Differentiating Instruction in Your World Language Classroom Through Technology

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Goals of our Session

With the goal of enhancing your knowledge about how to <u>differentiate instruction in our FL classrooms through technology,</u> we would like to share with you this morning:

- ℒ **Information about <u>differentiated instruction</u>**
- ℒ **Ideas, strategies, and techniques for ways that both teachers *and* students can use technology in world language classrooms to promote authentic communication *and* meet individual needs**
- ℒ **Selected examples created by students & teachers**
- ℒ **Ideas for alignment with the National Standards**
- ℒ **Connections to solid research in our field.**

Outline of Today's Workshop

ℑ **Opening & Introductions**

ℑ **Overview and interactive discussion:**

- **What _is_ differentiated instruction?**

- **How might I use Technology to differentiate instruction?**

ℑ **Ways to Use PowerPoint and multimedia**

- **Try out some ideas through interactive activities**

ℑ **Roll up your Sleeves and Jump In!**

ℑ **Closure**

What is Differentiated Instruction?

- A *plan, a roadmap of possibilities*, for how to *reach all students* and tap into their enthusiasm and ability to learn
- Embraces a *student centered* classroom that is for ALL students
- *Teacher is the guide* and facilitator
- Instruction includes *multiple approaches* and options for class content, interaction, and assessment/evaluation practices

What is Differentiated Instruction?

- *Options* **for whole group, small group & paired work, independent learning**
- **Work that provides flexibility and varied approaches**
- **Assessment that is both formative and summative and is used to drive instruction**
- **Carefully planned coursework that provides active learning opportunities**
- **Coursework planning is anchored by critical reflective practice by teachers and students alike**

What Differentiated Instruction Is <u>Not</u> (Or: Dispelling some Myths about DI)

- *Not* a tracking system by ability level
- *Not* a mere checklist or simple recipe of what to do in class
- *Not* a "drill and grill" on the computer, or just memorization of facts alone
- *Not* just about teaching using learning styles or multiple intelligences theory, nor an isolated check-list of activities to use
- *Not* a whole new method that will involve all new lesson materials

Background

- **First developed for working with gifted classes, and now has been adapted for use in many settings –**
  - **Mainstream classrooms**
  - **Classrooms with second language learners**
  - **FL classrooms**
- **We *need* research in the area of differentiated instruction in our field of FL – research base still largely in the gifted child education domain**
- **Deborah Blaz – DI for FL teachers**
- **Fox, Gadbois, Peru – DI + Technology + YOU**

Background – Research Base

DI is anchored in our learning theory, such as

ℒ Vygotsky (Zone of Proximal Development)

ℒ Work in Individualization of Instruction to promote learning effectiveness

ℒ Learning Styles and Multiple Intelligences Theory- aimed at reaching all learners

ℒ Teaching for Effectiveness – multiple methodologies

ℒ Emotional Connections to learning – Goleman

- Article by Gadbois and Fredericks-Malone (see link)

ℒ Cooperative Learning Theory – Kagan

ℒ Bloom's Taxonomy – higher order thinking skills

How Do <u>You</u> Connect with DI?

Please take a moment and complete the Self-Evaluation form in your packet

(This was developed by Deborah Blaz)

Are you <u>*Ready*</u> to expand your thinking?

DI + Technology & Multimedia

- ℧ **An excellent way to provide options and choices to students**
- ℧ **A creative way to provide differentiation of instruction and tap into student interests**
- ℧ **Connects to Standards**
- ℧ **Connects to Learning Theory**
- ℧ **Connects to solid Research in our field**
- ℧ **Provides variety and taps into students' interests and emotions**

La Voix des Etudiants

Témoin d'Alice sur la technologie…

"Apprendre une langue étrangère est plus excitant avec la technologie. Elle sort le côté créatif de l'élève et rend l'instruction plus intéressant."
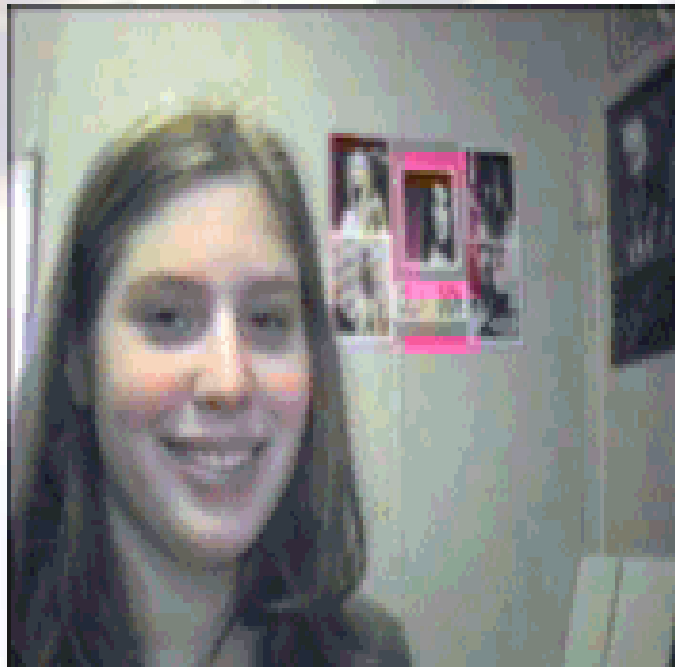
Technology and Standards

