		_												
Variables	Class	HAVO 4							_		-	-		
	Name N/Office/sease	Duane												
	NrOfBoys	14												
	NrOfGirls Age	10 15 diagnosed with autism spectrum disorder 2:10-4:04												
	Diagnose	diagnosed with autism spectrum disorder												
	Diagnose VideoFragment Extra info room 1 Extra info room 2	2:10-4:04												
	Extra info room 2	During your lectures Duane barely pays attention and he is constantly making complex drawings unrelated to your lecture. He is often daydreaming and												
		complex drawings unrelated to your lecture. He is often daydreaming and does not have an active working attitude.												
	MaximumNrOfQuestions MaximumNrOfResources	13 (this can be changed) 3 (this can be changed)												
	,													
Room	Nome	Educational needs Duane Introduction Duane	Differentiation Duane	ICT in the classroom	Parents Duane	Classmates Duane	Colleague Duane	Reflection educational needs Duane						
	Type actor				the parents Diana de Wit (mother Duane)	the classmates	your colleague Hans (your colleague)					$\neg$		
	Forward email				This morning t received an email from Diana de Wit (mother Duane) which is directed to you, see below:		This morning I received an email from Hans (your colleague) which is directed to you, see below:							
					which is directed to you, see below:		colleague) which is directed to you, see below:							
	specific tosk background	Walcome of Einthonorecilions Von the spins to work hore or a student	You have been teaching UNION & for a country of weeks. You started to become	Bareath, we defined an educational virian on the urans of bareiro	u.	Today thought students (Vinc Chantal Bay and Lucas)	ui .	Your interechia of Eindhaumscollean is absent finished		-	$\vdash$	$\perp$		
	specific task background	teacher for HAVO 4. During a period of six weeks you will work together with	You have been teaching HAVO 4 for a couple of weeks. You started to know Duaze, and I 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	materials. One of the main points in this vision is that teachers should	n,	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 Duane to meet his edu	n,	Your internship at Eindhovencollege is almost finished.  Together with the other student teachers you discussed the possibilities to differentiate in Duane's class.						
		other interns at this school. HAVD 4 counts 24 students, 14 boys and 10 gris. Hereby, I would like to inform you about one of these students: Duane (15	the classroom. During your lectures Duane barely pays attention and he is constantly making complex drawings unrelated to your lecture. He is often	use the wealth of opportunities in information and communication technologies. Hence, we expect that teachers also use ICT to support	We have listened to your voicemail. You said that Duane has a passive attitude in the classroom. We discussed with Duane your proposed	were made with Duane to meet his educational needs. Is that	I heard that you have made special arrangements with Duane to meet his educational needs. I really	possibilities to differentiate in Duane's class.						
		years old), who is diagnosed with autism spectrum disorder. He will introduce himself with a video. In the context of 'Passend Onderwijs', Eindhovencollege	daydreaming and does not have an active working attitude. Now it is time to act and differentiate in this class, to activate Duane.	the differentiation in HAVO 4.	approach. We are aware of the problems with Duane's attitude in the classroom. Unfortunately, the same problems occur in other courses as	right? Anyway, the students were quite angry about the unfair treatment and complained about this. I think this is	don't agree with that! You cannot adopt another approach in your class without discussing this with							
		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			well.	unacceptable. What are you going to do with this?	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							
		HAVO 4, to meet the educational needs of students. For example, you could			As you know, Duane is diagnosed with autism spectrum disorder. This		now that he has other rules in your class than in							
		instruction, and/or learning materials. An important part of the policy is that			and his own course planning. He also pays a lot attention to details while		mine.							
		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 differentiale in the same manner. Therefore, you should discuss the best ways to differentiate in HAVO 4 with other (student)			Ay you know, Cuaine is diagnosized with autism spectrum assorter. This means he has difficulties with getting an overview of the course material and his own course planning. He also pays a lot attention to details while and his own course planning. He also pays a lot attention to details while the smaller the chance he will finish in A large assignment will lead to evolved of stimul to process, which makes he needs converted only convolved of stimul to process, which makes he needs none time to process information. Louise needs a structured approach with small steps, though you will take this into account?		Your colleague, Hans							
		teachers.			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!									
