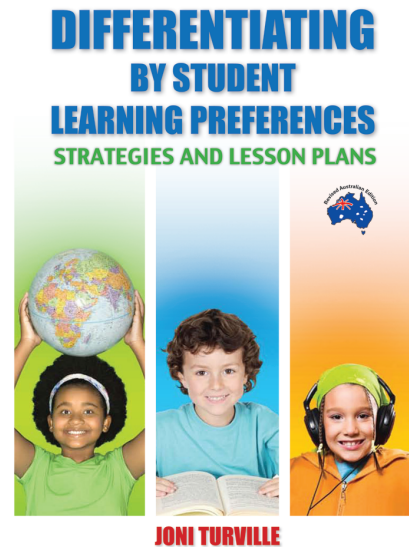


Differentiating by Student Learning Preferences

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Summary:

People differ in the ways they learn. This is very apparent in a classroom, where a teacher is responsible for ensuring that subject-matter outcomes are met while dealing with an extremely diverse group of students. Differentiated instruction provides a way of thinking about teaching and learning that helps teachers not only recognise differences but also offers a framework in which to respond.

Tomlinson (2001) says that teachers can differentiate three things: the content, which is the what of teaching; the process, or the how of teaching; and the product, which is how students demonstrate understanding of their learning. In order to determine what to differentiate, teachers must first determine how ready students are for a particular concept, what their interests are and what their learning profile is.

The purpose of this book is to present practical ways to recognise and celebrate difference and to provide a variety of experiences that can positively influence students. It offers a hopeful way of thinking – it recognises that students are different, but that we can use their strengths for personal development and to accomplish meaningful learning.

Targeted at primary teachers, the book aims to show how to differentiate instruction based on students' individual learning preferences. It includes strategies and lesson plans for visual, auditory and kinesthetic learners; analytical, practical and creative learners (known as the triarchic model); and the multiple intelligences. It includes detailed discussion of these models and reproducible worksheets to use in primary classrooms.

Related Resources:

- *Differentiation for Real Classrooms (CO6514)*
- *Differentiating by Readiness (EYE9805)*
- *Differentiating by Student Interest (EYE9812)*

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