

Match teaching methods to student preferences

A suggestion for implementing the strategy

'Design considerations in primary settings'

from the Guide: [Universal Design for Learning](#)

Includes:

Flexibility and choice is highly valued

Use multiple approaches

Communicate in multiple ways

Know your learners

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in primary settings](#)

Suggestion: [Match teaching methods to student preferences](#)

Date

21 January 2019

Link

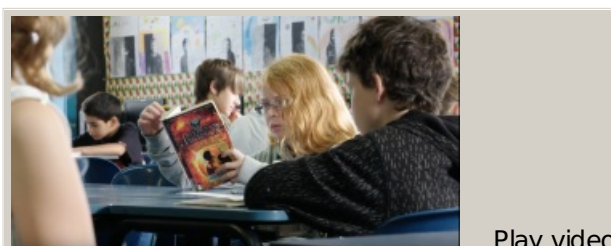
www.inclusive.tki.org.nz/guides/universal-design-for-learning/match-teaching-methods-to-student-preferences-2

Flexibility and choice is highly valued

Students share why having ownership over learning pathways supports their motivation and engagement in learning.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#) Closed Captions

Source:
[Ministry of Education, inclusive education videos \(NZ\)](#)
<https://vimeo.com/album/2950799>



Video hosted on Vimeo <http://vimeo.com/220718788>

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Use multiple approaches

Consider learner variability from the outset.

- ▲▲ social and collaborative learning
- ▲▲ student-directed/teacher-directed learning
- ▲▲ independent learning
- ▲▲ project work
- ▲▲ direct instruction.

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Communicate in multiple ways



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

[View full image \(3.2 MB\)](#)

Support talking with multiple representations: for example, manipulatives, visuals, video.

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Know your learners

Allow knowledge of learnings to drive design decisions.

To plan learning experiences that will give all students opportunities to make connections to new concepts, teachers need to understand what each student brings to their learning.

This involves gathering and analysing a wide range of data – not just about achievement but also information derived from observations of learners and conversations with them and with their peers, families, and whānau

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Reflection questions

Reflect on the following statements, then ask students to share their perspectives.

How do I create opportunities for students to connect learning to their culture, interests and things that matter to them?

How do I activate background knowledge and draw attention to critical features in varied and flexible ways?

How do I ensure students have the supports, options, and challenges they need to demonstrate their understanding in ways that work for them?

How can I increase opportunities for students to use their first languages in learning?

In what ways could I provide students access to learning if they are absent from class?

How do I offer multiple opportunities for students to learn from and with others?

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Useful resources

Ask your students how you can become a better teacher

Publisher: CORE Education

[Visit website](#)

Knowing my learners (Linda Ojala)

Publisher: Virtual Learning Network

[Visit website](#)

Student profiles

Publisher: British Columbia Ministry of Education

[Visit website](#)

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