					Kind regards,									
					Diana de Wit (mother Duane)									
			Discuss Duane's attitude in the classroom with the other student teachers. Try to make the cituation more grantical from both your own perspective as	Discuss your approach to differentiate with support of ICT with the	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	Discuss with the other student teachers what you want to do with the innut of your collegage	To complete your internship, I would ask you to reflect individually on the case about Duane						
		Now, you have met Duane. Discuss Duane's introduction with the other	to make the situation more practical from both your own perspective as teacher and Duane's perspective.	other student teachers.	input of the parents.	with the input of the classmates.	want to do with the input of your colleague.	individually on the case about Duane.						
	specific task instruction intro Question 1	student teachers.  1. What did you notice during the introduction of Duane (think about his		Which ICT solutions will you use to differentiate?	What do you want to do with the input of the parents?	What do you want to do with the input of the classmates?	What do you want do with the input of your	What did you learn from differentiating for Duane?						
		and the and the expressions;					cotteague?							
		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?	2. Do you want to change your approach?	What were the advantages and disadvantages in your approach for differentiation?						
	Question 2	What will you focus on when you help Duane in the classroom?	3. What do you, as a teacher, feel in this situation?	How are you going to use this solution to support differentiation in				What is your current vision on differentiation in the		-	$\vdash$	-		
	Question 3	3. White this you located when you help busine in the casaroom	3. White GD you, as a ceasing, recommend account.	the class?				classroom?						
		4. Based on differentiation, which learning materials would be useful for Duane	4. What do you think Duane feels in this situation?					4. What are your intentions for differentiation?						
	Question 4		5. What do you, as a teacher, think in this situation?					5. How did you experience the whole internship at			-	_		
	Question 5							Emanovencoseger						
			6. What do you think Duane thinks in this situation?					Did the internship at Eindhovencollege influence your personal identity? How?						
	Question 6										$\perp$			
	Question 7							Did it help you to discuss the questions with the other student teachers first, before writing your notebook? How?						
	Question 8									_		_		
	specific task instruction middle	Now, imagine you should organize an introduction of students in your class.	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:										
		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 9		8. How will you approach the differentiation?	5. For which knowledge?						-	$\vdash$	$\overline{}$		
	Question 10		Are there other people influenced by this approach and how do you deal							_	$\leftarrow$	$\overline{}$		
	Question 11		with them?	c. with which production approach										
	Question 22			7. To which phase of the SAMR model does the implementation										
	Question 12			belong?										
	Question 13	6		7	,		2				-	-		
	IntroductionVideo	Introduction video of Duane (fragment 2:10-4:04)	the document "Taxonomieën zin hot en handis" (Knevel, 2013)	the document "SAMR: A Brief Introduction" (Puentedura, 2013)		the document 'Passend onderwiis aan leerlineen met						$\rightarrow$		
	Resource 1			the document "SAMR: A Brief Introduction" (Puentedura, 2013)	the document 'Lastige ouders bestaan niet' (De Vries, 2008)	the document 'Passend onderwijs aan leerlingen met gedragsproblemen' (Walraven, Kieft & Broekman, 2011)								
	Resource 2 Resource 3		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	For answering these questions, use the document 'SAMR: A Brief	For answering these questions, use the document 'Lastige ouders bestaan	For answering these questions, use the document 'Passend								
			handig" (Knevel, 2013) and chapters 5 and 6 from "Differentièren is te leren!" (Berben & Teeseling, 2014) as background information. Refer to these	Introduction' (Puentedura, 2013) as background information. Refer to this resource at least once.	niet' (De Vries, 2008) as background information. Refer to this resource at least once.	onderwijs aan leerlingen met gedragsproblemen' (Walraven, Kieft & Broekman, 2011) as background information. Refer to this	s							
	Refer to resources		resources at least once.			resource at least once.								
