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Practical approaches to individualizing instruction;: Contracts and other effective teaching strategies

Dunn, Rita Stafford

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Practical Approaches To Individualizing Instruction

J Dewey



Practical Approaches To Individualizing Instruction:

Practical Approaches to Individualizing Instruction Rita Dunn, Kenneth J. Dunn, 1972 Grade level 1 2 3 4 5 6 7 k e p i
t *Practical Approaches to Individualizing Instruction* Rita Dunn, 1977 *Individualized Instruction--programs and Materials* James E. Duane, 1973 **Practical Approaches to Using Learning Styles in Higher Education** Rita Dunn, Shirley A. Griggs, 2000-04-30 Dunn and Griggs challenge the traditional instructional process of lecture discussion in college classroom and describe the theory practice and research that support a wider variety of approaches to better accommodate the learning style preferences of each student Twenty five practitioners from varied backgrounds and disciplines representing 14 colleges and universities outline alternative strategies they use with diverse students in their institutions of higher education Some of these practitioners have been using learning style for decades Others have conducted research to test the various tenets of the Dunn and Dunn Learning Style Model and a few only for the past five years have begun providing instructional strategies that are congruent with their students preferences A road map is provided for college faculty to assist them in moving toward accommodating students learning style strengths by comparing the major theories of learning styles that range from uni to multi dimensional in scope Strategies include identifying and administering valid and reliable instruments for assessing college students learning styles interpreting assessment results so that each student becomes aware of his her own strengths and is provided a computer generated prescription for improving their study skills and successfully completing assignments designing instruction to respond to both global and analytic students processing styles developing course content and materials to accommodate the learning style preferences of college students and evaluating the impact of learning styles based instruction *Individualizing Instruction* ,1973 **Differentiating Instruction for At-Risk Students** Rita Dunn, Andrea Honigsfeld, 2009 When the activities described herein are introduced to students whose learning styles they match most will demonstrate strong abilities to learn and remember new and difficult content within the first four months of beginning_ if not earlier This book is written to prevent more children from becoming at risk and to help those who already have fallen behind their classmates and do not enjoy school **Homework** Eunsook Hong, Roberta M. Milgram, 2000-06-30 While there are some books and articles about the importance of understanding in school learning style and the benefits in achievement and attitude toward learning that accrue from matching learning style to learning environment this is the first book on homework style Homework style is the personal preference for doing the tasks assigned by teachers and learning new material outside of the formal school setting Learning style and homework style have been found to be related yet empirically distinguishable indicating the unique situation the home variable plays in forming individual learning styles This guide will help parents teachers and counselors understand homework style and gain an awareness of the relationship between homework style homework achievement and school achievement *Assessing and Evaluating Adult Learning in Career and Technical Education* Wang, Viktor, 2010-07-31 This book advances a framework a process and meaningful

approaches for assessing and evaluating adult learning in career and technical education CTE Provided by publisher

Resources in Education ,1995-10 Air University Review ,1974 **Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists** Washington State University. Department of Education,1977

Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education Philip G. Kapfer,Glen F. Ovard,1971 Abstract The main goal of an Individual Learning Package ILP is to assist teachers in creating learning environments that are more humanized ILP s should permit students to learn at their own unique rates to have alternative ways to meet stated goals to plan their own learning sequences and to be successful with varying levels of self initiative and self direction Presenting the ILP approach to instructional management through curriculum design the curriculum components are what will be learned concept skill and value statements what changes will occur learning objectives what will facilitate those changes IL materials and activities how evaluation can help pre self and post evaluation and finally future goals Organizing the ILP components and evaluating for ILP improvement are discussed *Behavioral Objectives in Curriculum Development* Miriam B. Kapfer,1971 **Project ILPs** Philip G. Kapfer,Miriam B. Kapfer,1978

