

Process

Product

Environment

Content

- vary the places where learning occurs – for example the lab or outside.
- make sure there are places in the room to work quietly and without distraction as well as places that invite student collaboration
- provide materials that reflect a variety of cultures and home settings

- use 'hands on' activities for some learners to help them understand a new idea
- use texts, computer programs, tape recordings and videos as a way of conveying key concepts to varied learners
- use Bloom's Taxonomy to encourage thinking about content at several levels.

- use tiered activities through which all learners work on building the same important understandings and skills but proceed with different levels of support, challenge or complexity
- provide interest centres that encourage students to explore subsets of class topics that are of particular interest to them
- develop activities that target auditory, visual and kinaesthetic learners

- allow students to help design products around learning intentions/goals
- encourage students to express what they have learned in varied ways
- allow for varied working arrangements – alone, with a group