Using Technology to Engage Diverse Learners

GRADES K–12   GRADUATE CREDIT: 3 SEMESTER HOURS

Educators learn to apply various technologies to enable and empower learners with diverse backgrounds, learning preferences, and ability levels. They employ digital-age solutions for differentiating instruction to meet varying needs, including assistive technologies that facilitate learning in students with special needs, programs that support English language learners, and projects that engage and motivate gifted students. Educators also explore how to harness the power of leading-edge technologies to increase learning and achievement for all students.

This course is designed for K–12 classroom teachers, lead teachers, content-area teachers, curriculum coordinators/developers, special educators, instructional coaches, and department chairs.

Note: The term "differentiated instruction" can refer to any work to customize instruction to meet diverse needs, but it also refers to "Differentiated Instruction," the framework developed by Dr. Carol Ann Tomlinson. Please note that the term "differentiated instruction" is used throughout the course to refer to any customization of instruction and assessment, but Dr. Tomlinson's specific model is not covered explicitly until Section 9, "Introduction to differentiated instruction (DI)."

COURSE TOPICS

- Technology and the diverse learner
- Beginning with beliefs about assessment
- Diversifying assessment for diverse learners
- Using technology to learn about students
- Transforming challenges into advantages
- Guidelines of Universal Design for Learning (UDL)
- Connecting brain research to technology and UDL
- Building support for technology and UDL in your school
- Introduction to differentiated instruction (DI)
- Differentiating by readiness, interest, and learning profile
- Differentiating content, process, and product
- Fair versus equal in the differentiated classroom
- Managing the differentiated classroom

COURSE OUTCOMES

By the end of the course, educators will:

- Analyze the impact of a belief statement about assessment on their current assessment practices.
- Recommend technologies to help students identify and overcome the challenges of a learning difficulty.
- Explain how they can synthesize the principles of UDL and DI to plan learning activities that use technology to reach and engage all learners.
- Discuss the concept of "fair" versus "equal" as it relates to differentiated instruction in the classroom.
- Revise an existing assessment tool and analyze how it can better meet the needs of diverse learners.
- Locate or create surveys and inventories to use with students to identify interests, learning styles, multiple intelligences, and learning profiles.
- Revise an existing lesson using technology and knowledge of brain research to enable students to access recognition, strategic, and affective learning.
- Use technology to design and develop an informative presentation about Universal Design for Learning (UDL).
- Develop a lesson plan that incorporates technology and elements of DI and UDL to meet the needs of diverse learners.
- Develop a personal plan for implementing and managing technology-supported differentiated instruction in the classroom.
- Develop a toolkit of online resources for learning about and implementing the guidelines of Universal Design for Learning.
- Describe learning activities that incorporate technology to differentiate by student readiness, interest, and learning profile.

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METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Dialogue Summaries** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE FORMAT AND MATERIALS

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course.

This course is offered in an online format. Educators access the course content via an online classroom. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. Assignments are submitted through the online classroom.

The online course includes:

→ Access to the online classroom for:

- Using Technology to Engage Diverse Learners

→ Access to the video programs in the online classroom as well as a backup DVD:

- Laureate Education, Inc. (Executive Producer). (2009). *Using technology to engage diverse learners.* Baltimore: Executive Producer.

→ The course textbook:

- Bray, M.; Brown, A.; and Green, T. (2004). *Technology and the diverse learner: a guide to classroom practice*. Thousand Oaks, CA: Corwin Press, Inc.

→ Access to the other required readings

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EDUCATION EXPERTS

Carol Ann Tomlinson, Ed.D.

Dr. Carol Ann Tomlinson is the William Clay Parrish Jr. Professor and Chair of Educational Leadership, Foundations, and Policy at the University of Virginia's Curry School of Education and co-director of the university's Institutes on Academic Diversity. Her special interests have included curriculum and instruction for struggling learners and advanced learners, effective instruction in heterogeneous settings, and encouraging creative and critical thinking in the classroom. Dr. Tomlinson is a prominent expert on the concept of differentiation and provides professional development throughout the United States and abroad. She is the author of more than 100 articles, books, book chapters, and other professional development materials, including the textbook *How to Differentiate Instruction in Mixed-Ability Classrooms*.

Grace Smith, Ph.D.

Dr. Grace E. Smith received a Ph.D. in Instructional (Educational) Technology from Wayne State University. Her experience includes 10 years as a teacher and reading specialist in public and private schools and eight years as a technology curriculum coordinator for a school district of 10,000 students. She has co-authored texts as *Differentiating Instruction with Technology in Middle School Classroom* and *Differentiating Instruction with Technology in K-5 Classroom*s, and presented at numerous conferences and online. Dr. Smith has also worked as the director of continuing professional education at a business college, as an educational consultant, and as an adjunct professor at two universities, where she taught writing and technology courses.

Stephanie Throne, Ph.D.

Stephanie Throne earned her Ph.D. in Romance Languages and Literature from the University of Michigan and has been a professor of Spanish and German. She has co-authored texts as *Differentiating Instruction with Technology in Middle School Classrooms*, *Differentiating Instruction with Technology in K-5 Classrooms*, and a Spanish text for upper elementary and middle school students. She has presented at many conferences, workshops and webinars and has served as a faculty consultant for the Educational Testing Service for a decade. Dr. Throne is a frequent editor/proofreader for several publications.

Canter®

ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 532,000 students and alumni, including more than 870 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.