Eduspace Course: Psychology Applied to Learning, 11th ed.

Chapter 4: Understanding Student Differences

📁 **Course Materials**

📁 **Chapter 4: Understanding Student Differences**

📘 **Chapter Introduction** (item)

📁 **Assignments**

This folder contains a variety of assignments designed to enhance and reinforce the content presented in this chapter of *Psychology Applied Learning*, 11th ed. Your instructor will let you know which assignment to complete when and date by which it must be submitted.

📘 **Take a Stand!: Eliminate Gender Bias** (item)

Take a Stand! presents a perspective on a current educational issue related to this chapter. After you consider the issue, present your own opinions on it by answering the questions provided in your Online Journal.

📁 **Try It! Net Labs**

The activity(ies) in this folder present opportunities to explore one of the topics presented in the chapter in more detail. Click the link to the interactive Net Lab to launch it in a separate browser window.

📁 **Site Observations**

This folder includes one or more suggestions for observations to conduct at your onsite placement. After reading the prompt and observing in the classroom, discuss the results in your Online Journal.

📘 **Case Study: Recognizing Learning Styles** (item)

The case study is based on actual classroom experience. Review the case and answer the questions in your Online Journal.

📁 **Discussion Board Topics**

This folder contains one or more prompts to which you should respond in a Discussion Board forum. Review the prompt.

When you are ready to respond, click the Communication button on the left side of Eduspace and then click the Discussion Board link. Click the title of the appropriate forum and then click Add New Thread. Enter your response on the Create New Message page. When you are done, click Submit.

To review another student's response, click the title of the message. To close the message, click OK. To reply, click the Reply button on the right side of the message.

📄 **Flashcards** (external link)

📄 **ACE Self-Tests** (external link)

📁 Online Journal

Review the questions in this folder and respond to them in your Online Journal.

To access the Online Journal, click the Course Tools button on the left side of Eduspace and then click the Online Journal link. Click Add Journal to enter your response. If you prefer, you can compose your response in a word processor and then copy and paste it into the Add Journal box. Click Submit Journal to hand in the assignment.

📁 Videos

This folder contains links to multimedia resources related to this chapter. In some cases, you will be asked to respond to questions about a video in your Online Journal.

To access the Online Journal, click the Course Tools button on the left side of Eduspace and then click the Online Journal link. Click Add Journal to enter your response. If you prefer, you can compose your response in a word processor and then copy and paste it to the Add Journal text box. Click Submit Journal to hand in the assignment.

📁 Web Links

This folder contains links to web sites with in-depth content related to this chapter. You can use the resources on these sites to deepen your understanding of the material presented in the chapter. They may also be helpful in completing your assignments or researching specific topics.

Folder: Chapter 4: Understanding Student Differences

Item

Name: Chapter Introduction

Text:

The key points discussed in this chapter include:

- **Intelligence can be defined in a variety of ways.** Theorists disagree about whether intelligence is a single capacity or whether it consists of multiple domain-specific components. Traditionally, intelligence has been defined by a relatively small set of cognitive skills as measured by standardized IQ tests. Other areas of intelligence are currently being explored through research and practice.

- **Children enter classrooms with different types of learning styles.** The learning styles children bring to the classroom tell us a great deal about the circumstances under which they excel. Variations in learning styles require us to be flexible in our teaching and to incorporate a variety of methods in our instruction.

- **Gender differences exist in some areas of achievement patterns of males and females.** Males and females excel in different areas of achievement. For example, males tend to do better on mathematical tasks while females tend to do better on verbal tasks. There is no real consensus as to why these differences exist. However, one potential cause that has been investigated within the field of education is gender bias in and out of the classroom.

- **Technology can be used to accommodate student differences.** Varied types of technology programs can help you support students with a broad range of abilities in the classroom. Technology can help you individualize instruction to meet diverse student needs.

Folder: Chapter 4: Understanding Student Differences/Assignments

Item

Name: Take a Stand!: Eliminate Gender Bias

Text:

Gender bias, or treating male students differently from female students when such differences are neither warranted nor desirable should have no place in any teacher's classroom. Because such biases are typically based on stereotypes and prejudices, they are likely to have the negative impact on students' attitudes toward school, motivation for learning, classroom participation, course selection, and career choice that researchers have documented.

