

Variables		Duane															
Class		HAVO 4															
Name		Duane															
NoOfStudents		24															
NoOfBoys		14															
NoOfGirls		10															
Age		15															
Diagnose		Diagnosed with autism spectrum disorder															
Video/Fragment		2:30-4:03															
Extra info room 1																	
Extra info room 2																	
MaximumOfQuestions		13 (this can be changed)															
MaximumOfResources		3 (this can be changed)															
Internship		Educational needs Duane		Differentiation Duane		ICT in the classroom		Parents Duane		Classmates Duane		Colleagues Duane		Reflection educational needs Duane			
Room		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane			
Name		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane			
Type actor		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane			
Actor		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane			
Forward email																	
specific task background		Welcome at EndHoevecollege! You are going to work here as a student teacher for HAVO 4. During a period of 6 weeks you will work together with other interns at this school. HAVO 4 counts 24 students, 14 boys and 10 girls. Heavily, I would like to inform you about one of these students: Duane (15 years old), who is diagnosed with autism spectrum disorder. He will introduce himself with a video. In the context of 'Passend Onderwijs', EndHoevecollege has drafted a policy about differentiation. Every teacher should consider differences between students. This means that you should differentiate in HAVO 4, to meet the educational needs of students. For example, you could differentiate in teaching methods, learning preferences, learning time, instruction, and/or learning materials. An important part of the policy is that all teachers should strive to differentiate in the same manner. Therefore, you should discuss the best ways to differentiate in HAVO 4 with other (student) teachers.		You have been teaching HAVO 4 for a couple of weeks. You started to know Duane, and figured that you, like me, are worried about Duane's attitude in the classroom. During your lectures Duane barely pays attention and he is constantly making complex drawings unrelated to your lecture. He is often daydreaming and does not have an active working attitude. Now it is time to act and differentiate in this class, to activate Duane.		Recently, we drafted an educational vision on the usage of learning materials. One of the main points in this vision is that teachers should use the wealth of opportunities in information and communication technologies. Hence, we expect that teachers also use ICT to support the differentiation in HAVO 4.		Hi, We have listened to your voicemail. You said that Duane has a passive attitude in the classroom. We discussed with Duane your proposed approach. We are aware of the problems with Duane's attitude in the classroom. Unfortunately, the same problems occur in other courses as well. As you know, Duane is diagnosed with autism spectrum disorder. This means he has difficulties with getting an overview of the course material and his own course planning. He also pays a lot of attention to details while making homework. The larger the amount of assignments he has to make, the smaller the chance he will finish it. A large assignment will lead to an overload of stimuli to process, which means he needs more time to process information. Duane needs a structured approach with small steps. (I hope you will take this into account!)		Hi, This morning I received an email from Diana de Wit (mother Duane) which is directed to you, see below:		Hi, Today, I heard 4 students (Kim, Charita, Bas, and Luca) complaining about you in the hallway. They stated they were treated unfair in your class. Apparently, different arrangements were made with Duane to meet his educational needs. I think this is right! Anyway, the students were quite angry about the unfair treatment and complained about this. I think this is unacceptable. What are you going to do with this?		Hi, I heard that you have made special arrangements with Duane to meet his educational needs. I really don't agree with that! You cannot adopt another approach in your class without discussing this with the other teachers! I have problems with Duane's attitude in the classroom as well. It is really confusing now that he has other rules in your class than in mine. Your colleagues, Hans		Your internship at EndHoevecollege is almost finished. Together with the other student teachers you discussed the possibilities to differentiate in Duane's class.	
specific task instruction intro		Now, you have met Duane. Discuss Duane's introduction with the other student teachers.		Discuss Duane's attitude in the classroom with the other student teachers. Try to make the situation more practical from both your own perspective as teacher and Duane's perspective.		Discuss your approach to differentiate with support of ICT with the other student teachers.		Discuss with the other student teachers what you want to do with the input of the parents?		Discuss with the other student teachers what you want to do with the input of the classmates?		Discuss with the other student teachers what you want to do with the input of your colleagues?		To complete your internship, I would ask you to reflect individually on the case about Duane.			
Question 1		1. What do you notice during the introduction of Duane (think about his attitude and facial expressions)?		1. What would you, as a teacher, like to achieve in this situation?		1. Which ICT solution will you use to differentiate?		1. What do you want to do with the input of the parents?		1. What do you want to do with the input of the classmates?		1. What do you want to do with the input of your colleagues?		1. What do you learn from differentiating for Duane?			
Question 2		2. How do the other students react on Duane's introduction?		2. What do you think Duane wants to achieve with his behavior?		2. How can this solution support the differentiation?		2. Do you want to change your approach?		2. Do you want to change your approach?		2. Do you want to change your approach?		2. What were the advantages and disadvantages of your approach for differentiation?			
Question 3		3. What will you focus on when you help Duane in the classroom?		3. What do you, as a teacher, feel in this situation?		3. How are you going to use this solution to support differentiation in the class?		3. How are you going to use this solution to support differentiation in the class?		3. How are you going to use this solution to support differentiation in the class?		3. How are you going to use this solution to support differentiation in the class?		3. What is your current vision on differentiation in the classroom?			
Question 4		4. Based on differentiation, which learning materials would be useful for Duane?		4. What do you think Duane feels in this situation?		4. Which tool will you use?		4. Which tool will you use?		4. Which tool will you use?		4. Which tool will you use?		4. What are your intentions for differentiation?			
Question 5		5. What do you, as a teacher, think in this situation?		5. What do you, as a teacher, think in this situation?		5. For which knowledge?		5. For which knowledge?		5. For which knowledge?		5. For which knowledge?		5. How did you experience the whole internship at EndHoevecollege?			
Question 6		6. What do you think Duane thinks in this situation?		6. What do you think Duane thinks in this situation?		6. With which pedagogical approach?		6. With which pedagogical approach?		6. With which pedagogical approach?		6. With which pedagogical approach?		6. Did the internship at EndHoevecollege influence your personal identity? How?			
Question 7		7. How would you create a safe environment where students dare to introduce themselves?		7. How would you create a safe environment where students dare to introduce themselves?		7. To which phase of the SAMR model does the implementation belong?		7. To which phase of the SAMR model does the implementation belong?		7. To which phase of the SAMR model does the implementation belong?		7. To which phase of the SAMR model does the implementation belong?		7. Did it help you to discuss the questions with the other student teachers first, before writing your notebook? How?			
Question 8		8. How will you approach the differentiation?		8. How will you approach the differentiation?													