Deliverable Deliverable details	Nome	Introduction Duane	Differentiation Drane	ICT in the discomm	Parents Duane	Classmates Duane	Colleganie Dirane	Reflection educational needs Duane						
	Name Task background info	Wolcomo of Eindhouseacolloss I You are spins to work hore or a ctudent	You have been teaching HAVO 4 for a couple of weeks. You started to know Drane and I figured that you like me are worried about Drane's attitude in	ICT in the classroom Recently, we drafted an educational vision on the usage of learning materials. One of the main points in this vision is that teachers should	This marries transiend on amoil from Disea do Wit (mother Desea)	Classmates Duane Today, I heard 4 students (Kim, Chantal, Bas, and Lucas) complaining about you in the hallway. They stated they were	This morning I received an email from Hans (your colleague) which is directed to you, see below:	Your internship at Eindhovencollege is almost finished.  Together with the other student teachers you discussed the						
		teacher for NAVO 4. During a period of six weeks you will work together with other interns at this school. HAVO 4 counts 24 students, 14 boys and 10 girls. Hereby, 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	the classroom. During your lectures Duane barely pays attention and he is	use the wealth of opportunities in information and communication	and the party are server.	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. Is that	and the second s	possibilities to differentiate in Duane's class.						
		Hereby, 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	constantly making complex drawings unrelated to your secture. He is often daydreaming and does not have an active working attitude. Now it is time to	technologies. Hence, we expect that teachers also use ICT to support the differentiation in HAVO 4.	Hi,	right? Anyway, the students were quite angry about the unfair	Hi,							
		himself with a video. In the context of 'Passend Onderwijs', Eindhovencollege has drafted a policy about differentiation. Every teacher should consider	act and differentiate in this class, to activate Duane.		We have listened to your voicemail. You said that Duane has a passive attitude in the classroom. We discussed with Duane your proposed	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 Duane to meet his educational needs. I really							
		differences between students. This means that you should differentiate in HAVO 4. In meet the educational needs of students, for example, you could			We have listened to your voicemail. You said that Duane has a passive artifude in the classroom. We discussed with Duane your proposed approach. We are aware of the problems with Duane's attitude in the classroom. Linfortunately, the same problems occur in other courses as well.		don't agree with that! You cannot adopt another							
		differentiate in teaching methods, learning preferences, learning time,					the other teachers! I have problems with Duane's							
		years odil, who is diagnosed with autism spectrum disorder. He will introduce himself with a vision is the contact of "hazard Codervely," Endomocracilyse inheritant and a vision is the contact of "hazard Codervely," Endomocracilyse differences between students. This means that you should differentiate in HAVO 4, to meet the electational needs of students. For example, you could differentiate in tracking methods, learning preferences, learning time, interaction, and/or interaming materials. An important part of the policy is that all teachers should strive to differentiate in the same manner. Therefore, you cloud discover the should store to differentiate in HAVO 4 with order foundation.			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 attention to details while making homework. The larger the amount of assignments he has to make,		I make to that you nave made special arrangements with Doane to meet this educational needs. I neally don't agree with that! You cannot adopt another approach in your class without discussing this with the other teachest I have problems with Doane's attitude in the classroom as well. It is really confusing now that he has other rules in your class than in mine.							
		should discuss the best ways to differentiate in HAVO 4 with other (student) teachers.			and his own course planning. He also pays a lot 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		Your colleague, Hans							
					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!									
					I hope you will take this into account!									
					Kind regards, Diana de Wit (mother Duane)									
	Task instructions	Now, you have met Duane. Discuss Duane's introduction with the other student seachers. In order to do this, discuss the following questions, using the chart function:  1. What did you notice during the introduction of Duane (their about his artitude and facial expressions)?  2. How did the other students react on Duane's introduction?  2. Most did the other students react on Duane's introduction?	Discuss Duane's attitude in the classroom with the other student teachers. Try	Discuss your approach to differentiate with support of ICT with the	Kind regards, Discuss with the other student brachers what you want to do with the input of the purents. In order to do this, discuss the following questions, using the chat function: with the control of the control of the control of the 2. What do you want to do with the input of the parents? 2. Do you want to change your approach?	Discuss with the other student teachers what you want to do	Discuss with the other student teachers what you	To complete your internship, I would ask you to reflect						
		student teachers. In order to do this, discuss the following questions, using the chat function:	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	other student teachers. In order to do this, discuss the following questions, using the chat function:	input of the parents. In order to do this, discuss the following questions, using the chat function:	with the input of the classmates. In order to do this, discuss the following questions, using the chat function:	want to do with the input of your colleague. In order to do this, discuss the following questions, using the	individually on the case about Duane. In order to do this, answer the following questions:						
		What did you notice during the introduction of Duane (think about his attitude and facial expressions)?	questions, using the chat function: 1. What would you, as a teacher, like to achieve in this situation?	Which ICT solutions will you use to differentiate?     How can this solution support the differentiation?	What do you want to do with the input of the parents?     Do you want to change your approach?	What do you want to do with the input of the classmates?     Do you want to change your approach?	chat function: 1. What do you want do with the input of your	What did you learn from differentiating for Duane?     What were the advantages and disadvantages in your						
		2. How did the other students react on Duane's introduction?	2. What do you think Duane wants to achieve with his behavior?  3. What do you, as a teacher, feel in this situation?				colleague?	What were the advantages and disadvantages in your approach for differentiation?     What is your current vision on differentiation in the						
				the class? Discuss possible implementations for every phase in the SAMR model. Thus:	niet' (De Vries, 2008) as background information. Refer to this resource at least once.	onderwijs aan leerlingen met gedragsproblemen' (Walraven, Kieft & Broekman, 2011) as background information. Refer to this	s uo you want to change your approach?							
