TAKE CARE OF DIFFERENCES IN:

Learning status

Learning profile

Interests

BY CHANGES IN:

Content

Process

Product

PRACTICE AT SCHOOL LEVEL OR CLASSROOM LEVEL

Card 1

Card 2

TAKE CARE OF DIFFERENCES
IN:

Learning status

Interests

Learning profile

BY CHANGES IN:

Content

Process

Product

PRACTICE AT
SCHOOL LEVEL OR
CLASSROOM LEVEL

Card 3

TAKE CARE OF DIFFERENCES IN:

Learning status

Learning profile

Interests

BY CHANGES IN:

Content

Process

Product

PRACTICE AT SCHOOL LEVEL OR CLASSROOM LEVEL

Card 4

TAKE CARE OF DIFFERENCES IN:

Learning status

Learning profile

Interests

BY CHANGES IN:

Content

Process

Product

PRACTICE AT SCHOOL LEVEL OR CLASSROOM LEVEL

Card 5

TAKE CARE OF DIFFERENCES IN:

Learning status

Learning profile

Interests

BY CHANGES IN:

Content

Process

Product

PRACTICE AT SCHOOL LEVEL OR CLASSROOM LEVEL

Card 6

TAKE CARE OF DIFFERENCES IN:

Learning profile

Learning status

Interests

BY CHANGES IN:

Content

Process

Product

PRACTICE AT
SCHOOL LEVEL OR
CLASSROOM LEVEL

Card 7

TAKE CARE OF DIFFERENCES IN:

Learning profile

Learning status

Interests

BY CHANGES IN:

Content

Process

Product

PRACTICE AT SCHOOL LEVEL OR CLASSROOM LEVEL

Card 8

TAKE CARE OF DIFFERENCES IN:

Learning status

Interests

Learning profile

BY CHANGES IN:

Content

Process

Product

PRACTICE AT
SCHOOL LEVEL OR
CLASSROOM LEVEL

Card 9

TAKE CARE OF DIFFERENCES IN:

Learning status

Interests

Learning profile

BY CHANGES IN:

Content

Process

Product

PRACTICE AT SCHOOL LEVEL OR CLASSROOM LEVEL

Card 10

TAKE CARE OF DIFFERENCES IN:

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PRACTICE AT SCHOOL LEVEL OR CLASSROOM LEVEL

DIFFERENTIATION WITHIN THE CLASSROOM (Castelein et al., 2016)
=> 2 piles of building blocks to differentiate

- Differentiation based on what?
- Which elements can you manipulate?

TEACH*for*BELGIUM
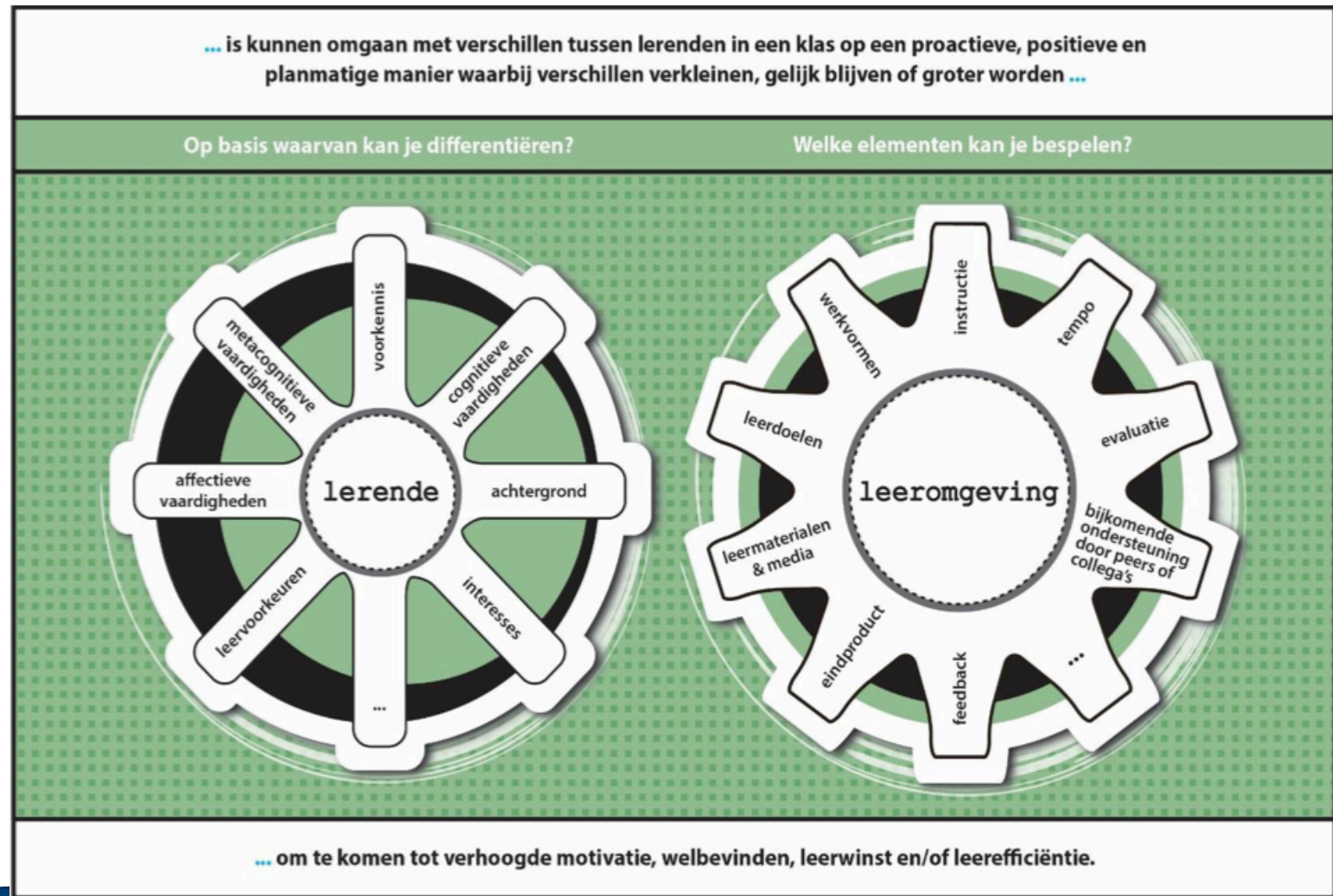
How can the learner be different?