Question 10		9. Are there other people influenced by this approach and how do you deal with them?		9. Are there other people influenced by this approach and how do you deal with them?													
Question 12																	
NumberOfQuestions		5		5		3		3		3		3		3			
IntroductionVideo		Introduction video of Duane (Fragment 2:30-4:04)		Introduction video of Duane (Fragment 2:30-4:04)		the document 'SAMR: A Brief Introduction' (Pauwels, 2013)		the document 'SAMR: A Brief Introduction' (Pauwels, 2013)		the document 'SAMR: A Brief Introduction' (Pauwels, 2013)		the document 'SAMR: A Brief Introduction' (Pauwels, 2013)		the document 'SAMR: A Brief Introduction' (Pauwels, 2013)			
Resource 1		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)			
Resource 2		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)			
Resource 3		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)		the document 'Taalgevoel en taalgevoel' (Kroon, 2015)			
Refer to resources		For answering these questions, use the document 'Taalgevoel en taalgevoel' (Kroon, 2015) and chapters 5 and 6 from 'Differentiëren is te leren' (Berken & Teunissen, 2014) as background information. Refer to these resources at least once.		For answering these questions, use the document 'Taalgevoel en taalgevoel' (Kroon, 2015) and chapters 5 and 6 from 'Differentiëren is te leren' (Berken & Teunissen, 2014) as background information. Refer to these resources at least once.		For answering these questions, use the document 'SAMR: A Brief Introduction' (Pauwels, 2013) as background information. Refer to this resource at least once.		For answering these questions, use the document 'Taalgevoel en taalgevoel' (Kroon, 2015) as background information. Refer to this resource at least once.		For answering these questions, use the document 'Passend onderwijs aan leerlingen met gedragsproblemen' (Walraven, Koll & Broekman, 2013) as background information. Refer to this resource at least once.		For answering these questions, use the document 'Passend onderwijs aan leerlingen met gedragsproblemen' (Walraven, Koll & Broekman, 2013) as background information. Refer to this resource at least once.		For answering these questions, use the document 'Passend onderwijs aan leerlingen met gedragsproblemen' (Walraven, Koll & Broekman, 2013) as background information. Refer to this resource at least once.			
Deliverable		Deliverable details		Deliverable details		Deliverable details		Deliverable details		Deliverable details		Deliverable details		Deliverable details			
Name		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane		Introduction Duane			
Task background info		Welcome at EndHoevecollege! You are going to work here as a student teacher for HAVO 4. During a period of 6 weeks you will work together with other interns at this school. HAVO 4 counts 24 students, 14 boys and 10 girls. Heavily, I would like to inform you about one of these students: Duane (15 years old), who is diagnosed with autism spectrum disorder. He will introduce himself with a video. In the context of 'Passend Onderwijs', EndHoevecollege has drafted a policy about differentiation. Every teacher should consider differences between students. This means that you should differentiate in HAVO 4, to meet the educational needs of students. For example, you could differentiate in teaching methods, learning preferences, learning time, instruction, and/or learning materials. An important part of the policy is that all teachers should strive to differentiate in the same manner. Therefore, you should discuss the best ways to differentiate in HAVO 4 with other (student) teachers.		You have been teaching HAVO 4 for a couple of weeks. You started to know Duane, and figured that you, like me, are worried about Duane's attitude in the classroom. During your lectures Duane barely pays attention and he is constantly making complex drawings unrelated to your lecture. He is often daydreaming and does not have an active working attitude. Now it is time to act and differentiate in this class, to activate Duane.		Recently, we drafted an educational vision on the usage of learning materials. One of the main points in this vision is that teachers should use the wealth of opportunities in information and communication technologies. Hence, we expect that teachers also use ICT to support the differentiation in HAVO 4.		Hi, We have listened to your voicemail. You said that Duane has a passive attitude in the classroom. We discussed with Duane your proposed approach. We are aware of the problems with Duane's attitude in the classroom. Unfortunately, the same problems occur in other courses as well. As you know, Duane is diagnosed with autism spectrum disorder. This means he has difficulties with getting an overview of the course material and his own course planning. He also pays a lot of attention to details while making homework. The larger the amount of assignments he has to make, the smaller the chance he will finish it. A large assignment will lead to an overload of stimuli to process, which means he needs more time to process information. Duane needs a structured approach with small steps. (I hope you will take this into account!)		Hi, This morning I received an email from Diana de Wit (mother Duane) which is directed to you, see below:		Hi, Today, I heard 4 students (Kim, Charita, Bas, and Luca) complaining about you in the hallway. They stated they were treated unfair in your class. Apparently, different arrangements were made with Duane to meet his educational needs. I think this is right! Anyway, the students were quite angry about the unfair treatment and complained about this. I think this is unacceptable. What are you going to do with this?		Hi, I heard that you have made special arrangements with Duane to meet his educational needs. I really don't agree with that! You cannot adopt another approach in your class without discussing this with the other teachers! I have problems with Duane's attitude in the classroom as well. It is really confusing now that he has other rules in your class than in mine. Your colleagues, Hans		Your internship at EndHoevecollege is almost finished. Together with the other student teachers you discussed the possibilities to differentiate in Duane's class.	