		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	What do you, as a teacher, think in this situation?     What do you think Duane thinks in this situation?	model. Thus: 4. Which tool will you use?		resource at least once.		What are your intentions for differentiation?     How did you experience the whole internship at						
		5. How would you create a safe environment where students dare to	Next, discuss your approach to differentiate with the other student teachers.	Which tool will you use?     For which knowledge?     Kee which knowledge?     To which phase of the SAMR model does the implementation.				Eindhovencollege?						
		manager tremewas	5. When do you, as a stearner, mine it has issuanced. What do you think Dumest thrinks in this situation? Next, discuss your approach to differentiate with other student teachers, no noder to do this, discuss the following questions, using the dhaft function: 7. What are possible ways to differentiate in this situation? 6. Now will you approach the differentiation: Authority. 7. Are there other people influenced by this approach and how do you deal with them?	To which phase of the SAMR model does the implementation				5. How any our experience the whole insertening at Eindhovencollege?  6. Did the 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?						
			8. How will you approach the differentiation? 9. Are there other people influenced by this approach and how do you deal	belong? For answering these questions, use the document 'SAMR: A Brief Introduction' (Puentedura, 2013) as background information. Refer				<ol> <li>Did it hetp you to discuss the questions with the other student teachers first, before writing your notebook? How?</li> </ol>						
			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!"	Introduction' (Puentedura, 2013) as background information. Refer to this resource at least once.										
			handig' (Knevel, 2013) and chapters 5 and 6 from 'Differentièren is te leren!'	The second second										
			(Berben & Teeseling, 2014) as background information. Refer to these resources at least once.											

	Info obsent students	During your absence, the other student teachers have discussed the educational needs of Duaine. They have watched the introduction video of Duaine (Figureria 210-4.04): 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 toposits they already discussed.	During your absence, the other student teachers have discussed the educational needs of Duains. They have read the document "Taxonomieën zijn hot en. handig (token), 2013) and chapters 3 and 6 from "Differentieries is televent (Techna Tesselling, 2014). How outsid advise you to have a look at their 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	During your absence, the other student teachers have discussed the	During your absence, the other student teachers have discussed		
		Duane (fragment 2:10-4:04). I would advise you to have a look at these	hot en handig' (Knevel, 2013) and chapters 5 and 6 from 'Differentiëren is to	Brief Introduction' (Puentedura, 2013) . I would advise you to have a	ouders bestaan niet' (De Vries, 2008). I would advise you to have a look	Passend onderwijs aan leerlingen met gedragsproblemen'		
		resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	lerent" (Berben & Teeseling, 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	look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	(Warraven, Kieft & Broekman, 2011). I would advise you to have a look at these resources as well. Be sure to catch up and talk to		
			about which topics they already discussed.			the other student teachers about which topics they already		
		Answer the 5 questions Drovide a short description of the main discussion	Answer the 9 meetings Provide a short description of the main discussion	Answer the 7 mastines. Provide a short description of the main	Answer the 2 nuestions. Provide a short description of the main	Answer the 2 questions. Provide a short description of the main discussion points and the decisions made. Classmates Duame	Answer the 2 questions. Provide a short description of the main discussion points and the decisions	
	Notebook instructions Title	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.	Answer the 7 questions. Provide a short description of the main discussion points and the decisions made.	Answer the 2 questions. Provide a short description of the main discussion points and the decisions made.	discussion points and the decisions made.	made. Colleague Duane	Answer the 7 questions. Reflection educational needs Duane
Notebook sections	Notebook section template	Introduction Duare  1. What did you notice during the introduction of Duane (think about his attitude and facial expressions)?	What would you, as a teacher, like to achieve in this situation?	Which ICT solutions will you use to differentiate?	What do you want to do with the input of the parents?	What do you want to do with the input of the classmates?	What do you want do with the input of your collecture?	netroction visuosatoria i neeto Sutane 1. What idid you learn from differentiating for Duane?