ℒ **Technology and Teacher Education**
- *INTASC* **for licensing FL Teachers - 2002**
- **ACTFL Program Standards for the Preparation of FL Teachers (NCATE approved) - 2002**
- **NBPTS World Languages Other Than English (WLOTE) – 2001**

ℒ **Technology and K-16 Students**
- **Performance Standards in FL Learning in the 21st Century - 1999**

The Voices of Students

"**I think using technology to enhance learning is really great. Technology gives students more choices and more information in less time than it takes to look it up in other ways.**"

Using Technology to Differentiate Instruction in YOUR Classroom

OK. It's time to connect!

How can *you AND your students* begin to use technology meaningfully to connect to Standards?

How might technology help you to differentiate instruction in your classroom?

No Internet Connection?
Only 1 Computer in your Class?

No problem!
Consider the uses of
Power Point

to promote Authentic Communication & provide opportunities for Presentations in class & to others

One of the most readily available software tools – easy to use and widely understood by *most students*

Use of Power Point by Teachers & Students

To create directions or to set up the scenario for a project, such as:

"Une Visite Virtuelle"
A Virtual Tour

Or a vocabulary review game created by a group of French students

La Voix des Etudiants

"De nos jours, la plupart des élèves apprécient faire des choses avec les équipements informatiques. Alors, si la possibilité d'utiliser un ordinateur leur sourit, ils mettent plus d'effort dans le travail.   Comme cela, ils s'amusent tout en apprenant de nouvelles choses."

As a Tool for Students

ᘒ **Student presentations promote authentic use of the language for communication**

ᘒ **Students *LOVE* to make multimedia presentations in class.**

Note: **Many or most already know how to use PowerPoint, as well as other presentation and publishing tools**

The Voices of Students

"**I liked this activity because I got to laugh at my friends while I was learning new words**"

Peru - MAFLA 2006

Examples of Power Point Presentations Created by Students & Teachers

Here are some ideas to stimulate your creativity

Following are several examples of projects prepared by the students of Mme Gadbois, Mme Bachman, S. Peru, and others

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Some Ideas for Our Classes

ℜ **Experiencing new Vocabulary "in Person"**
Javier's Spanish students experience and interact with [vocabulary](#)

ℜ **Use power point to have students create books to read to classmates and younger students**
[**Spanish I**](#)
[**Tacos**](#)

Other examples on your CD ☺

More Ideas . . .

ℒ **Teachers can provide project guidelines**

Latin Project Guide

Elementary children in a FLES program take home their vocabulary to "present" to their families and later at Parent Night

La Famille

Transportation & Professions

WebQuests – Offer Multiple Options

- *WebQuests* **can provide students the opportunity to surf the net in a controlled context with goals and objectives specifically created by the professor.**

- **Several URLs of existing *WebQuests* are provided in your handout & on the CD**

- **For specific instructions, you might want to consult Bernie Dodge's web site, also provided in your list of URL references from this workshop.**

An Example WebQuest

Recently created for French Students, this WebQuest is on your CD and includes both the Quest and its connections to the Multiple Intelligences and Learning Styles.

[La Musique Francaise]

[Connections]

Student created Power Points from their WebQuests

 ℀ **Jeanne d'Arc**

 ℀ **Carole Fredericks**

 ℀ **Voici CF**

Benefits of WebQuest Projects

- **Structures a targeted project area for the students & provides clear expectations with choices & options**
- **Teaches time management skills**
- **Encourages cooperative learning**
- **Allows for use of higher-order thinking**
- **Brings technology into the classroom learning experience**
- **Connects to the Standards**

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Benefits of WebQuest Projects

STUDENT MOTIVATION

- ℒ **Provides an essential question for the students to answer**
- ℒ **Allows the students to assume roles**
- ℒ **Provides real resources for the students - opportunities for direct contact with authentic realia and work *in* the target language**

Benefits of WebQuest Projects

STUDENT MOTIVATION

- Gives the students an audience for the final presentation of the project
- Allows the students to use technology and create with it
- Taps into their emotional connection to learning

La Voix des Etudiants

"**Dans mon expérience, la technologie a été une ouverte sur une ressource infinie de connaissances aussi bien que le moyen par lequel je peux m'exprimer au monde.**"

Kevin

Conclusion

- **A summary of the experience**

- **An opportunity for reflection**

Thank You!

We thank you for your time today!

Please contact us if you have questions or you would like to share the work you are now doing with students using DI & Technology!

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