Task instructions		Now, you have met Duane. Discuss Duane's introduction with the other student teachers. In order to do this, discuss the following questions, using the chat function: 1. What do you notice during the introduction of Duane (think about his attitude and facial expressions)? 2. How do the other students react on Duane's introduction? 3. What will you focus on when you help Duane in the classroom? 4. Based on differentiation, which learning materials would be useful for Duane so he can express his qualities better? Now, imagine you should organize an introduction of students in your class. 5. How would you create a safe environment where students dare to introduce themselves?		Discuss Duane's attitude in the classroom with the other student teachers. Try to make the situation more practical from both your own perspective as teacher and Duane's perspective. In order to do this, discuss the following questions, using the chat function: 1. What would you, as a teacher, like to achieve in this situation? 2. What do you think Duane wants to achieve with his behavior? 3. What do you, as a teacher, feel in this situation? 4. What do you think Duane feels in this situation? 5. What do you, as a teacher, think in this situation? 6. What do you think Duane thinks in this situation? Next, discuss your approach to differentiate with the other student teachers. In order to do this, discuss the following questions, using the chat function: 7. What are possible ways to differentiate in this situation? 8. How will you approach the differentiation? 9. Are there other people influenced by this approach and how do you deal with them?		Discuss your approach to differentiate with support of ICT with the other student teachers. In order to do this, discuss the following questions, using the chat function: 1. Which ICT solution will you use to differentiate? 2. How can this solution support the differentiation in the class? 3. How are you going to use this solution to support differentiation in the class? Discuss possible implementations for every phase in the SAMR model. Thus: 4. Which tool will you use? 5. For which knowledge? 6. With which pedagogical approach? 7. To which phase of the SAMR model does the implementation belong? For answering these questions, use the document 'SAMR: A Brief Introduction' (Pauwels, 2013) as background information. Refer to this resource at least once.		Discuss with the other student teachers what you want to do with the input of the parents. In order to do this, discuss the following questions, using the chat function: 1. What do you want to do with the input of the parents? 2. Do you want to change your approach? For answering these questions, use the document 'Taalgevoel en taalgevoel' (Kroon, 2015) as background information. Refer to this resource at least once.		Discuss with the other student teachers what you want to do with the input of the classmates. In order to do this, discuss the following questions, using the chat function: 1. What do you want to do with the input of the classmates? 2. Do you want to change your approach? For answering these questions, use the document 'Passend onderwijs aan leerlingen met gedragsproblemen' (Walraven, Koll & Broekman, 2013) as background information. Refer to this resource at least once.		Discuss with the other student teachers what you want to do with the input of your colleagues. In order to do this, discuss the following questions, using the chat function: 1. What do you want to do with the input of your colleagues? 2. Do you want to change your approach? For answering these questions, use the document 'Passend onderwijs aan leerlingen met gedragsproblemen' (Walraven, Koll & Broekman, 2013) as background information. Refer to this resource at least once.		To complete your internship, I would ask you to reflect individually on the case about Duane. In order to do this, answer the following questions: 1. What do you learn from differentiating for Duane? 2. What were the advantages and disadvantages of your approach for differentiation? 3. What is your current vision on differentiation in the classroom? 4. What are your intentions for differentiation? 5. How did you experience the whole internship at EndHoevecollege? 6. Did the internship at EndHoevecollege influence your personal identity? How? 7. Did it help you to discuss the questions with the other student teachers first, before writing your notebook? How?			

	Info absent students	During your absence, the other student teachers have discussed the educational needs of Duane. They have watched the introduction video of Duane (Figure 2.23-4.04). I would advise you to have a look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	During your absence, the other student teachers have discussed the educational needs of Duane. They have read the document "Tasamenning op het en... handje" (Steele, 2013) and chapters 5 and 6 from "Differentiëren is te leren!" (Barben & Teessing, 2014). I would advise you to have a look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	During your absence, the other student teachers have discussed the educational needs of Duane. They have read the document "SAMR met een brief introductie" (Puntendorp, 2013). I would advise you to have a look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	During your absence, the other student teachers have discussed the educational needs of Duane. They have read the document "Ladige ouders betalen niet..." (De Vries, 2008). I would advise you to have a look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	During your absence, the other student teachers have discussed the educational needs of Duane. They have read the document "Passend onderwijs aan leerlingen met gedragsproblemen" (Walraven, Karf & Broekman, 2011). I would advise you to have a look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	
Notebook sections	Notebook instructions	Answer the 5 questions. Provide a short description of the main discussion points and the decisions made. Introduction Duane	Answer the 9 questions. Provide a short description of the main discussion points and the decisions made. Differentiation Duane	Answer the 7 questions. Provide a short description of the main discussion points and the decisions made. ICT in the classroom	Answer the 2 questions. Provide a short description of the main discussion points and the decisions made. Parents Duane	Answer the 2 questions. Provide a short description of the main discussion points and the decisions made. Classmates Duane	
	1 Notebook section template	1. What do you notice during the introduction of Duane (think about his attitude and facial expressions)?	1. What would you, as a teacher, like to achieve in this situation?	1. Which ICT solution will you use to differentiate?	1. What do you want to do with the input of the parents?	1. What do you want to do with the input of the classmates?	
	2 Notebook section template	2. How did the other students react on Duane's introduction?	2. What do you think Duane wants to achieve with his behavior?	2. How can this solution support the differentiation?	2. Do you want to change your approach?	2. Do you want to change your approach?	
	3 Notebook section template	3. What will you focus on when you help Duane in the classroom?	3. What do you, as a teacher, feel in this situation?	3. How are you going to use this solution to support differentiation in the class?		2. Do you want to change your approach?	
	4 Notebook section template	4. Based on differentiation, which learning materials would be useful for Duane so he can express his qualities better?	4. What do you think Duane feels in this situation?			2. Do you want to change your approach?	
	5 Notebook section template		5. What do you, as a teacher, think in this situation?				
	6 Notebook section template		6. What do you think Duane thinks in this situation?				
	7 Notebook section template	5. How would you create a safe environment where students dare to introduce themselves?	7. What are possible ways to differentiate in this situation?	4. Which tool will you use?			
	8 Notebook section template		8. How will you approach the differentiation?	5. For which knowledge?			
	9 Notebook section template		9. Are there other people influenced by this approach and how do you deal with it?	6. With which pedagogical approach?	7. To which phase of the SAMR model does the implementation belong?		
10 Notebook section template							
Assessment	Sample section title	empty	empty	empty	empty	empty	
	Sample section text	empty	empty	empty	empty	empty	
	Feedback / concept note	You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.	You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.	You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.	You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.	You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.	You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.
	Rubric	*Summarized internship workflow: Email: Task: Deliverable: Entire team must submit before receiving the next task. Next email from supervisor: Receive feedback. If necessary, revisions due by 23:59 on date of next work session (Wednesday).	*Summarized internship workflow: Email: Task: Deliverable: Entire team must submit before receiving the next task. Next email from supervisor: Receive feedback. If necessary, revisions due by 23:59 on date of next work session (Wednesday).	*Summarized internship workflow: Email: Task: Deliverable: Entire team must submit before receiving the next task. Next email from supervisor: Receive feedback. If necessary, revisions due by 23:59 on date of next work session (Wednesday).	*Summarized internship workflow: Email: Task: Deliverable: Entire team must submit before receiving the next task. Next email from supervisor: Receive feedback. If necessary, revisions due by 23:59 on date of next work session (Wednesday).	*Summarized internship workflow: Email: Task: Deliverable: Entire team must submit before receiving the next task. Next email from supervisor: Receive feedback. If necessary, revisions due by 23:59 on date of next work session (Wednesday).	*Summarized internship workflow: Email: Task: Deliverable: Entire team must submit before receiving the next task. Next email from supervisor: Receive feedback. If necessary, revisions due by 23:59 on date of next work session (Wednesday).
