choose which tasks to take up. To add interest to the activity, the tasks can be presented on a choice board.

Go to: Pinterest

For you to check out:

Type 'choice boards' in the search box.

Examine the results (use the Grade filters if you like): What are the boxes of a choice board about?

To create with Thinglink

Wildlife in HK

Strategy 6

Use differentiated Self-Learning Units

The strategy

Design branching learning paths under a broad topic. Students decide the specific learning path they want to follow. The different paths may be different levels of difficulty, or of different task nature (e.g., Reading vs Viewing vs Listening)

Main Features

- Content Learning + Formative self-assessment
- Self-paced
- Can be attempted as many times as students like
- Can contain multimodal input
- Can contain a gamification element

Tools for Creating Learning Paths

Classcraft

GoConqr

Loops.education

Symbaloo Learning Path

Google Forms and Google Slides

Padlet

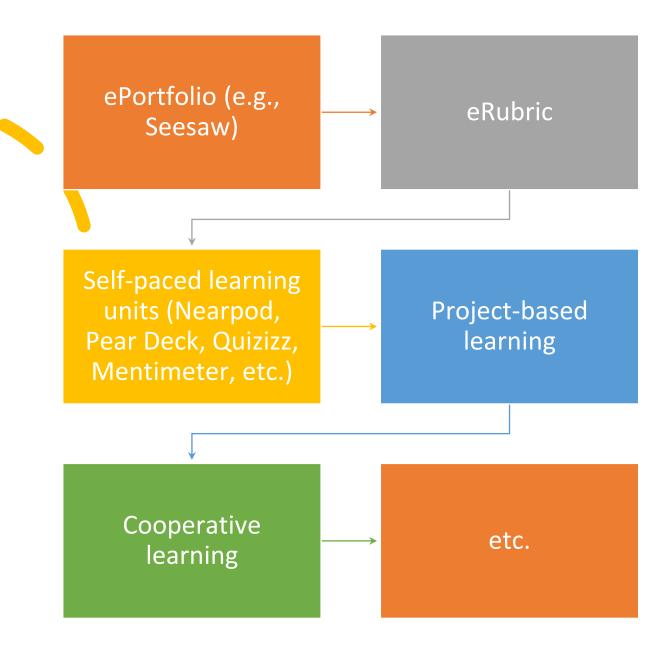
Strategy 7

Go for multimodal input/output

The strategy

Provide students with multimodal texts to process, and help students to express their ideas multimodally.

Other Strategies



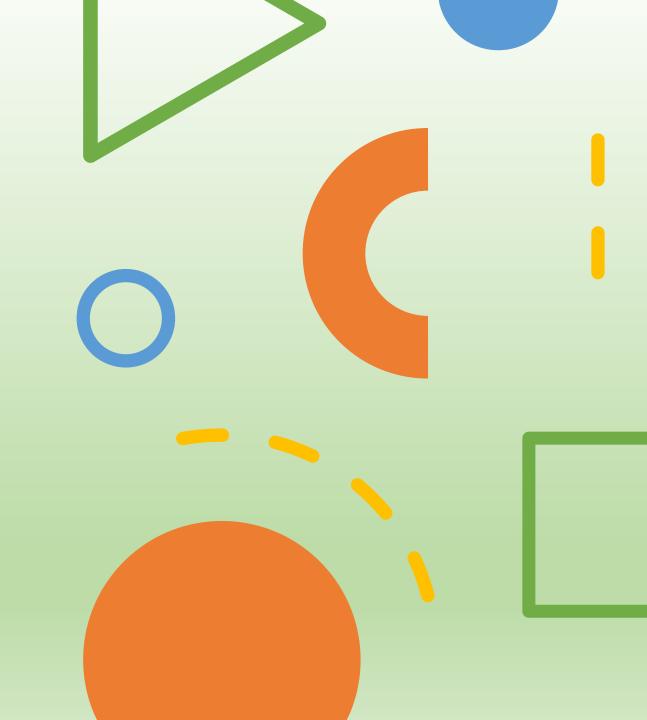
e-Assessment Tasks and e-Portfolios

e-Assessment tasks and e-portfolios are powerful tools for teachers to cater for learner diversity, provide timely feedback and promote AfL. e-Assessment tasks can be distributed, completed and marked automatically and administered electronically using the Internet or the local workstations. Some e-assessment platforms are equipped with an adaptive function, which can match items to students' ability levels, and provide instant feedback so that students can have more active involvement in monitoring their

4.3: ePortolios

Some Tools for Creating e-Rubrics

Tip: Google-search for 'e-rubric'
 (e.g. Profweb, Tech-nology)



Tools for Creating Self-paced interactive lessons

Mentimeter

Pear Deck

Nearpod

Quizizz

Be creative

The best CLD and SDL strategies come from teachers.