

## Teaching to heterogeneous and diverse groups

### Outcomes:

After the training the lecturer is able to:

- Describe principles and strategies for teaching to heterogeneous groups
- Reflect on personal approach to teaching to heterogeneous groups
- Give suggestions how to incorporate principles and strategies in his/ her own teaching practice in various sections of a course

### Link to 1) strategic plan & 2) diversity policy

1)

- a. Activating talent
- b. Innovation in teaching and learning
- c. Research and teaching in an international environment

2)

- a. Bevorderen studiesucces
- b. studenten een onderwijsleeromgeving te bieden die inspireert en blik verruimend is, ter voorbereiding op een loopbaan in een toenemend diverse samenleving.
- c. het stimuleren van een inclusief leer- en onderzoeksklimaat waarin iedereen zich welkom, uitgedaagd en ondersteund voelt, en iedereen aangemoedigd wordt zich optimaal te ontwikkelen en te verbinden aan de academie. Dit geldt voor alle medewerkers en studenten, ongeacht hun gender, etniciteit, maatschappelijke/culturele/levensbeschouwelijke achtergrond, seksuele oriëntatie, leeftijd en eventuele functiebeperking.

### 7 Principles for Good Practice in Undergraduate Education

[http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/InstructionalMethods/SevenPrinciples.](http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/InstructionalMethods/SevenPrinciples.pdf)

#### pdf

- encourages contact between students and faculty
- develops reciprocity and cooperation among students
- encourages active learning
- gives prompt feedback
- emphasizes time on task
- communicates high expectations
- respects diverse talents and ways of learning

#### *Leads to:*

- activity
- expectations
- cooperation
- interaction
- diversity
- responsibility

### 3 strategies for differentiating

- Student readiness (zone of proximal development)
- Interest
- Learning profile (learning style, intelligence preference, gender, culture)

Leads to following characteristics:

- Effective differentiation of curriculum and instruction is proactive, rather than reactive
- Effective differentiation employs flexible use of small teaching-learning groups in the classroom
- Effective differentiation varies the materials used by individuals and small groups of students in the classroom
- Effective differentiation uses variable pacing as a means of addressing learner needs
- Effective differentiation is knowledge centered
- Effective differentiation is learner centered

## Program

Time in min	Content/ activity
15	Introduction of facilitator and participants
5	Learning outcomes
15	Inventory: what is 'good teaching'?
15	Inventory: what problems do you face in teaching a group of heterogeneous students?
30	Presentation on 7 principles and 3 strategies
15	Obstacles and solutions to differentiation <ul style="list-style-type: none"> <li>- Not prepared</li> <li>- Necessity to cover content</li> <li>- Classroom management needs</li> <li>- Lack of time to prepare</li> <li>- Decreasing resources</li> </ul> <p><a href="http://www.learnnc.org/lp/editions/every-learner/6776">http://www.learnnc.org/lp/editions/every-learner/6776</a></p> <p>Solutions: differentiation in</p> <ul style="list-style-type: none"> <li>- Content</li> <li>- Process</li> <li>- Product</li> <li>- Pedagogy/ andragogy nexus</li> </ul> <p>See '<b>Strategies for enhancing student learning experiences in higher education</b>' for practical suggestions</p>
15	Break
30	Discuss in pairs suggestions for 1 or 2 principles/ strategies to apply in practice using the table*
30	Present to group + feedback + trainer adds suggestions if needed
15	Some suggestions for teaching <ul style="list-style-type: none"> <li>- International students</li> <li>- Students with psychological problems</li> </ul>
30	Participants share and discuss result of homework assignment (bring something from your course to this training which you would like to develop to fit better to a diverse and heterogeneous group) + feedback
<b>Evaluate here (15 min) in case of 4 hour training. Otherwise add next topics to training</b>	
60	Presentation and discussion on applying differentiation in lectures and tutorials <ul style="list-style-type: none"> <li>- What's the purpose of both?</li> <li>- How to add value of both to the students?</li> <li>- How to structure and organise both?</li> <li>- Suggestions for differentiation</li> </ul>
30	Presentation and discussion on applying differentiation in assignments
30	Presentation and discussion on applying differentiation in assessment
15	Evaluate

\*

Principle/ practice	Contact student/ faculty	reciprocity and cooperation	active learning	prompt feedback	time on task	high expectations	diverse talents and ways of learning	Student readiness	Interest	Learning profile
Outcomes										
Lectures										
Tutorials										
Lab session										

Assignment										
Assessment										
Individual support										