One way to avoid this undesirable practice is to think about the normally unconscious assumptions you make about the capabilities, motives, and interests of males and females due to your own socialization. And when students, colleagues, or parents make broad-based, stereotypical statements like "Girls aren't interested in electronics" or "Boys don't like to display their emotions," respond by saying, "Oh, which girl [or boy]?" to suggest that any given individual can deviate from whatever average trends might exist.

Answer the following questions in your Online Journal:

1. Do you believe that all teachers need to take specific steps to combat gender stereotypes?

2. What are some common gender stereotypes in our society?

3. What is your responsibility as a teacher to identify existing gender stereotypes and to address them in your instruction?

4. Given your grade level and/or content area, describe specific ways you might address gender stereotypes in your instruction.

Folder: Chapter 4: Understanding Student Differences/Assignments/Try It! Net Labs

External Link

Name: Becoming Gendered

Description:

In this Net Lab, you will rate 15 characteristics as either masculine or feminine and then compare your choices with the research results.

- Based on your responses, is "X" a boy or a girl?
- How do your responses compare to the research results?
- Were you surprised by the results?

Write your responses in your Online Journal.

Folder: Chapter 4: Understanding Student Differences/Assignments/Site Observations

Item

Name: Site Observation #1

Text:

Note the different types of learning styles that you observe in the classroom.

- Ask the teacher to describe his or her philosophy concerning learning styles and his or her approach to dealing with multiple learning styles in the classroom.
- How are the learning styles you observed similar? How are they different?
- Give specific examples of ways that the teacher tried to account for the multiple learning styles in his or her classroom.

Record your observations and answers in your Online Journal.

Item

Name: Site Observation #2

Text:

Interview a teacher about gender bias in the classroom.

- Ask the teacher what he or she does to try to reduce the amount of gender bias in the classroom.
- Also ask the teacher to provide examples of ways in which female students are encouraged to try or get involved in traditionally male activities and ways in which male students are encouraged to try or get involved in traditionally female activities.
- Does the teacher feel this encouragement helps to reduce the amount of gender bias and stereotyping in the classroom? If yes, how?

Record your observations and answers in your Online Journal.

Item

Name: Case Study: Recognizing Learning Styles

Text:

Research has shown that people have different preferences and strengths when learning new information. These differences have been labeled "learning styles." As a teacher, you will be faced with a classroom of students who have different strengths regarding learning, and this will influence your approach as a teacher. How do we determine the extent to which we should address individual learning styles?

The following case describes the approach that one middle school is taking to address the issue of appropriate learning environments for students.

Review the case and answer the questions in your Online Journal.

Case from the Perspective of a Preservice Teacher

I have been observing in a sixth-grade classroom at a local middle school in a low-income area. I congratulate the efforts of this school for teaching to different learning styles and multiple intelligences.

When students enter the sixth grade, they take a test that is designed to help the students and school officials understand the way(s) they learn best. Some students find they have been studying in ways that were counterproductive for their individual learning styles. It is an eye-opening experience for many of them. Most of these low-income children, who were initially labeled as at-risk, leave this school as better and more confident students.

Talking to the teacher in my classroom one day, I learned that each teacher, upon being hired, completes a learning style test. This test helps the teacher discover how he or she best learns and how he or she best teaches. New teachers also complete extensive learning styles training. The school's training program is designed to help new teachers learn how to relate to all their students and best meet their needs.

One of the things the teachers learn is how to arrange their classroom to benefit all students. Students who need more light are placed near the windows. Both couches and straight-backed chairs with desks are provided for the students. Headphones with classical music are made available to students who need background noise to learn. Each new student means a new need in the classroom. Fortunately, the school takes great pains to meet all these needs.