							Consugue	
	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?	2. Do you want to change your approach?	2. What were the advantages and disadvantages in your approach for differentiation?
			What do you, as a teacher, feel in this situation?					approach for dimensional control of the control of
	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?	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?
	Notehnok sertion template	4. Based on differentiation, which learning materials would be useful for	4. What rin you think Duana feels in this situation?					4. What are your intentions for differentiation?
		Duane so he can express his qualities better?						
	Notebook section template		5. What do you, as a teacher, think in this situation?					
	Notebook section template		6. What do you think Duane thinks in this situation?					
	Moteback costion township	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?				Now did you experience the whole internship at Eindhovencollege?
		introduce themselves?						
	Notebook section template							6. Did the internship at Eindhovencollege influence your personal identity? how?
				5. For which knowledge?				
	Notebook section template		9. Are there other people influenced by this approach and how do you deal wi					7. Did it help you to discuss the questions with the other student teachers first, before writing your nonebook? How?
1	Notebook section template			7. To which phase of the SAMR model does the implementation				
	Sample section title sample section text	empty empty	empty empty	empty empty	empty empty	empty empty. You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Hease resubmit the copied notebook before next Wednesday.	empty empty	empsy empsy
	sample section text Feedback if unacceptable	You need to revise the unacceptable sessions of this assignment. You can copy	You need to revise the unacceptable sessions of this assignment. You can copy	You need to revise the unacceptable sessions of this assignment. You can come your patiety and charge the control of the session of	You need to revise the unacceptable sessions of this assignment. You can	You need to revise the unacceptable sessions of this assignment.	You need to revise the unacceptable sessions of this	You need to revise the warsceptable sensions of this sassimment. You no room variety that the same the
		empty You need to revise the unacceptable sessions of this assignment. You can copy your notebook and change the copied version of your notebook. Please resultmit the copied notebook before next Wednesday.	resubmit the copied notebook before next Wednesday.	notebook. Please resubmit the copied notebook before next	empty from the control of the contro	your notebook. Please resubmit the copied notebook before next	the copied version of your notebook. Please resubmit	copied version of your notebook. Please resultmit the copied
Assessment	Rubric	*Summarised interestic workflow Empil York Delivership	*Summarized intereship worldow Small Yark Dallingshir S	Wetnesday.	*Supported intendia modifical Email Yark Palice - 11	**Supervised intermible weekflow Email York Princeton	one copied notebook before next Wednesday.	INCOMENDED MERIT M
		*Summarized internship worldflow-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	submit before receiving the next task. Next email from supervisor-Receive	team must submit before receiving the next task. Next email from	"Summarized internship worldlow- Email- Task- Deliverable- Entire team must submit before receiving the next Task- Next email from supervisor- faceure 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 23:50 on date of next work session (Wednesday).	Deliverable- Entire team must submit before	**Sammeration intermolar workflow- frost. Yash Delineration frost treat men wast, substant to exchange (and and all and all and
		(Wednesday).	(Wednesday).	date of next work session (Wednesday).	work session (Wednesday).	due by 23:59 on date of next work session (Wednesday).	Receive feedback- If necessary, revisions due by 23:	revisions due by 23:59 on date of next work session
							59 on date of next work session (Wednesday).	(Wednesday).