	Resources	Use and ref. in menu	empty	empty	empty	empty	empty
	Video	intro link Closing "uphold" intro	Watch the introduction video of Duane (Figure 2.23-4.04)	Access the document "Tasamenning op het en... handje" (Steele, 2013)	Access the document "SAMR: A brief introduction" (Puntendorp, 2013)	Access the document "Ladige ouders betalen niet..." (De Vries, 2008)	Access the document "Passend onderwijs aan leerlingen met gedragsproblemen" (Walraven, Karf & Broekman, 2011)
	1	Link Closing "uphold" intro	here	here	here	here	here
	2	Link Closing "uphold" intro	insert updated resource	insert updated resource	insert updated resource	insert updated resource	insert updated resource
	3	Link Closing "uphold" intro	insert updated resource				
	4	Link Closing "uphold" intro					
Chats	intro Sender TEXT	empty	empty	empty	empty	empty	
Meeting topics	intro	empty	empty	empty	empty	empty	
Invite email	Text	Introduction Duane	Differentiation Duane	ICT in the classroom	Parents Duane	Classmates Duane	
	intro	Endnote/college documents the activities of their student teachers using notebooks for every task. When you finish the tasks above, submit a notebook entry in Deeds including:	Endnote/college documents the activities of their student teachers using notebooks for every task. When you finish the tasks above, submit a notebook entry in Deeds including:	Endnote/college documents the activities of their student teachers using notebooks for every task. When you finish the tasks above, submit a notebook entry in Deeds including:	Endnote/college documents the activities of their student teachers using notebooks for every task. When you finish the tasks above, submit a notebook entry in Deeds including:	Endnote/college documents the activities of their student teachers using notebooks for every task. When you finish the tasks above, submit a notebook entry in Deeds including:	
	Closing	You can access your notebook via the menu in the left corner. When you click on the question, a text box appears in which you can type your answer. When you finished all questions, you should sign the notebook with your username for electronic signature and submit your notebook. Your submission will be marked complete in the deliverable list when the mentor has reviewed and accepted your notebook. Submit your notebook to me by	You can access your notebook via the menu in the left corner. When you click on the question, a text box appears in which you can type your answer. When you finished all questions, you should sign the notebook with your username for electronic signature and submit your notebook. Your submission will be marked complete in the deliverable list when the mentor has reviewed and accepted your notebook. Submit your notebook to me by	You can access your notebook via the menu in the left corner. When you click on the question, a text box appears in which you can type your answer. When you finished all questions, you should sign the notebook with your username for electronic signature and submit your notebook. Your submission will be marked complete in the deliverable list when the mentor has reviewed and accepted your notebook. Submit your notebook to me by	You can access your notebook via the menu in the left corner. When you click on the question, a text box appears in which you can type your answer. When you finished all questions, you should sign the notebook with your username for electronic signature and submit your notebook. Your submission will be marked complete in the deliverable list when the mentor has reviewed and accepted your notebook. Submit your notebook to me by	You can access your notebook via the menu in the left corner. When you click on the question, a text box appears in which you can type your answer. When you finished all questions, you should sign the notebook with your username for electronic signature and submit your notebook. Your submission will be marked complete in the deliverable list when the mentor has reviewed and accepted your notebook. Submit your notebook to me by	
	Submission intro	Submit your notebook to me by					
	Submission closing						
	Text	Missed Work Session: Introduction Duane	Missed Work Session: Differentiation Duane	Missed Work Session: ICT in the classroom	Missed Work Session: Parents Duane	Missed Work Session: Classmates Duane	Missed Work Session: Colleague Duane
	intro	You have missed part of your internship here at Endnote/college. Read the following instructions to learn how you can get back on schedule.	You have missed part of your internship here at Endnote/college. Read the following instructions to learn how you can get back on schedule.	You have missed part of your internship here at Endnote/college. Read the following instructions to learn how you can get back on schedule.	You have missed part of your internship here at Endnote/college. Read the following instructions to learn how you can get back on schedule.	You have missed part of your internship here at Endnote/college. Read the following instructions to learn how you can get back on schedule.	You have missed part of your internship here at Endnote/college. Read the following instructions to learn how you can get back on schedule.
	Closing	Harry's email includes details of what you missed, however, he does not want you to submit a deliverable for this task anymore. For now, Harry would like you to catch up with your team. If your team has already received its next task, please begin working on it immediately. If you have any questions you can ask me or your teammate	Harry's email includes details of what you missed, however, he does not want you to submit a deliverable for this task anymore. For now, Harry would like you to catch up with your team. If your team has already received its next task, please begin working on it immediately. If you have any questions you can ask me or your teammate	Harry's email includes details of what you missed, however, he does not want you to submit a deliverable for this task anymore. For now, Harry would like you to catch up with your team. If your team has already received its next task, please begin working on it immediately. If you have any questions you can ask me or your teammate	Harry's email includes details of what you missed, however, he does not want you to submit a deliverable for this task anymore. For now, Harry would like you to catch up with your team. If your team has already received its next task, please begin working on it immediately. If you have any questions you can ask me or your teammate	Harry's email includes details of what you missed, however, he does not want you to submit a deliverable for this task anymore. For now, Harry would like you to catch up with your team. If your team has already received its next task, please begin working on it immediately. If you have any questions you can ask me or your teammate	
	Feedback email	intro All acceptable	Your notebook was received. I have reviewed your notebook and all sections are up to Endnote/college standards. Good work.	Your notebook was received. I have reviewed your notebook and all sections are up to Endnote/college standards. Good work.	Your notebook was received. I have reviewed your notebook and all sections are up to Endnote/college standards. Good work.	Your notebook was received. I have reviewed your notebook and all sections are up to Endnote/college standards. Good work.	Your notebook was received. I have reviewed your notebook and all sections are up to Endnote/college standards. Good work.
