



NATE AND ANGIE RIDGWAY

Don't Ditch That Tech: Differentiate Digitally

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A little bit about Nate and Angie

- ❑ Co-wrote Don't Ditch That Tech: Digital Differentiation in a Digital World
- ❑ Angie is a professor of education at the University of Indianapolis.
- ❑ Nate is currently a high school teacher in Indiana.

A link to a presentation of resources shared can be found at bit.ly/DitchSummit2019.

What is differentiation?

- It is NOT teaching 15 different lessons each and every day.
- Carol Ann Tomlinson defines differentiation as:
 - Thinking about the learner and differentiating with content, process, and product.
- The teacher is letting go and giving students choice and input.

Practical examples of differentiation:

Differentiating content:

- Use technology to replicate the lesson at varying levels easily and share it with your colleagues.
- [Classtime](#) is a rapid-fire assessment app that allows you to gather data at any time during the lesson which allows you to move students fluidly in and out of groups before, during or after a lesson.

- [IORad](#) is an app that allows you to create interactive tutorials for your students. It's not a screencast but instead, the students do more of a simulation of what they will be doing.
 - Very good for procedural needs.
 - Easy to create different IORads for various levels of background with the technology and/or the content you are teaching.
 - It also automatically translates using Google Translate.
 - It can be used for sub plans, station rotations, handbooks, etc.
- Google Classroom can easily be used to assign differentiated activities.
 - Blog post: [Google Classroom: Differentiate like a ninja](#)
- [Insert Learning](#) allows you to insert instructional content into any web page. You can easily scaffold text with questions and resources like pictures or GIFs that help your students.
- [Tween Tribune](#) offers high-quality articles that you can instantly scaffold by Lexile levels. They also have articles in Spanish. No one would know that the content is below grade level text just looking at it.

Differentiating product

- Break out of the models and the typical ways we think of when we think about having our students express their knowledge.
- [18 alternatives to essays](#) (some ideas from Nate's post)
 - Create your own journey games
 - Publishing podcasts
 - [An educator's guide to podcasting beyond the classroom](#)
- We don't change the outcome or our expectation for what we want them to learn but we are changing the mechanism by which the student can demonstrate their knowledge.
- Some apps or tools for differentiating product:
 - [Flipgrid](#)
 - A 5-minute Flipgrid video with the right questions can tell you a lot.
 - Blog post: [30+ ways to use Flipgrid with your class](#)
 - Blog post: [20 activities to bloom with Flipgrid's new camera](#)
 - Sketchnotes on tablets or paper allows students a different way to express their knowledge

- Blog post: [Sketchnoting in the classroom: 12 ways to get started](#)
- Google Slides
 - Use Google Slides to create an art gallery
 - Digital Textbooks using Google Slides
 - Blog post: [How to create a pdf ebook with Google Slides](#)
 - [Blog post: Google Slides icon boards for low prep visual thinking](#)
 - Blog post: [Slide into science: Demonstrating learning with Google Slides](#)
- Thinglink or Padlet to create a resource board
- Use voice typing for writing essays (Google Docs has voice typing built-in)
- [SeeSaw](#) has a great canvas that lets students create and share.
 - Have students record their screen and explain their thinking.
 - Blog post: [20 SeeSaw ideas with Chromebooks for K-12 classes](#)
- Be sure to find a balance between scaffolding and overwhelming.
- Use the app or tool you want your students to use to express their thinking with teaching. When having students demonstrate their knowledge you want it to be with a tool they have seen or used before.
- Utilize [Fligrid's new AR tool](#) to record a video explaining your expectations for the task. Download your video as a QR code and paste it into the paper you are handing out or copy a link to the video and share it through your LMS or digital handout.

Reflection

- Metacognition- "thinking about your thinking"
 - Have students have a discussion with other students about what they learned that day and what strategies they used to learn it.
 - [Backchannel chat](#) allows teachers to create a room where students can share their thoughts with everyone. Like a chat room or a forum for discussion.
 - A Google form can be used to check-in with students partway through their project or assignment to allow students to think through their own process.
 - Idea: Have students compose an email to someone who cheers them on telling that person what they are working on and what support they will need to complete the project or assignment.

- Blog post: [20 ideas for making thinking visible](#)

Resources:

- The handout from Nate and Angie's presentation can be found at bit.ly/DitchSummitHandout2019