Resources	reg and ref in mail	empty	empty	empty	empty	empty	empty	empty
Vide	intro Link	Watch the Introduction video of Duane (fragment 2:10-4:04)						
	Link Closing "upload"							
	"upload" Intro	insert link resource	Access the document 'Taxonomielin zijn hot en handig' (Knevel, 2013)	Access the document SAMR: A Brief Introduction' (Duantedoc) 2012	II) Access the document Lastine ouders hectaan nier 1 The Wiler 2000	Access the document 'Passend preferralis aan leerlinger ****		
			, , , , , , , , , , , , , , , , , , , ,	P	(2000)	Access the document 'Passend onderwijs aan leerlingen met gedragsproblemen' (Walraven, Kieft & Broekman, 2011)		
	Link		here	here	here	here		
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	Intro		Access chapters 5 and 6 from 'Differentièren is te leren!' (Berben & Teeseling,					
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	Intro							
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Missed deadline email	No first submission	The deadline for this deliverable has passed, you cannot submit a notebook	The deadline for this deliverable has passed, you cannot submit a notebook anymore.	The deadline for this deliverable has passed, you cannot submit a	The deadline for this deliverable has passed, you cannot submit a	The deadline for this deliverable has passed, you cannot submit a	a The deadline for this deliverable has passed, you	The deadline for this deliverable has passed, you cannot coher a set-back research		
		Questions about any of the work you did not complete should be directed towards your teammates or mentor. You are expected to complete your tasks	Questions about any of the work you did not complete should be directed towards your beammates or mentor. You are expected to complete your tasks on time. Mease submit your tasks on time in the future.	countries about any of the work you did not complete should be directed towards your teammates or mentor.	questions about any of the work you did not complete should be directed towards your teammates or mentor.	quantums about any of the work you did not complete should be directed towards your teammates or mentor.	e upussions about any of the work you did not complete should be directed towards your	Luescom about any of the work you did not complete should be directed towards your teammates or mentor.		
		on time. Please submit your tasks on time in the future.	You are expected to complete your tasks on time. Please submit your tasks on time in the future.	You are expected to complete your tasks on time. Please submit your tasks on time in the future.	You are expected to complete your tasks on time. Please submit your tasks on time in the future.	You are expected to complete your tasks on time. Please submit your tasks on time in the future.	You are expected to complete your tasks on time.	You are expected to complete your tasks on time. Please submit your tasks on time in the future.		
							Please submit your tasks on time in the future.			
	No revisions submitted	The deadline for the revision has passed, you cannot submit a notebook	The deadline for the revision has passed, you cannot submit a notebook anymore.	The deadline for the revision has passed, you cannot submit a	The deadline for the revision has passed, you cannot submit a notebook	The deadline for the revision has passed, you cannot submit a	The deadline for the revision has passed, you cannot	The deadline for the revision has passed, you cannot submit a		
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		Questions about any of the work you did not complete should be directed towards your teammates or mentor. You are expected to complete your tasks	Questions about any of the work you did not complete should be directed toward your tearmades or mentor. You are expected to complete your tasks on time. Please submit your tasks on time in the future.	Questions about any of the work you did not complete should be directed towards your teammates or mentor. You are expected to	Questions about any of the work you did not complete should be directed towards your teammates or mentor. You are expected to complete your	Questions about any of the work you did not complete should be directed towards your teammates or mentor. You are expected	e Questions about any of the work you did not complete should be directed towards your	Questions about any of the work you did not complete should be directed towards your teammates or mentor. You are		
		on time. Please submit your tasks on time in the future.	on time. Please submit your tasks on time in the future.	complete your tasks on time. Please submit your tasks on time in the future.	tasks on time. Please submit your tasks on time in the future.	to complete your tasks on time. Please submit your tasks on time in the future.	e teammates or mentor. You are expected to complete your tasks on time. Please submit your tasks on time	expected to complete your tasks on time. Please submit your tasks on time in the future.		
							in the future.			