	Not acceptable	I have reviewed your notebook and I found none of the sections to be up to Endnote/college standards. You need to revise your notebook. You can copy your notebook and change the copied version of this notebook. Please resubmit the copied notebook before next Wednesday.	I have reviewed your notebook and I found none of the sections to be up to Endnote/college standards. You need to revise your notebook. You can copy your notebook and change the copied version of this notebook. Please resubmit the copied notebook before next Wednesday.	I have reviewed your notebook and I found none of the sections to be up to Endnote/college standards. You need to revise your notebook. You can copy your notebook and change the copied version of this notebook. Please resubmit the copied notebook before next Wednesday.	I have reviewed your notebook and I found none of the sections to be up to Endnote/college standards. You need to revise your notebook. You can copy your notebook and change the copied version of this notebook. Please resubmit the copied notebook before next Wednesday.	I have reviewed your notebook and I found none of the sections to be up to Endnote/college standards. You need to revise your notebook. You can copy your notebook and change the copied version of this notebook. Please resubmit the copied notebook before next Wednesday.	I have reviewed your notebook and I found none of the sections to be up to Endnote/college standards. You need to revise your notebook. You can copy your notebook and change the copied version of this notebook. Please resubmit the copied notebook before next Wednesday.
No revision	Since we are on a deadline and need to move forward, you won't have a chance to resubmit. In the future, please be sure to read my emails carefully and include all details relevant to your work in your notebook entry. Your mentor can help you if you have any further questions about this notebook or if you have questions about how you can improve the quality of your notebooks in the future.	Since we are on a deadline and need to move forward, you won't have a chance to resubmit. In the future, please be sure to read my emails carefully and include all details relevant to your work in your notebook entry. Your mentor can help you if you have any further questions about this notebook or if you have questions about how you can improve the quality of your notebooks in the future.	Since we are on a deadline and need to move forward, you won't have a chance to resubmit. In the future, please be sure to read my emails carefully and include all details relevant to your work in your notebook entry. Your mentor can help you if you have any further questions about this notebook or if you have questions about how you can improve the quality of your notebooks in the future.	Since we are on a deadline and need to move forward, you won't have a chance to resubmit. In the future, please be sure to read my emails carefully and include all details relevant to your work in your notebook entry. Your mentor can help you if you have any further questions about this notebook or if you have questions about how you can improve the quality of your notebooks in the future.	Since we are on a deadline and need to move forward, you won't have a chance to resubmit. In the future, please be sure to read my emails carefully and include all details relevant to your work in your notebook entry. Your mentor can help you if you have any further questions about this notebook or if you have questions about how you can improve the quality of your notebooks in the future.	Since we are on a deadline and need to move forward, you won't have a chance to resubmit. In the future, please be sure to read my emails carefully and include all details relevant to your work in your notebook entry. Your mentor can help you if you have any further questions about this notebook or if you have questions about how you can improve the quality of your notebooks in the future.	
Acceptable sections	intro Closing	Good work on					
Exceptional sections	intro Closing	You did an excellent job on					
Unacceptable sections	intro Closing	I do need you to reconsider					
General feedback	intro Closing	Overall:	Overall:	Overall:	Overall:	Overall:	
Revision deadline	intro Closing						















		Bryan						
<b>Variables</b>	Class	VWO 5						
	Name	Bryan						
	NoOfStudents	26						
	NoOfBoys	16						
	NoOfGirls	10						
	Age	16						
	Diagnose	a gifted and talented child						
	VideoFragment	0:00-1:04						
	Extra info room 1	Bryan never scores grades below nine for Mathematics B, but he underperforms for the other courses. His grades for Dutch and French are even insufficient. Bryan is bored during the lectures of Mathematics B and he often does not pay any attention to the lecture, nor makes his homework. Regularly, he plays games on his mobile phone or programs his calculator. He is quite individual and does not talk much with his classmates.						
	Extra info room 2	His notebook is almost always empty. Bryan does not make any assignments and notes during your class, as, according to him, 'he already knows everything'. Whenever you ask him for an answer on an assignment, he just refuses to elaborate on his answer. He does not understand why he needs to explain the answer, as 'the answer is correct, why should I explain it?'. Often, he looks around, bored and inactive.						
	MaximumNoOfQuestions	13 (this can be changed)						
	MaximumNoOfResources	3 (this can be changed)						
<b>Internship</b>		Educational needs Bryan						
<b>Room</b>	<b>Name</b>	<b>Introduction Bryan</b>	<b>Differentiation Bryan</b>	<b>ICT in the classroom</b>	<b>Parents Bryan</b>	<b>Classmates Bryan</b>	<b>Colleague Bryan</b>	<b>Reflection educational needs Bryan</b>
	Type actor				the parents	the classmates	your colleague	
	Actor				Diana de Wit (mother Bryan)		Hans (your colleague)	
	Forward email				This morning I received an email from Diana de Wit (mother Bryan) which is directed to you, see below:		This morning I received an email from Hans (your colleague) which is directed to you, see below:	
	specific task background	Welcome at Eindhovencollege! You are going to work here as a student teacher for VWO 5. During a period of six weeks you will work together with other interns at this school. VWO 5 counts 26 students, 16 boys and 10 girls. Hereby, I would like to inform you about one of these students: Bryan (16 years old), who is a gifted and talented child. Bryan never scores grades below nine for Mathematics B, but he underperforms for the other courses. His grades for Dutch and French are even insufficient. Bryan is bored during the lectures of Mathematics B and he often does not pay any attention to the lecture, nor makes his homework. Regularly, he plays games on his mobile phone or programs his calculator. He is quite individual and does not talk much with his classmates. He will introduce himself with a video. In the context of 'Passend Onderwijs', Eindhovencollege has drafted a policy about differentiation. Every teacher should consider differences between students. This means that you should differentiate in VWO 5, to meet the educational needs of students. For example, you could differentiate in teaching methods, learning preferences, learning time, instruction, and/or learning materials. An important part of the policy is that all teachers should strive to differentiate in the same manner. Therefore, you should discuss the best ways to differentiate in VWO 5 with other (student) teachers.	You have been teaching VWO 5 for a couple of weeks. You started to know Bryan, and I figured that you, like me, are worried about Bryan's attitude in the classroom. His notebook is almost always empty. Bryan does not make any assignments and notes during your class, as, according to him, 'he already knows everything'. Whenever you ask him for an answer on an assignment, he just refuses to elaborate on his answer. He does not understand why he needs to explain the answer, as 'the answer is correct, why should I explain it?'. Often, he looks around, bored and inactive. Now it is time to act and differentiate in this class, to activate Bryan.	Recently, we drafted an educational vision on the usage of learning materials. One of the main points in this vision is that teachers should use the wealth of opportunities in information and communication technologies. Hence, we expect that teachers also use ICT to support the differentiation in VWO 5.	Hi, We have listened to your voicemail. You said that Bryan has a passive attitude in the classroom. We discussed with Bryan your proposed approach. We are aware of the problems with Bryan's attitude in the classroom. Unfortunately, the same problems occur in other courses as well.  As you know, Bryan is a gifted and talented child. This means he has difficulties with getting an overview of the course material and his own course planning. He also pays a lot of attention to details while making homework. The larger the amount of assignments he has to make, the smaller the chance he will finish it. A large assignment will lead to an overload of stimuli to process, which means he needs more time to process information. Bryan needs a structured approach with small steps. I hope you will take this into account!  Kind regards, Diana de Wit (mother Bryan)	Today, I heard 4 students (Kim, Chantal, Bas, and Lucas) complaining about you in the hallway. They stated they were treated unfair in your class. Apparently, different arrangements were made with Bryan to meet his educational needs. Is that right? Anyway, the students were quite angry about the unfair treatment and complained about this. I think this is unacceptable. What are you going to do with this?	Hi, I heard that you have made special arrangements with Bryan to meet his educational needs. I really don't agree with that! You cannot adopt another approach in your class without discussing this with the other teachers! I have problems with Bryan's attitude in the classroom as well. It is really confusing now that he has other rules in your class than in mine.  Your colleague, Hans	Your internship at Eindhovencollege is almost finished. Together with the other student teachers you discussed the possibilities to differentiate in Bryan's class.
