Q#	id	url	author	likes	text	Dylan	Chris	YouTube timestamp
1	14251143	https://ww	Faith Warne	14	A lot of these methods seem to work with smaller well behaved groups of students. What sort of strategies would you put in place to support these learning methods with less receptive students?			https://youtu.be/1IZ-FfGSZ3c?t=41
2	14180863	https://ww	Daniela Lawlor	12	Differentiation for learning requires teachers to be able to identify where the student is at in the learning process and then adapt teaching to suit this. Frameworks such as Blooms and SOLO are important in this process, but so is being able to sequence the content specific elements of the learning area. Structuring hinge questions, and closed or multiple choice questions which help to diagnose needs and misconceptions needs to be built into the planning processes. How can teachers be supported to develop efficient ways of managing these complexities?			https://youtu.be/1IZ-FfGSZ3c?t=94
3	14301196	https://ww	Emma Akhurst	9	I recognise that a number of different strategies are being presented in this course for people to explore and reflect on, but in reality, do you see all of these working alongside each other or focusing on just one? I'm not talking individual differentiation by task but the bigger pedagogical approaches; Blooms vs Solo then the use of pyramids of learning, PACE, quadrants? My gut feeling is that focusing on one is more beneficial to allow students to build up that learning and reflective vocabulary, mastering the learning behaviours that take longer to develop!			https://youtu.be/1IZ-FfGSZ3c?t=175
4	14199831	https://ww	Maro Constantinou	9	I would like to know how to plan the tasks for my lesson as we have a curriculum we must finish by the end of the school year. Another point is that all student take the same exam without differentiating questions! How we overcome this obstacle?			https://youtu.be/1IZ-FfGSZ3c?t=246
5	14330165	https://ww	María Noel Lazo	8	I loved the idea of the PACE quadrant but it caught my eye the fact that there are actually four teachers (or teacher's assistants) in the classroom, each working with a different group. Where I work we don't have teacher's assistants. How can a single teacher cope with this kind of lesson? Thanks!			https://youtu.be/1IZ-FfGSZ3c?t=329
6	14240016	https://ww	Shelton Jeri	8	How does one come up with differentiated learning for a curriculum that has same exams for learners with different abilities? Should every lesson have some differentiated learning provisions?			https://youtu.be/1IZ-FfGSZ3c?t=449
7	14231080	https://ww	Toni Glasson	8	Where do success criteria come into play? How do students know and understand what they can and cannot do? Certainly, the teacher can make the diagnoses and therefore differentiate, but how and when are the students assisted to make these same diagnoses about their learning?			https://youtu.be/1IZ-FfGSZ3c?t=499
8	14293689	https://ww	Claire Brown	8	How can we cope practically in a classroom with large groups, often little TA support and pupils who struggle to work without guidance for academic and behavioural reasons.			https://youtu.be/1IZ-FfGSZ3c?t=577
9	14237398	https://ww	Sandhya Paul	6	The IB curriculum uses assessment criteria and all learners need to be assessed using the same criteria. I find that even when I differentiate learning, some students are unable to access the higher grade levels which test higher order thinking. I find that this method discourages learners who are never able to achieve the highest level even when they work hard. What can be done to motivate these students?			https://youtu.be/1IZ-FfGSZ3c?t=628
10	14215975	https://ww	Nichola Crawford	6	Thinking back to the HINGE questions activity last week, could you share your thoughts on which of those q's were suitable as HINGE q's etc and why? (As someone who is new to HINGE Q's I would appreciate hearing or seeing your thoughts before trying this activity with my Science teachers)			https://youtu.be/1IZ-FfGSZ3c?t=767
11	14324553	https://ww	Carol Holden	5	I can really appreciate how the differentiation will help students who feel they are out of their depth to cope in the long term. Again I have questions on how to manage the variety of tasks approach in a state school with no TA's or other support with adolescent students with entrenched behavioural problems. The school I work in is nowhere near as resourced as those shown here. I'm not saying it won't work at all. I just want more guidance about making that transition.			https://youtu.be/1IZ-FfGSZ3c?t=897