Another important aspect of this school's program is that the children are also trained to be more in tune with how they learn. Students are allowed to modify their learning environments in cooperation with the teacher. Because the student has been empowered, he or she can help teach himself or herself. For example, in the classroom I was observing, a student named Bobby was identified as a kinesthetic learner. The teacher allowed him to pace in the back of the classroom while direct instruction was occurring. Linda, on the other hand, needed complete silence to read so the teacher allowed her to use headphones to block out the extraneous noise.

Case Questions

- Describe the different ways that this middle school has tried to identify and address different student learning styles.
- What are some of the strengths that this learning style program has for students and teachers? What are the potential weaknesses of this type of learning style program?
- How comfortable would you be implementing this approach in your own classroom? Why?
- Would you have any concerns about the students' transition from this middle school to a more traditional high school? Why or why not?
- How common do you think programs emphasizing individual learning styles are in elementary, middle, and high schools? Why?
- In your opinion, should more schools adopt a program that emphasizes learning styles? Why or why not?

Folder: Chapter 4: Understanding Student Differences/Assignments/Discussion Board Topics

Item

Name: Multiple Intelligences

Text:

View the video "The Key Learning Community: Cultivating 'Multiple Intelligences.'" You can find a link to this video in the Videos folder for this chapter.

Based on the material in the text and on this video, answer the following question in the appropriate Discussion Board forum:

- Do you agree or disagree with Principal Patricia Bolanos when she says that the areas of multiple intelligence are "all equally important for all children"? Why or why not?

Item

Name: Multiple Ways of Teaching

Text:

View the video "Howard Gardner on Multiple Intelligences and New Forms of Assessment." You can find a link to this video in the Videos folder for this chapter.

Based on the material in the text and on this video, respond to the following statement in the appropriate Discussion Board forum:

In his answer to question 4, Howard Gardner states that "Everything can be taught in more than one way" to accommodate children's different intelligences. Do you agree or disagree? Provide at least one example.

Item

Name: What Do You Think?

Text:

Imagine that you are sitting in the faculty lounge listening to a colleague describe one of her students. Your colleague points out that this student has a C+ average and received an IQ score of 92 (low average) on a recently administered test. She concludes that because the student is working up to his ability level, he should not be encouraged to set higher goals because that would only lead to frustration. Your colleague then asks for your opinion.

- How do you respond?

Respond in the appropriate Discussion Board forum:

Item

Name: Special Treatment or Leveling the Playing Field?

Text:

View the video "Gender Stereotyping." You can find a link to this video in the Videos folder for this chapter.

In the video, the leader of the Science Club for Girls says that "A lot of girls don't see female mentors in science. So this is an opportunity for them to see specifically someone that they can relate to being a mentor in science." As a result, the leader claims that the girls "definitely see themselves being more comfortable and more able to perform in their regular science classes."

Respond to the following questions in the appropriate Discussion Board forum:

- Do you think it's fair to have a club that is for girls only? Why or why not?
- What about boys who aren't comfortable or confident with science? Should there be a separate club for them?

External Link

Name: Flashcards

URL: [Link to flashcards for this chapter on course web site.]

Description:

This item links to flashcards you can use to review the information presented in this chapter. Click the link provided to begin using the flashcards in a separate browser window.

External Link

Name: Self-Tests

URL:

http://college.hmco.com/cgi-bin/SaCGI.cgi/ace1app.cgi?FNC=AcePresent__Apresent_html___edu_snowman_10e_04

Description:

ACE Practice Tests let you assess your understanding of this chapter on your own. You can use these practice sessions to prepare for the tests your instructor has assigned in the Tests folder for this chapter.

Click the link to begin the practice test. When you are done, click Submit Quiz to view the correct answers. You can email the results to your instructor or print them for further review.

Folder: Chapter 4: Understanding Student Differences/Online Journal

Item

Name: Defining Intelligence

Text:

Respond to the following questions in your Online Journal:

- How do you define intelligence?
- Who is the most intelligent person you know? Why did you select this person?
- How does your definition of intelligence compare with the textbook's definition?

Item

Name: Multiple Intelligence Inventory

Text:

Complete the Multiple Intelligence Inventory. You can find a link to this inventory in the Web Links folder for this chapter.