	specific task instruction intro	Now, you have met Bryan. Discuss Bryan's introduction with the other student teachers.	Discuss Bryan's attitude in the classroom with the other student teachers. Try to make the situation more practical from both your own perspective as teacher and Bryan's perspective.	Discuss your approach to differentiate with support of ICT with the other student teachers.	Discuss with the other student teachers what you want to do with the input of the parents.	Discuss with the other student teachers what you want to do with the input of the classmates.	Discuss with the other student teachers what you want to do with the input of your colleague.	To complete your internship, I would ask you to reflect individually on the case about Bryan.
	Question 1	1. What did you notice during the introduction of Bryan (think about his attitude and facial expressions)?	1. What would you, as a teacher, like to achieve in this situation?	1. Which ICT solutions will you use to differentiate?	1. What do you want to do with the input of the parents?	1. What do you want to do with the input of the classmates?	1. What do you want to do with the input of your colleague?	1. What did you learn from differentiating for Bryan?
	Question 2	2. How did the other students react on Bryan's introduction?	2. What do you think Bryan wants to achieve with his behavior?	2. How can this solution support the differentiation?	2. Do you want to change your approach?	2. Do you want to change your approach?	2. Do you want to change your approach?	2. What were the advantages and disadvantages in your approach for differentiation?
	Question 3	3. What will you focus on when you help Bryan in the classroom?	3. What do you, as a teacher, feel in this situation?	3. How are you going to use this solution to support differentiation in the class?				3. What is your current vision on differentiation in the classroom?
	Question 4	4. Based on differentiation, which learning materials would be useful for Bryan?	4. What do you think Bryan feels in this situation?					4. What are your intentions for differentiation?
	Question 5		5. What do you, as a teacher, think in this situation?					5. How did you experience the whole internship at Eindhovencollege?
	Question 6		6. What do you think Bryan thinks in this situation?					6. Did the internship at Eindhovencollege influence your personal identity? How?
	Question 7							7. Did it help you to discuss the questions with the other student teachers first, before writing your notebook? How?
	Question 8		Next, discuss your approach to differentiate with the other student teachers. In order to do this, discuss the following questions, using the chat function:	Discuss possible implementations for every phase in the SAMR model. Thus:				
	specific task instruction middle	Now, imagine you should organize an introduction of students in your class.						
	Question 9	5. How would you create a safe environment where students dare to introduce themselves?	7. What are possible ways to differentiate in this situation?	4. Which tool will you use?				
	Question 10		8. How will you approach the differentiation?	5. For which knowledge?				
	Question 11		9. Are there other people influenced by this approach and how do you deal with them?	6. With which pedagogical approach?				
	Question 12			7. To which phase of the SAMR model does the implementation belong?				
	Question 13							
	NumberOfQuestions		5	9	7	2	2	2
	IntroductionVideo	Introduction video of Bryan (fragment 0:00-1:04)						
	Resource 1	the document 'Taxonomieën zijn hot en ... handig' (Knevel, 2013)		the document 'SAMR: A Brief Introduction' (Puenteudra, 2013)	the document 'Lastige ouders bestaan niet...' (De Vries, 2008)	the document 'Passend onderwijs aan leerlingen met gedragsproblemen' (Walraven, Kieft & Broekman, 2011)		
	Resource 2	chapters 5 and 6 from 'Differentiëren is te leren!' (Berben & Teeseling, 2014)						
	Resource 3	For answering these questions, use the document 'Taxonomieën zijn hot en handig' (Knevel, 2013) and chapters 5 and 6 from 'Differentiëren is te leren!' (Berben & Teeseling, 2014) as background information. Refer to these resources at least once.		For answering these questions, use the document 'SAMR: A Brief Introduction' (Puenteudra, 2013) as background information. Refer to this resource at least once.	For answering these questions, use the document 'Lastige ouders bestaan niet...' (De Vries, 2008) as background information. Refer to this resource at least once.	For answering these questions, use the document 'Passend onderwijs aan leerlingen met gedragsproblemen' (Walraven, Kieft & Broekman, 2011) as background information. Refer to this resource at least once.		
