

**INFORMAL LEARNING PROFILE ASSIGNMENT: WHO IS IN YOUR POCKET?**

Observations and anecdotal notes about students' choices, preferences, and excitement and frustration. *(Gregory & Chapman, 2013, p. 29)*

STUDENT #1: (PSEUDONYM NAME): MAE GRADE: 7				
GIFTS & STRENGTHS	INTERESTS	CHALLENGES	LEARNING PREFERENCES	HOPES & GOALS
<ul style="list-style-type: none"> <li>- Very creative</li> <li>- Great at socializing</li> <li>- Good at follow a routine</li> </ul>	<ul style="list-style-type: none"> <li>- Animals</li> <li>- Her Horse (Blackjack)</li> <li>- Horse racing (family owns part of a race horse)</li> <li>- Loves painting.</li> </ul>	<ul style="list-style-type: none"> <li>- Struggles with comprehension and understanding.</li> <li>- Struggles with anxiety within class, never wants to answer questions in class.</li> <li>- She also struggles to focus within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- She likes working in groups.</li> <li>- She finds it easier when she has someone (teacher or another student) to work with and help breakdown questions for her.</li> <li>- Loves bring art into her work.</li> <li>- Like to use i-pad to do work.</li> </ul>	<ul style="list-style-type: none"> <li>- One day she hopes of being a vet.</li> <li>- She also wants to work with race horses.</li> </ul>
<b>Observations</b> <ul style="list-style-type: none"> <li>- In class if she is provided with a little extra support she does a lot better.</li> <li>- She often is distracted within class.</li> <li>- She can work really hard in class when she understands what it is she should be doing.</li> </ul>				
<b>DIFFERENTIATED LEARNING: ADAPTIVE DIMENSION IN PRACTICE (Adapting the Variables)</b>				
<b>LEARNING ENVIRONMENT (the where)</b> <ul style="list-style-type: none"> <li>- Moving away from friends in the classroom, so she is not distracted by what they are doing.</li> <li>- Using quiet spaces for working within the classroom.</li> <li>- Classroom Rules and expectations, by clearing have the teacher layout what is okay within the class and what is not, such playing on phones,</li> </ul>	<b>INSTRUCTION (the how)</b> <ul style="list-style-type: none"> <li>- Keeping a consistent routine- by always keeping things the same within the classroom we can limit anxiety felt by not know what is going to happen in the classroom</li> <li>- Giving more visuals with the class, by using more visuals we can help encourage different ways for understanding, and allow the students</li> </ul>	<b>RESOURCES (the what)</b> <ul style="list-style-type: none"> <li>- Growth mindset – help to create a growth mindset (Jo Boaler, Mathematical Mindsets). By help to creating a growth mindset we can change the way they approach school and learning.</li> <li>- Using reflection questions to see if they are really comprehending and understanding.</li> </ul>	<b>ASSESSMENT (the show what you know)</b> <ul style="list-style-type: none"> <li>- Reflection Questions - instead of having student use repetitive practice as a method of study we would have them answer reflection question to better gage understanding and less questions that are deeper.</li> <li>- Journal Entries – Journals can be used in every subject area to see</li> </ul>	

<p>this may provide students with a better understanding on how the classroom should work.</p>	<ul style="list-style-type: none"> <li>- Using manipulatives – this will provide her with not only a visual but actually having the chance to see and touch to learn.</li> <li>- Audio – this is would be a way to change it up for students who struggling with comprehending what they read, and teacher could prerecord the questions they plan on asking to in a written from, by having someone else read it to them, putting emphasis on certain words, can really lead to success.</li> </ul>	<ul style="list-style-type: none"> <li>- In math trying to use open ended tasks, question with more than one possible answer, leave more room for thinking. Open ended tasks also work within other classes, and leaving questions that there are multiple answers to and leaving room for discussion.</li> <li>- Student directed school projects – giving students option to gage projects more to their like and interests.</li> </ul>	<p>how students are feeling about their learning, this could be a place student ask for help, or say where they are struggling for teachers to better understand.</p> <ul style="list-style-type: none"> <li>- T-chart of understanding – by using a t-chart to show what they do and do not understand can help draw a clear line for both student and teachers on what a student may be missing.</li> <li>- End of class quizzes - by using end of class quizzes and telling students a head of time they then know that they need to pay attention to the days lesson and it also check for comprehension.</li> </ul>
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Paityn Ireland  
200401970  
ECS 303  
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For my case-study I decided to focus it on a student I have tutored in the past and have had the chance to hear additional stories from their teachers. The student I have chosen's name is Mae, she is currently in grade 7. I have been tutoring this student in math mostly, but helping in other subjects when needed. She is lacking in motivation and is always distracted within class. She also is missing from school more than the average student which leaves gags within her learning that do not always get filled. She is also known to fall asleep within class occasionally, this also leads to missing important learning time in class. She was tested at the end of grade 6 for an learning disability or to see if she had cognitive issues, but she only struggles with comprehending information, it was suggested she have more time on tests so she can have more time to read and understand questions.

One major area of struggle for her is math, she has extreme anxiety about the subject and anything involving math. Due to the fact she struggles with understanding she chooses not to work within class. I have been working with her outside of class to make sure she stays on track in the classroom. The most important thing I do when working with her making sure she understands the question and information within her lesson at school. The issues she has with comprehending affect her in all areas of school and there are ways to improve her learning and have her understanding more of what goes on within class.

