Differentiation of the Curriculum and the Autonomous Learner Model

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Profiles of Gifted Behaviors

- Type I  The Successful
- Type II  The Challenging
- Type III  The Underground
- Type IV  The Dropout
- Type V  The Twice Exceptional
- Type VI  The Autonomous Learner
The Five Dimensions of the Model

- **Orientation**
  - Understanding Giftedness, Talent, Intelligence, & Creativity
  - Group Building Activities
  - Self/Personal Development
  - Program & School Opportunities & Responsibilities

- **Individual Development**
  - Interpersonal Skills
  - Technology Skills
  - College & Career Skills
  - Organizational Skills
  - Productivity

- **In-Depth Study**
  - Individual Projects
  - Group Projects
  - Mentorships
  - Presentations
  - Assessment

- **Seminars**
  - Futuristic
  - Problematic
  - Controversial
  - General Interest
  - Advanced Knowledge

- **Enrichment**
  - Explorations
  - Investigations
  - Cultural Activities
  - Service
  - Adventure Trips
Three Levels of Curriculum

- Prescribed Curriculum
- Teacher Differentiated Curriculum
- Learner Differentiated Curriculum
Prescribed Curriculum

- Prescribed Content & Basic Standards
- Textbooks & Worksheets
- Knowledge, Comprehension & Application Levels of Thinking
- Lectures, Quizzes
- Daily Assignments
- Curriculum is basically the same for all students
Teacher Differentiated Curriculum

- Content + Process + Product = Learning Experience
- Teacher Developed, Learner Implemented
- Higher Level Thinking Skills
- Depth and Complexity
- Integrated In-depth Knowledge
- Pre-testing and Curriculum Compacting
- High Level Teacher Differentiated Curriculum
- Development of Independent Learning Skills
Bloom’s Taxonomy

- Evaluation
- Synthesis
- Analysis
- Application
- Knowledge/Comprehension
Bloom’s Taxonomy

- **Evaluation (Judge)**
  - Opinion, Debate, Verify, Justify, Prove
- **Synthesis (Create)**
  - Produce, Invent, Design, Compose
- **Analysis (Examine)**
  - Take apart, Compare/contrast, Categorize
- **Application (Use)**
  - Show, Demonstrate, Make model, Choose
- **Knowledge/Comprehension (Remember)**
  - Recall, Define, List, Tell, Name
Products

- Oral, Visual, Kinesthetic, Written, Technological
  - Editorial, Individual/Group Presentation, Web Page, Dance, Survey, Sculpture, Play, Mime, Speech, Recital, News Conference, Painting, Mime, Power Point, Interview, Short Story, Poster, Model, Questionnaire, Diorama, Graphs & Charts.
The Iditarod Race

<table>
<thead>
<tr>
<th>Knowledge Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Name 5 geographical features of Alaska</td>
<td>Create a Topo Map of the geography of Alaska</td>
<td>Compare &amp; contrast features of Alaska to New Zealand &amp; develop a graph</td>
<td>Research &amp; design a three month trip to Alaska</td>
<td>Debate going to Alaska or New Zealand</td>
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<td>List 5 different types of weather in Alaska</td>
<td>Complete an experiment that shows the weather patterns in Alaska</td>
<td>Compare winter weather in Alaska to New Zealand &amp; develop a video tape</td>
<td>Create a video tape of a weather forecast in Alaska for the next Iditarod Race</td>
<td>Evaluate methods of forecasting weather today and 50 years ago</td>
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<td>List 5 mushers that have won the Iditarod</td>
<td>Make a model of a sled that is used in the race</td>
<td>Compare women to men mushers &amp; show your conclusions in a biographical sketch</td>
<td>Compose a biography of a winning musher</td>
<td>Develop the criteria and decide who is the best musher. Present your findings in a press conference</td>
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<td>Write an editorial describing a brief history of the race</td>
<td>Use the history of the Iditarod to make a learning center</td>
<td>Arrange a time line comparing the history of New Zealand &amp; Alaska</td>
<td>Create a new event for Alaska that does not include dogs and sleds</td>
<td>Predict the next winner of the Iditarod through the development of criteria &amp; a grid</td>
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Unit of Learning

- Title
- Content, Process, Product
- Objectives
- Activities
- People and Materials
- Product(s) and Presentation
- Assessment (Self & Unit of Learning)
Learner Differentiated Curriculum

- Explorations, Investigations & In-depth Studies
- Learner Developed, Learner Implemented Standards Applications & Extensions
- Passion-based Learning
- Application of Independent Learning Skills
- Mentorships with producing adults in fields of passions
- Opportunities for becoming “Producers of Knowledge”
- Beginning of the “Quest”
Explorations

- Student Based
- Diverse Possibilities
- Short Term
- Information Gathering
- Knowledge/Comprehension
- Emphasis is on Content
Investigations

- Student/Learner Based
- Diverse Possibilities
- Longer Term
- Passion Discovery
- Multiple Means of Reporting
- Emphasis on Content & Process
In-depth Studies

- Learner Based
- Diverse Possibilities within Passion
- Passion Development
- Mentorship
- Presentation & Assessment of Learning, the Learner & the Product
- Content + Process + Product
In-Depth Study Dimension

- Empowers learners to pursue areas of interest through the development of a long term small group or individual in-depth studies.
In-Depth Study Dimension

- The learners will determine:
  - What will be learned
  - How it will be learned
  - How it will be presented
  - What facilitation will be necessary
  - What the final product will be
  - How the learning process will be assessed
In-Depth Study Dimension

- In-depth studies are usually continued for a long period of time.
- Plans are developed by the learners, in cooperation with the teacher/facilitator, content specialist, and mentors.
In-Depth Study Dimension

- The plans are then implemented and completed by the learners with presentations being made at appropriate times until the completion of the project.

- A final presentation and assessment is given to all who are involved and interested.
Topic: The Moon Exploration

- Brainstorm & make a mind map of the different topics associated with the moon.
- Find three poets who write about the moon and share their poetry with a friend.
- Collect information about the manned flights to the moon.
- Interview the personnel at the local planetarium
- Find three websites about the moon
Topic: The Moon Investigations

- Write poetry or a story about the man on the moon (Verbal Linguistic)
- Chart the phases of the moon for your location & make a moon watching calendar (Logical Mathematical)
- Demonstrate a moon dance or walk (Bodily Kinesthetic)
Investigations (continued)

- Journal the effects that phases of the moon have on people from your observations (Interpersonal)
- Moodle (Intrapersonal)
- Create a pattern of rhythms related to phases of the moon (Musical)
- Develop a model that portrays the myths about the moon using five different geometric shapes (Spatial)
Investigations (continued)

- Develop a nature walk done by the light of the moon for your locality (Naturalist)
Topic: The Moon In-depth Studies

- Design a collection of original poems based on myths about the moon.
- Create a photographic essay on the thirteen moons of the Native American Culture.
- Create a planetarium show about the roles & influences of moons in our solar system.
- Complete an essay on the knowledge bases concerning the moon for the past century.
Your Conclusions

What did you learn?
What did you experience?
And now what?
Resources available from Learning Network NZ
www.learningnetwork.ac.nz