- Foreknowledge
- Cognitive skills
- Metacognitive skills
- Affective skills
- Learning preferences
- Interests
- Background
- …

Op basis waarvan kan je differentiëren?
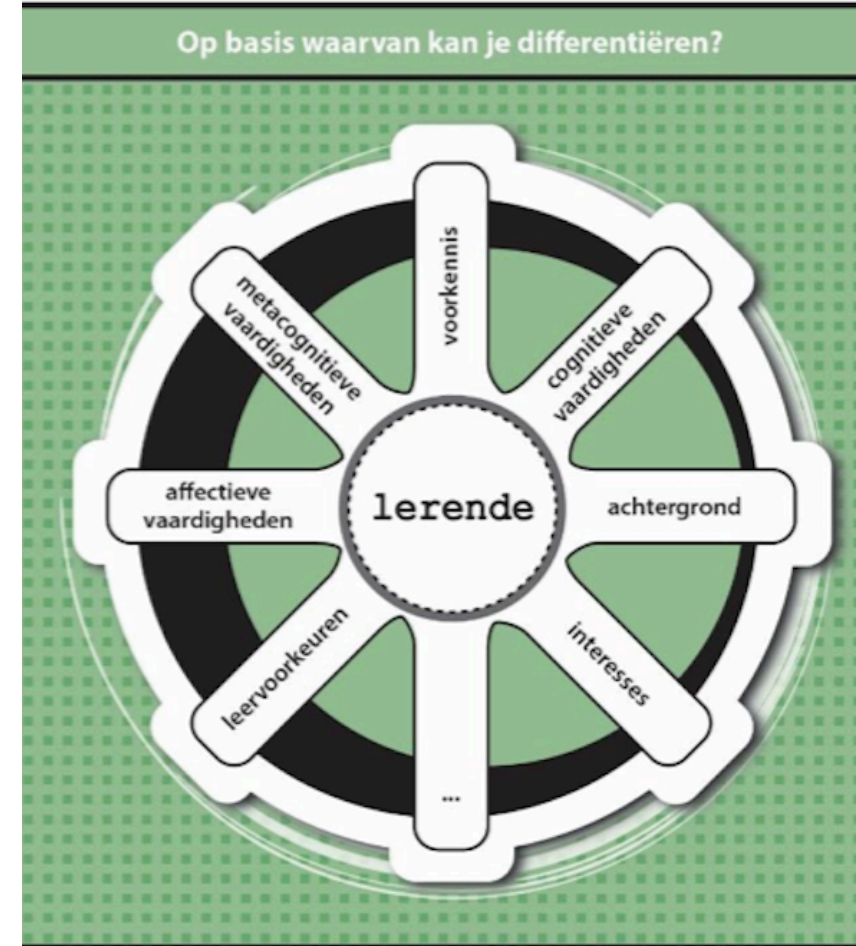
The learner

Foreknowledge
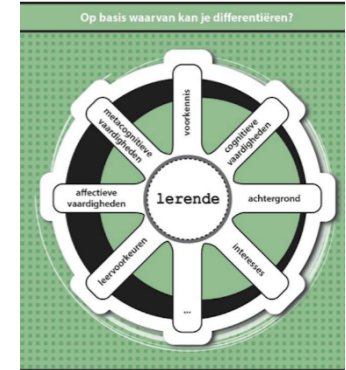
30-60 % of differences in learning performances between learners can be explained by differences in prior knowledge (Clement & Laga, 2014)