

## Differentiated Instruction Teaching/Learning Examples



### COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING: WORKPLACE ETHICS AND THE RESPONSIBLE USE OF INFORMATION TECHNOLOGY

Two 75-minute periods

1. Pair-Square Scenario Cards
2. Workplace Ethics Place Mat (Questions, Cues and Advance Organizers; Cooperative Learning)\*
3. Ethics Definition and Ethical Decisions Discussion
4. Modelling/Think Aloud
5. Corners/Case Study Analysis/Numbered Heads (Cooperative Learning)\*
6. Guiding Principles Presentations
7. Triarchic Intelligences Discussion
8. Triarchic Intelligences Workplace Ethics Choice Board\*\*

\*Marzano's Categories of Instructional Strategies (See Resources, below.)

\*\*Differentiated Instruction Structure

#### DIFFERENTIATED INSTRUCTION DETAILS

##### Knowledge of Students

Differentiation based on student:

- Readiness    Interests    Preferences:    Styles    Intelligences    Other (e.g., environment, gender, culture)



##### Need to Know

- Experience with presentation formats in order to design Choice Board options

##### How to Find Out

- Survey or discussion on presentation formats (e.g., flow charts, presentation software)

##### Differentiated Instruction Response

- Topic, Entry Point (content)    Ways of learning (process)    Ways of demonstrating learning (product)    Learning environment

#### CURRICULUM CONNECTIONS

##### Cooperative Education and Other Forms of Experiential Learning Area of Learning:

##### 2.3 The Classroom Component

##### 2.3.1.1 Student Preparation for the Workplace

- Demonstrate an understanding of work ethics and the responsible use of information technology

##### Learning Goals:

- Understand ethical issues and issues related to responsible use of information technology in workplace scenarios
- Analyze workplace situations to determine an ethical course of action

#### ASSESSMENT AND EVALUATION

##### Assessment/Success Criteria

##### Knowledge and Understanding

- Identify ethical and responsible use of information technology issues in workplace scenarios
- Explain ethical and responsible use of information technology issues in workplace scenarios

##### Thinking

- Analyze a situation to determine an ethical course of action

##### Assessment Tools:

- Checklist
- Anecdotal Comments
- Rubric

#### PRIOR LEARNING

Prior to this lesson, students will have:

- Some prior work experience at their placement

#### MATERIALS AND RESOURCES

##### Materials:

Chart paper and markers  
Micro-cassette voice recorder; mini-digital voice recorder

Appendix A: Scenario Cards: Should I or Shouldn't I?—one set per group of four  
Appendix B: Workplace Ethics Place Mat—one per group of four  
Appendix C: Workplace Ethics—Guiding Questions Checklist—one per student  
Appendix D: Workplace Case Studies—one per group of four  
Appendix E (pp. 1 & 2): Triarchic Intelligences Workplace Ethics Choice Board—one per student  
Appendix F: Workplace Ethics Choice Board Rubric—one per student

##### Internet Resources:

Ministry of Education (2003). *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (Place Mat, p. 164). See *Think Literacy Library* at [www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html](http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html)

##### Resources:

Hume, Karen (2009). *Evidence to Action: Engaging and Teaching Young Adolescents through Assessment*. Toronto, ON: Pearson Education Inc. (Triarchic Intelligences and Inventory, Blackline Master 1.4 and Learning Styles and Inventory, Blackline Master 1.6)  
Kagan, Spencer (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publishing. (Numbered heads)  
Marzano, Robert J., Pickering, Debra and Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.  
Ministry of Education (2000). *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*.

Teaching/Learning Sequence: Cooperative Education and Other Forms of Experiential Learning: Workplace Ethics and the Responsible Use of Information Technology

**MINDS ON**

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Prior to this lesson, facilitate a discussion about learning styles (e.g., visual, auditory, kinesthetic) in which students think about their preferences and identify things that they do that are examples of this preference (e.g., visual: preferring to draw or sketch to illustrate ideas). Consider having the class complete a learning styles inventory to initiate the discussion. (See Materials and Resources on the reverse of this folder.)

**Groups of Four → Pair-Square Scenario Cards**

Students:

- As pairs within a group of four, select and examine one of the four scenario cards from Scenario Cards: Should I or Shouldn't I? (Appendix A) and decide on a course of action for that scenario
- Share the scenario and proposed action with the other pair
- As a group of four, select one scenario, come to consensus on an ethical course of action and share with the class (Alternatively, post different scenarios at different locations in the room and have students form groups of four at a scenario of interest.)

Remind students that there will be many such scenarios in the workplace and that it is important to have ways to think about situations to determine an acceptable course of action. This lesson helps students identify ethical issues, use questions to explore their options for next steps and to select a next step that is ethical and responsible.