Improved Test Scores, Attitudes, and Behaviors in America's Schools Thomas C. DeBello,Rita Dunn,1999-10-30 Education is a profession in which billions of federal dollars have been spent to reduce academic underachievement particularly for minority children from poverty homes Few funded programs have reduced failure on standardized achievement tests Despite either repetition or innovation most children who fail do not perform substantially better the next time around On the other hand practitioners who have used the Dunn and Dunn learning styles approaches have reported statistically higher standardized achievement test scores among average poorly achieving and special education students This book is based on the practical diverse experiences of more than thirty different supervisors throughout the United States Representing a variety of urban and suburban locations with diverse student populations each supervisor was able to obtain significantly higher standardized achievement test scores for his or her student populations **A Multi-Modal Approach to Address**

ADHD Annie M Wells, PH D,2010-05 The book is organized in two main parts general information and basic research about Attention Deficit Hyperactivity Disorders and practical information full of psychological behavioral and educational learning style strategies and tips The first part of the book provides the reader with adequate information to understand the rationale for using the techniques in the latter part Chapters I through III provide that general and basic information including the medical approach Chapter I describes what the ADHD disorders are etiological theories DSM IV TR criteria and how one makes a differential diagnosis Chapter II acquaints parents and professionals with symptoms as early as infancy and preschool age and what they can do when ADHD is suspected Medical treatment is usually recommended therefore Chapter III deals with the medical approach and the various categories of medicines that can be used to treat the different types of ADHD Chapters IV through V focus on the non medical approaches Chapter IV describes psychological behavioral

approaches to address problems of executive functions attention hyperactivity impulsivity social skills memory and organization of time and materials This chapter emphasizes the importance of addressing executive functions first and foremost as well as early in development to be most effective Chapter V makes the point that learning style approaches emphasize strengths of children with ADHD rather than weaknesses and that these children learn differently One could perceive this chapter as a handbook to use in determining which of the elements of style a child exhibits and proceeding with the appropriate technique Chapters IV and V also make the point that the non drug approaches can yield a relatively permanent change in behavior which will take practice

Instructional Development Paradigms Charles R. Dills, A. J. Romiszowski, 1997 An encyclopedic examination of competing paradigms in the areas of instructional design and development at all levels and in a variety of environments The 46 treatments feature the analysis of experienced scholars and sometimes the authors of the particular theories under discussion which include topics in instructional development in its philosophical mode constructivism postmodernism systems approach as a cultural vantage point and in theory and application reviewing the effects of technology on class design the influences of semiotics the strategic advantages of constructivist instruction versus linear designs and modeling for applying design strategies from constructivism and cognitive theory to individualizing instruction with adult learners Annotation copyrighted by Book News Inc Portland OR

Michael Allen's Guide to e-Learning Michael W. Allen, 2016-10-03 Explore effective learning programs with the father of e learning Michael Allen's Guide to e Learning Building Interactive Fun and Effective Learning Programs for Any Company Second Edition presents best practices for building interactive fun and effective online learning programs This engaging text offers insight regarding what makes great e learning particularly from the perspectives of motivation and interactivity and features history lessons that assist you in avoiding common pitfalls and guide you in the direction of e learning success This updated edition also considers changes in technology and tools that facilitate the implementation of the strategies guidelines and techniques it presents E learning has experienced a surge in popularity over the past ten years with education professionals around the world leveraging technology to facilitate instruction From hybrid courses that integrate technology into traditional classroom instruction to full online courses that are conducted solely on the internet a range of e learning models is available The key to creating a successful e learning program lies in understanding how to use the tools at your disposal to create an interactive engaging and effective learning experience Gain a new perspective on e learning and how technology can facilitate education Explore updated content including coverage regarding learner interface gamification mobile learning and individualization Discuss the experiences of others via targeted case studies which cover good and not so good e learning projects Understand key concepts through new examples that reinforce essential ideas and demonstrate their practical application Michael Allen's Guide to e Learning Building Interactive Fun and Effective Learning Programs for Any Company Second Edition is an essential resource if you are studying for the e Learning Instructional Design Certificate

Program **Reinterpreting Urban School Reform** Louis F. Miron, Edward P. St. John, 2003-04-09 A critical look at urban school reform efforts *Innovative Education Practices* United States. Office of Education, 1970

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