	Refer to resources							
<b>Deliverable</b>								
Deliverable details	Name	Introduction Bryan	Differentiation Bryan	ICT in the classroom	Parents Bryan	Classmates Bryan	Colleague Bryan	Reflection educational needs Bryan

<b>Task background info</b>	Welcome at Eindhovencollege! You are going to work here as a student teacher for VWO 5. During a period of six weeks you will work together with other interns at this school. VWO 5 counts 26 students, 16 boys and 10 girls. Hereby, I would like to inform you about one of these students: Bryan (16 years old), who is a gifted and talented child. Bryan never scores grades below nine for Mathematics B, but he underperforms for the other courses. His grades for Dutch and French are even insufficient. Bryan is bored during the lectures of Mathematics B and he often does not pay any attention to the lecture, nor makes his homework. Regularly, he plays games on his mobile phone or programs his calculator. He is quite individual and does not talk much with his classmates. He will introduce himself with a video. In the context of 'Passend Onderwijs', Eindhovencollege has drafted a policy about differentiation. Every teacher should consider differences between students. This means that you should differentiate in VWO 5, to meet the educational needs of students. For example, you could differentiate in teaching methods, learning preferences, learning time, instruction, and/or learning materials. An important part of the policy is that all teachers should strive to differentiate in the same manner. Therefore, you should discuss the best ways to differentiate in VWO 5 with other (student) teachers.	You have been teaching VWO 5 for a couple of weeks. You started to know Bryan, and I figured that you, like me, are worried about Bryan's attitude in the classroom. His notebook is almost always empty. Bryan does not make any assignments and notes during your class, as, according to him, "he already knows everything". Whenever you ask him for an answer on an assignment, he just refuses to elaborate on his answer. He does not understand why he needs to explain the answer, as "the answer is correct, why should I explain it?". Often, he looks around, bored and inactive. Now it is time to act and differentiate in this class, to activate Bryan.	Recently, we drafted an educational vision on the usage of learning materials. One of the main points in this vision is that teachers should use the wealth of opportunities in information and communication technologies. Hence, we expect that teachers also use ICT to support the differentiation in VWO 5.	This morning I received an email from Diana de Wit (mother Bryan) which is directed to you, see below: Hi, We have listened to your voicemail. You said that Bryan has a passive attitude in the classroom. We discussed with Bryan your proposed approach. We are aware of the problems with Bryan's attitude in the classroom. Unfortunately, the same problems occur in other courses as well.  As you know, Bryan is a gifted and talented child. This means he has difficulties with getting an overview of the course material and his own course planning. He also pays a lot of attention to details while making homework. The larger the amount of assignments he has to make, the smaller the chance he will finish it. A large assignment will lead to an overload of stimuli to process, which means he needs more time to process information. Bryan needs a structured approach with small steps. I hope you will take this into account!  Kind regards, Diana de Wit (mother Bryan)	Today, I heard 4 students (Kim, Chantal, Bas, and Lucas) complaining about you in the hallway. They stated they were treated unfair in your class. Apparently, different arrangements were made with Bryan to meet his educational needs. Is that right? Anyway, the students were quite angry about the unfair treatment and complained about this. I think this is unacceptable. What are you going to do with this?  I heard that you have made special arrangements with Bryan to meet his educational needs. I really don't agree with that! You cannot adopt another approach in your class without discussing this with the other teachers! I have problems with Bryan's attitude in the classroom as well. It is really confusing now that he has other rules in your class than in mine.  Your colleague, Hans	This morning I received an email from Hans (your colleague) which is directed to you, see below: Hi, I heard that you have made special arrangements with Bryan to meet his educational needs. I really don't agree with that! You cannot adopt another approach in your class without discussing this with the other teachers! I have problems with Bryan's attitude in the classroom as well. It is really confusing now that he has other rules in your class than in mine.  Your colleague, Hans	Your internship at Eindhovencollege is almost finished. Together with the other student teachers you discussed the possibilities to differentiate in Bryan's class.
<b>Task instructions</b>	Now, you have met Bryan. Discuss Bryan's introduction with the other student teachers. In order to do this, discuss the following questions, using the chat function: 1. What did you notice during the introduction of Bryan (think about his attitude and facial expressions)? 2. How did the other students react on Bryan's introduction? 3. What will you focus on when you help Bryan in the classroom? 4. Based on differentiation, which learning materials would be useful for Bryan so he can express his qualities better? Now, imagine you should organize an introduction of students in your class. 5. How would you create a safe environment where students dare to introduce themselves?	Discuss Bryan's attitude in the classroom with the other student teachers. Try to make the situation more practical from both your own perspective as teacher and Bryan's perspective. In order to do this, discuss the following questions, using the chat function: 1. What would you, as a teacher, like to achieve in this situation? 2. What do you think Bryan wants to achieve with his behavior? 3. What do you, as a teacher, feel in this situation? 4. What do you think Bryan feels in this situation? 5. How do you, as a teacher, think in this situation? 6. What do you think Bryan thinks in this situation? Next, discuss your approach to differentiate with the other student teachers. In order to do this, discuss the following questions, using the chat function: 7. What are possible ways to differentiate in this situation? 8. How will you approach the differentiation? 9. Are there other people influenced by this approach and how do you deal with them? For answering these questions, use the document 'Taxonomieën zijn hot en -handig' (Knevel, 2013) and chapters 5 and 6 from 'Differentiëren is te leren!' (Berben & Teessling, 2014) as background information. Refer to these resources at least once.	Discuss your approach to differentiate with support of ICT with the other student teachers. In order to do this, discuss the following questions, using the chat function: 1. Which ICT solutions will you use to differentiate? 2. How can this solution support the differentiation? 3. How are you going to use this solution to support differentiation in the class? Discuss possible implementations for every phase in the SAMR model. Thus: 4. Which tool will you use? 5. For which knowledge? 6. With which pedagogical approach? 7. To which phase of the SAMR model does the implementation belong? For answering these questions, use the document 'SAMR: A Brief Introduction' (Puentedura, 2013) as background information. Refer to this resource at least once.	Discuss with the other student teachers what you want to do with the input of the parents. In order to do this, discuss the following questions, using the chat function: 1. What do you want to do with the input of the parents? 2. Do you want to change your approach? For answering these questions, use the document 'Lastige ouders bestaan niet...' (De Vries, 2008) as background information. Refer to this resource at least once.	Discuss with the other student teachers what you want to do with the input of the classmates. In order to do this, discuss the following questions, using the chat function: 1. What do you want to do with the input of the classmates? 2. Do you want to change your approach? For answering these questions, use the document 'Passend onderwijs aan leerlingen met gedragsprobleem' (Walraven, Kieft & Broekman, 2011) as background information. Refer to this resource at least once.	Discuss with the other student teachers what you want to do with the input of your colleague. In order to do this, discuss the following questions, using the chat function: 1. What do you want to do with the input of your colleague? 2. Do you want to change your approach?	To complete your internship, I would ask you to reflect individually on the case about Bryan. In order to do this, answer the following questions: 1. What did you learn from differentiating for Bryan? 2. What were the advantages and disadvantages in your approach for differentiation? 3. What is your current vision on differentiation in the classroom? 4. What are your intentions for the whole internship at Eindhovencollege? 5. How did you experience the whole internship at Eindhovencollege influence your personal identity? How? 7. Did it help you to discuss the questions with the other student teachers first, before writing your notebook? How?