**Groups of Four → Workplace Ethics Place Mat**

Pose two key questions for groups to discuss: What are "ethics"? What are factors to consider when making ethical decisions (e.g., legality, impact on others)? See Workplace Ethics Place Mat (Appendix B).

Students:

- Respond individually using one of the four outside rectangles of the Workplace Ethics Place Mat (Appendix B)
- As a group, determine a response all can "live with" for each key question and note it in the Group Summary section of the Place Mat
- Share their group answers with the class

**Whole Class → Ethical Definition and Ethical Decisions Discussion**

Extend and clarify group responses as needed. List the "factors" on the board or chart paper.

As a class:

- Create a definition of ethics and compare it to a dictionary definition
  - Discuss how responsible use of information technology relates to ethics using Scenario Cards #3 and #4 (Appendix A)
  - Use the list of factors to generate and refine a series of questions to ask when determining an ethical course of action
- Students use these questions as a checklist throughout the lesson when examining scenarios to determine an ethical course of action. See Workplace Ethics—Guiding Questions Checklist (Appendix C). Modify, delete, or add to the questions in Appendix C in response to student suggestions.



**CONNECTIONS**

L: Literacy  
ML: Mathematical Literacy  
AfL, AoL: Assessment for/of Learning

L: Subject-specific literacy/  
Definitions

**ACTION**

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

**Whole Class → Modelling/Think Aloud**

Distribute the Workplace Ethics—Guiding Questions Checklist (Appendix C).

Model thinking about and responding to each of the questions to determine a course of action for the Sample Case Study in Appendix C.

**Individuals → Corners/Case Study Analysis/Numbered Heads**

Students, in Corner Groups of four or five:

- Based on interest, select a case study from the Workplace Case Studies (Appendix D)
- Gather in groups at various locations in the room based on the case study they have selected
- Note: Second-time Co-op students could work together in groups and create a scenario based on past experience.
- Read, discuss and use the questions from Workplace Ethics—Guiding Questions Checklist (Appendix C) to decide on a solution to the situation in the case study

Ensure that all group members are prepared to share the solution, and the reasoning behind it, with the class. Have students in Corner Groups number themselves from one to four (or five) and call upon a "number" in each group to share. Facilitate a class discussion about scenarios as needed to clarify both workplace ethics and the responsible use of information technology.

**Small Groups → Guiding Principles Presentations**

Students form small groups according to their preferred way of presenting: auditory, visual or written. As a way to summarize their learning, groups create at least one motto or guiding principle for ethical behaviour in the workplace and one for the responsible use of information technology. Provide a sample motto (e.g., "Honesty is the best policy") and a sample guiding principle (e.g., "Always assume that whatever is written online can be read by everyone and will last forever"). Groups may write these on chart paper, present them as a 15-second audio (e.g., radio or role play), create a narrated tableau (still picture), or create a poster. Provide feedback as needed to clarify understanding.

**Whole Class → Triarchic Intelligences Discussion**

Explain the Triarchic Intelligences Workplace Ethics Choice Board assignment (Appendix E) prior to the next work placement block so that second-time Co-op students can look for examples of ethical issues at their placements.

To introduce Triarchic Intelligences, explain that we all approach tasks differently and make use of a combination of three forms of intelligence: analytical (book smarts), practical (street smarts) and creative ("thinking out of the box" smarts). Each of us has a natural preference for one of these intelligences and can use it as a strength in our work in school and in the workplace. If students are not familiar with their preferred Triarchic Intelligence, you can provide them with a Triarchic Intelligence Inventory (See Materials and Resources on the reverse of this folder). Have students work in pairs or small groups to identify their own and each other's preferred intelligence(s) and to provide examples that suggest that a particular intelligence is a strength. Explain to students that they will have an opportunity to use this preferred intelligence in the Choice Board assignment.



L: Organizing Ideas/Think Aloud

L: Organizing Ideas/Case Study  
Analysis

AfL: Case Study Analysis/  
Checklist

AfL: Guiding Principles  
Presentation/Anecdotal  
Comments

**CONSOLIDATION AND CONNECTION**

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

**Individuals → Triarchic Intelligences Workplace Ethics Choice Board**

Review the Triarchic Intelligences Workplace Ethics Choice Board (Appendix E) assignment after students return from their placement. Introduce the Workplace Ethics Choice Board Rubric (Appendix F), revising as necessary based on class discussion about assessment criteria.

Students, using the instructions outlined on Appendix E:

- Choose one of the workplace ethics scenarios provided or, if they are second-time Co-op students, create an ethical issue that has arisen or could arise at their placement.
- Analyze the scenario to determine an ethical response or course of action.
- Select, from the Triarchic Intelligences Workplace Ethics Choice Board (Appendix E) a way to:
  - Communicate this information based on their preferred Triarchic Intelligence and
  - Respond to the workplace ethics question for that Triarchic Intelligence.
- Hand in their assignment for evaluation.



AoL: Choice Board/Rubric