Review the results. Referencing the chart entitled "Gardner's Eight Intelligences" in your textbook, respond to the following questions in your Online Journal:

- Are the results consistent with your opinion of your own strengths?
- Which results, if any, surprised you?
- Explain how the results correlate to a learning experience you had in elementary school.
- Based on the results, what types of learning experiences might work well for you?

Item

Name: Gender Bias

Text:

Respond to the following questions in your Online Journal:

- Can you recall any instances of gender bias from teachers or friends?
- Do you think it had any effect on your choice of career?

External Link

Name: The Key Learning Community: Cultivating "Multiple Intelligences"

URL: http://www.edutopia.org

Description:

Swimming against the tide, this K-11 Indianapolis school's curriculum is based on Howard Gardner's work on multiple intelligences. It emphasizes exploration and deep understanding over rote memorization.

1. Go to http://www.edutopia.org.
2. Click the Documentaries tab.
3. In the drop-down menu at the top of the new browser window, select Assessments.
4. Scroll to "The Key Learning Community: Cultivating 'Multiple Intelligences'."
5. Click the title to view the video online.

External Link

Name: Howard Gardner on Multiple Intelligences and New Forms of Assessment

URL: http://www.edutopia.org

Description:

Howard Gardner, professor of education at the Harvard Graduate School of Education and originator of the theory of multiple intelligences, discusses student-directed learning, multiple intelligences, and a different approach to assessment.

1. Go to http://www.edutopia.org.
2. Click the Documentaries tab.
3. In the drop-down menu at the top of the new browser window, select Assessments.
4. Click the Interviews tab.
5. Scroll to "Howard Gardner on Multiple Intelligences and New Forms of Assessment."
6. Click the title to view the video online.

Item

Name: Gender Stereotyping

File to Attach: *Social Psychology: Gender Stereotyping* video

Description:

This video explores the importance of engaging and encouraging girls in the field of science.

External Link

Name: Patricia Bolanos on Multiple Intelligences, Projects, and Assessment

URL: http://www.edutopia.org

Description:

Patricia Bolanos, principal of the Key Learning Community in Indianapolis, describes her school's approach to multiple intelligences, projects, and assessment.

1.   Go to http://www.edutopia.org.
2.   Click the Documentaries tab.
3.   In the drop-down menu at the top of the new browser window, select Assessments.
4.   Click the Interviews tab.
5.   Scroll to "Howard Gardner on Multiple Intelligences and New Forms of Assessment."
6.   Click the title to view the video online.

Folder: Chapter 4: Understanding Student Differences/Web Links

External Link

Name: *Psychology Applied to Learning* web site

URL: http://college.hmco.com/education/snowman/psych_app/11e/students/index.html

Description:

The *Psychology Applied to Learning* web site offers many additional resources for this chapter.

External Link

Name: Multiple Intelligence Inventory

URL: http://www.ldrc.ca/projects/miinventory/miinventory.php

Description:

This 80-item inventory is adapted from Howard Gardner's work on multiple intelligences.

Fill in the information about yourself at the bottom of the page. Click Begin to complete the Multiple Intelligence Inventory and view the results.

Tip: Be sure to note the User ID assigned to you so you can view your results.

External Link

Name: Girls and Education Series

URL: http://www.aauw.org/research/girls_education/index.cfm

Description:

The American Association of University Women offers many research publications related to gender bias in education.

External Link

Name: Gender Bias in Education

URL: http://www.edchange.org/multicultural/papers/genderbias.html

Description:

An article on various types of gender bias in education.

External Link

Name: Gender Bias in Testing

URL: http://www.ericfacility.net/ericdigests/ed328610.html

Description:

An ERIC digest article on gender bias and testing.

External Link

Name: The Technology Gender Gap

URL: http://lrs.ed.uiuc.edu/wp/access/gender.html

Description:

An article on gender bias issues related to technology use.

External Link

Name: 21 Years Later, "Multiple Intelligences" Still Debated

URL: http://www.washingtonpost.com/wp-dyn/articles/A1337-2004Sep6.html

Description:

Two university professors accuse Howard Gardner of encouraging elementary school teaching methods for which there is no scholarly evidence of success.