12	14298386	https://ww	Neil Fletcher	4	As a maths teacher in a school that is looking to develop a mastery approach to the subject, will the differentiation tasks that I need to develop have to reflect a series of different routes rather than developing tasks with an increasing level of cognitive demand that students opt into or directed towards? Can a mastery approach be supported by differentiation or are the two approaches in conflict?			https://youtu.be/1IZ-FfGSZ3c?t=986
13	14088758	https://ww	Sushila Nagarajan	4	My question is , the teacher plans the differentiation in her lesson, but during the focus time, sometimes the higher ability child wants to do some lesser challenging tasks. how do the teacher deal with this kind of action by the child ? However the teacher will be scaffolding the child's learning.			https://youtu.be/1IZ-FfGSZ3c?t=1095
14	14282644	https://ww	Bella Wartovo	4	1. What do I use to ascertain my learners' potential and drive them to higher grounds?			https://youtu.be/1IZ-FfGSZ3c?t=1196
15	14282644	https://ww	Bella Wartovo	4	2. Learners are unique, what would be the best unified formative approach that will help minimise time constraints and curriculum deadlines while gathering learning evidence?			https://youtu.be/1IZ-FfGSZ3c?t=1285
16	14282644	https://ww	Bella Wartovo	4	3. How do I systematically select the appropriate diagnostic tests that would be a possible remedy to identifying key areas for learners' development?			https://youtu.be/1IZ-FfGSZ3c?t=1397
17	14324041	https://ww	Sana Zulqarnain	4	Want to know how a curriculum that is not book free and time bound be linked with differentiation ? Do we have to differentiate every time or we can just use it alternatively????want to see whole class practice for early years and how to manage class side by side!			https://youtu.be/1IZ-FfGSZ3c?t=1527
18	14128709	https://ww	Diane Walsh	4	You said 'Through using differentiation processes like these regularly in the classroom' (talking about 'PACE' and quadrant). How regularly would you recommend? I spend a fair bit of my weekends planning lessons now. I must admit, some of these strategies, although they sound fantastic and I want to try them, the planning seems very time consuming. Will I have any weekend left?			https://youtu.be/1IZ-FfGSZ3c?t=1605

19	14241623	https://ww	Yvonne Bengover	4	In my educational context here is an attempt in examinations to address differentiation, for example, different cognitive levels must be included and there is a weighting (%-mark allocation) for each level.However, as raised by others, what happens to those students who did not fully reach the learning goal. This means that in certain sections/questions in the examination they are going to 'lose'.			https://youtu.be/1IZ-FfGSZ3c?t=1705
20	14333149	https://ww	Warren McIntyre	3	In a group activity, how do you stop one or more members doing nothing and just riding the wave of the others work?			https://youtu.be/HFdw_khPXKI?t=19
21	14261314	https://ww	Kim Lawler	2	Would it be useful to identify key points in a topic/subject and include hinge point questions or other AfL techniques in medium term planning in order to facilitate progress (i.e. find out who needs re-teaching/challenging) rather than focus on just individual lessons?			https://youtu.be/HFdw_khPXKI?t=137
22	14238380	https://ww	Sonja Stocks	2	Assessing the success of my differentiation is an interesting one. I can see if the students have improved, but there are so many different techniques I could use, it's hard to assess whether I chose the appropriate one for the task in hand.			https://youtu.be/HFdw_khPXKI?t=222
23	14286300	https://ww	Judy Cera	2	I teach about 10 different groups with about 10 students in each group. I see each group twice during the week. Do you have any useful tools for keeping track of each learner's journey?			https://youtu.be/HFdw_khPXKI?t=325
24	14302622	https://ww	Ann Wuth	2	I would appreciate a few ideas on differentiation for recently qualified Primary teachers who are teaching multi-age classes in rural and remote areas.			https://youtu.be/HFdw_khPXKI?t=497