<b>Info absent students</b>	During your absence, the other student teachers have discussed the educational needs of Bryan. They have watched the introduction video of Bryan (fragment 0:00-1:04). I would advise you to have a look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	During your absence, the other student teachers have discussed the educational needs of Bryan. They have read the document 'Taxonomieën zijn hot en -handig' (Knevel, 2013) and chapters 5 and 6 from 'Differentiëren is te leren!' (Berben & Teessling, 2014). I would advise you to have a look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	During your absence, the other student teachers have discussed the educational needs of Bryan. They have read the document 'SAMR: A Brief Introduction' (Puentedura, 2013). I would advise you to have a look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	During your absence, the other student teachers have discussed the educational needs of Bryan. They have read the document 'Lastige ouders bestaan niet...' (De Vries, 2008) as background information. Refer to this resource as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	During your absence, the other student teachers have discussed the educational needs of Bryan. They have read the document 'Passend onderwijs aan leerlingen met gedragsprobleem' (Walraven, Kieft & Broekman, 2011). I would advise you to have a look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.		
<b>Notebook sections</b>	<p><b>Notebook instructions</b> Title</p> <p>1. <b>Notebook section template</b></p> <p>2. <b>Notebook section template</b></p> <p>3. <b>Notebook section template</b></p> <p>4. <b>Notebook section template</b></p> <p>5. <b>Notebook section template</b></p> <p>6. <b>Notebook section template</b></p> <p>7. <b>Notebook section template</b></p> <p>8. <b>Notebook section template</b></p> <p>9. <b>Notebook section template</b></p> <p>10. <b>Notebook section template</b></p> <p><b>Sample section title</b></p> <p><b>sample section text</b></p> <p><b>Feedback if unacceptable</b></p> <p><b>Rubric</b></p> <p><b>Resources</b></p> <p><b>Video</b></p>	<p>Answer the 5 questions. Provide a short description of the main discussion points and the decisions made.</p> <p>1. What did you notice during the introduction of Bryan (think about his attitude and facial expressions)?</p> <p>2. How did the other students react on Bryan's introduction?</p> <p>3. What will you focus on when you help Bryan in the classroom?</p> <p>4. Based on differentiation, which learning materials would be useful for Bryan so he can express his qualities better?</p> <p>5. How would you create a safe environment where students dare to introduce themselves?</p> <p>7. What are possible ways to differentiate in this situation?</p> <p>8. How will you approach the differentiation?</p> <p>9. Are there other people influenced by this approach and how do you deal with them?</p> <p><b>empty</b></p> <p><b>empty</b></p> <p>You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.</p> <p>*Summarized internship workflow- Email- Task- Deliverable- Entire team must submit before receiving the next task- Next email from supervisor- Receive feedback- If necessary, revisions due by 23:59 on date of next work session (Wednesday).</p> <p><b>empty</b></p> <p>Watch the Introduction video of Bryan (fragment 0:00-1:04)</p>	<p>Answer the 9 questions. Provide a short description of the main discussion points and the decisions made.</p> <p>1. What would you, as a teacher, like to achieve in this situation?</p> <p>2. What do you think Bryan wants to achieve with his behavior?</p> <p>3. What do you, as a teacher, feel in this situation?</p> <p>4. What do you think Bryan feels in this situation?</p> <p>5. How do you, as a teacher, think in this situation?</p> <p>6. What do you think Bryan thinks in this situation?</p> <p>7. What are possible ways to differentiate in this situation?</p> <p>8. How will you approach the differentiation?</p> <p>9. Are there other people influenced by this approach and how do you deal with them?</p> <p><b>empty</b></p> <p><b>empty</b></p> <p>You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.</p> <p>*Summarized internship workflow- Email- Task- Deliverable- Entire team must submit before receiving the next task- Next email from supervisor- Receive feedback- If necessary, revisions due by 23:59 on date of next work session (Wednesday).</p> <p><b>empty</b></p>	<p>Answer the 7 questions. Provide a short description of the main discussion points and the decisions made.</p> <p>1. Which ICT solutions will you use to differentiate?</p> <p>2. How can this solution support the differentiation?</p> <p>3. How are you going to use this solution to support differentiation in the class?</p> <p>4. Which tool will you use?</p> <p>5. For which knowledge?</p> <p>6. With which pedagogical approach?</p> <p>7. To which phase of the SAMR model does the implementation belong?</p> <p><b>empty</b></p> <p><b>empty</b></p> <p>You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.</p> <p>*Summarized internship workflow- Email- Task- Deliverable- Entire team must submit before receiving the next task- Next email from supervisor- Receive feedback- If necessary, revisions due by 23:59 on date of next work session (Wednesday).</p> <p><b>empty</b></p>	<p>Answer the 2 questions. Provide a short description of the main discussion points and the decisions made.</p> <p>1. What do you want to do with the input of the parents?</p> <p>2. Do you want to change your approach?</p> <p>2. Do you want to change your approach?</p> <p><b>empty</b></p> <p><b>empty</b></p> <p>You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.</p> <p>*Summarized internship workflow- Email- Task- Deliverable- Entire team must submit before receiving the next task- Next email from supervisor- Receive feedback- If necessary, revisions due by 23:59 on date of next work session (Wednesday).</p> <p><b>empty</b></p>	<p>Answer the 2 questions. Provide a short description of the main discussion points and the decisions made.</p> <p>1. What do you want to do with the input of the classmates?</p> <p>2. Do you want to change your approach?</p> <p>2. Do you want to change your approach?</p> <p><b>empty</b></p> <p><b>empty</b></p> <p>You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.</p> <p>*Summarized internship workflow- Email- Task- Deliverable- Entire team must submit before receiving the next task- Next email from supervisor- Receive feedback- If necessary, revisions due by 23:59 on date of next work session (Wednesday).</p> <p><b>empty</b></p>	<p>Answer the 7 questions. Provide a short description of the main discussion points and the decisions made.</p> <p>1. What did you learn from differentiating for Bryan?</p> <p>2. What were the advantages and disadvantages in your approach for differentiation?</p> <p>3. What is your current vision on differentiation in the classroom?</p> <p>4. What are your intentions for differentiation?</p> <p>5. How did you experience the whole internship at Eindhovencollege influence your personal identity? How?</p> <p>7. Did it help you to discuss the questions with the other student teachers first, before writing your notebook? How?</p> <p><b>empty</b></p> <p><b>empty</b></p> <p>You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resubmit the copied notebook before next Wednesday.</p> <p>*Summarized internship workflow- Email- Task- Deliverable- Entire team must submit before receiving the next task- Next email from supervisor- Receive feedback- If necessary, revisions due by 23:59 on date of next work session (Wednesday).</p> <p><b>empty</b></p>



