

## MODULE 5

### Addressing inclusion and diversity in the classroom

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#### DESCRIPTION

Diversity and inclusion in classrooms, while excellent for pupil achievements and growth, bring forward challenges. Teachers are expected to manage, sometimes with little means, the cultural diversity and the variety of learning abilities or competences within the same classroom. As such, this module will propose the practice of effective strategies to help STEM teachers provide opportunities that cater to students' needs and value their viewpoints in a safe and collaborative environment.

#### LEARNING OBJECTIVES

Throughout the workshop participants will:

- understand and recognize some of the most common learning “disabilities”
- understand that learning “disabilities” can be an asset to society
- reflect on the complexity of what is learning and what does it require from teachers
- use different teaching methods to make thinking visible
- share and discover digital tools that will help any student.

#### THEORY

Participants will achieve the above learning objectives by using different theories such as:

- Bloom's taxonomy - revised
- Vark's learning styles
- The learning pyramid, created by National Training Laboratories in Bethel, Maine
- Ebbinghaus' Forgetting curve
- Universal Learning Design Guidelines
- The Cultures of thinking project, at Project 0, Harvard Graduate School of Education

#### PRACTICAL/HANDS-ON

- *Visible Thinking Routines*: activities used throughout the workshop to strengthen knowledge and understanding of our role as teachers to include and value all students' learning processes.
- Experience and use interactive learning tools

#### USEFUL RESOURCE

- Ritchart, R. (2015). *Creating cultures of thinking : the 8 forces we must master to truly transform our schools*. Jossey-Bass & Pfeiffer Imprints, Wiles.
- Paula, K-P. S. (2017). *“Just Give Him the Whale!” : 20 Ways to Use Fascinations, Areas of Expertise, and Strengths to Support Students with Autism*. Paul H. Brookes Publishing.