25	14314334	https://ww	Rebecca Older	2	I'd love to know more about this way of working in the Early Years - successful examples/ videos/ blogs etc			https://youtu.be/HFdw_khPXKI?t=696
26	14322575	https://ww	Louise Denton	2	I would like to see examples of how differentiation is used in classrooms of children 7-12 years old during Maths lessons. Are there specific differentiation strategies that are effective specifically in Mathematics teaching? Are there types of activities that facilitate differentiation - providing multiple entry points. I have seen "would you rather?" type questions but are there others strategies that are effective specifically to Maths?			https://youtu.be/HFdw_khPXKI?t=835
27	14261314	https://ww	Kim Lawler	2	Would it be useful to identify key points in a topic/subject and include hinge point questions or other AfL techniques in medium term planning in order to facilitate progress (i.e. find out who needs re-teaching/challenging) rather than focus on just individual lessons?			https://youtu.be/HFdw_khPXKI?t=1026
28	14182795	https://ww	Claire Thomas		Stupid question alert! I like to believe that all students can understand everything given the appropriate help, time etc. However, all teachers have a syllabus and time restraints so when we're differentiating for learning at some point we have to stop and move on (this is what I am finding frustrating teaching a whole class). In practice, how does this look in the "perfect DfL classroom"? In a lesson or series of lessons, should I still be thinking along the lines of "all/most/some"? So when planning, I plan to differentiate to help students move on, but just have to accept that some students just won't manage to cover all the material in the same depth?			https://youtu.be/HFdw_khPXKI?t=1146
29	14347354	https://ww	Emma Sarkar	1	It has started to dawn on me that I have sometimes considered "differentiation" and "scaffolding" to be synonymous when they are in fact different strategies. For example, I have tried to offer "differentiation" through provision of resources such as word banks or manipulatives in maths, and I am now thinking this is actually scaffolding, not differentiation at all. What is the difference between scaffolding and differentiation?			https://youtu.be/HFdw_khPXKI?t=1290
30	14333568	https://ww	Paul Martin	3	I find differentiation possible in revision lessons. However, when introducing new concepts or delivering new ideas, I find it very hard to differentiate. I find it difficult to assess because the ideas are new and they are all still unsure, and for the same reason when confronted with self-guiding they practically all choose the low ability tasks			https://youtu.be/HFdw_khPXKI?t=1590
31	14317761	https://ww	Theresa Schrem		I have really learnt alot from this course, thankyou. Am I right in saying that all the learners should be trying to achieve the same learning objective (is that the same as learning intention?)? The differentiation stems then from prior diagnostic tasks, using a hinge question, or a zip quiz, for example. If I have understood this correctly then suddenly things are clarifying for me and I think I could do this... when I last taught in a state school in the UK I was, in hindsight, very confused about what I was doing, alot of things just didn't make sense and I am afraid I have to say that those above me must actually have been equally unclear even though I was made to feel very inadequate for delivering non-personalised learning and lessons where the differentiation was inadequate. For example, I had to have differentiated learning objectives on the board, reflecting Bloom's taxonomy. Diagnostic tools / lessons were never even named as necessary but I can see now how crucial they are. What was the learning objective (intention?) on the board at the start of the bonding lesson, or the sankey diagram lesson. How was it worded? Thankyou			https://youtu.be/HFdw_khPXKI?t=1765
32	14288718	https://ww	Jesmion Ibekwe		The quadrant tool seem sparodical and of which could provide four different opportunities for students to take their learning forward, can a teacher handle the four different activities?			https://youtu.be/HFdw_khPXKI?t=1876
33	14281245	https://ww	Michael Tonkin		Does anyone have any ideas for differentiation in a workshop environment, I have a range of students designing and manufacturing projects in both wood and metalwork or a combination of both			https://youtu.be/HFdw_khPXKI?t=2026