	3 missed deadlines	According to my records, you have missed 3 deliverable deadlines. My expectation is that you will not miss deadlines for future deliverables. Failure	According to my record, you have mixed 2 settlewable seatisms. My competition to my record to decide or decides editorished shallow to meet seatines impactes the progress of your team, and negatively affects the Entodeworksepers as whole it would be your best interest or whole the remaining tasks on time. If you continue to fall to meet deadlines, it will have a negative impact on your intermology performance.	According to my records, you have missed 3 deliverable deadlines. My expectation is that you will not miss deadlines for future	According to my records, you have missed 3 deliverable deadlines. My expectation is that you will not miss deadlines for future deliverables.	According to my records, you have missed 3 deliverable deadlines. My expectation is that you will not miss deadlines for	According to my records, you have missed 3 deliverable deadlines. My expectation is that you will	According to my records, you have missed 3 deliverable deadlines. My expectation is that you will not miss deadlines		
		to meet deadlines impedes the progress of your team, and negatively affects the Eindhovencollege as a whole. It would be in your best interest to submit	to meet deadlines impedes the progress of your team, and negatively affects the Eindhovencollege as a whole. It would be in your best interest to submit	deliverables. Failure to meet deadlines impedes the progress of your team, and negatively affects the Eindhovencollege as a whole. It	Failure to meet deadlines impedes the progress of your team, and negatively affects the Eindhovencollege as a whole. It would be in your	future deliverables. Failure to meet deadlines impedes the progress of your team, and negatively affects the	not miss deadlines for future deliverables. Failure to meet deadlines impedes the progress of your team.	for future deliverables. Failure to meet deadlines impedes the properess of your team, and negatively affects the		
		the remaining tasks on time. If you continue to fail to meet deadlines, it will	the remaining tasks on time. If you continue to fail to meet deadlines, it will	would be in your best interest to submit the remaining tasks on time	best interest to submit the remaining tasks on time. If you continue to fail	Eindhovencollege as a whole. It would be in your best interest to	and negatively affects the Eindhovencollege as a	Eindhovencollege as a whole. It would be in your best interest		
		have a negative impact on your interning performance.	have a negative impact on your interminip performance.	impact on your internship performance.	performance.	meet deadlines, it will have a negative impact on your internship	remaining tasks on time. If you continue to fail to	meet deadlines, it will have a negative impact on your		
						performance.	meet deadlines, it will have a negative impact on your internship performance.	internship performance.		
	5 missed depolines	After reviewing my records, it has come to my attention that you have missed	After reviewing my records, it has come to my attention that you have missed	After reviewing my records, it has come to my attention that you	After reviewing my records, it has come to my attention that you have	After reviewing my records, it has come to my attention that you	After reviewing my records, it has come to my	After reviewing my records, it has come to my attention that		
		5 deadlines. Failure to meet deadlines is unacceptable behavior at	5 deadlines. Failure to meet deadlines is unacceptable behavior at	have missed 5 deadlines. Failure to meet deadlines is unacceptable	missed 5 deadlines. Failure to meet deadlines is unacceptable behavior at	have missed 5 deadlines. Failure to meet deadlines is	attention that you have missed 5 deadlines. Failure to	you have missed 5 deadlines. Failure to meet deadlines is		
		monitoring your progress more closely from now on.	monitoring your progress more clasely from now on.	mentor will be monitoring your progress more closely from now on.	monitoring your progress more closely from now on.	your mentor. Your mentor will be monitoring your progress mon	Eindhovencollege. I have contacted your mentor.	your mentor. Your mentor will be monitoring your progress		
			After reviewing my records, it has come to my attention that you have missed 5 deadlines. Failure to meet deadlines is unacceptable behavior at Eindinzvencidage. In how contacted your mentor. Your mentor will be monitoring your progress more dosely from now on.			closery main now on.	rour mentar will be monitoring your progress more closely from now on.	more closely from now on.		
	7 missed deadlines	You have now missed 7 deadlines. We do not tolerate late tasks at	You have now missed 7 deadlines. We do not tolerate late tasks at	You have now missed 7 deadlines. We do not tolerate late tasks at	You have now missed 7 deadlines. We do not tolerate late tasks at	You have now missed 7 deadlines. We do not tolerate late tasks	You have now missed 7 deadlines. We do not tolerate	You have now missed 7 deadlines. We do not tolerate late		
		You have now missed 7 deadlines. We do not tolerate late tasks at Eindhovencollege. Your intereship mentor has been informed of your disregard for deadlines. He will contact you shortly to discuss next steps.	Eindhovencollege. Your internship mentor has been informed of your disregard for deadlines. He will contact you should be discuss not con-	Eindhovencollege. Your internship mentor has been informed of your disregard for deadlines. He will contact you should be discuss and	You have now missed 7 deadlines. We do not tolerate late tasks at Eindhovencollege. Your internship mentor has been informed of your disregard for deadlines. He will contact you shortly to discuss next steps.	at Eindhovencollege. Your internship mentor has been informed of your disregard for deadlines. He will contact you should be	late tasks at Eindhovencollege. Your internship mentor has been informed of word discreased for	tasks at Eindhovencollege. Your internship mentor has been informed of your disregard for deadlines. He will contact		
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Unprofessional email	Year	You are not uring your natabank areas	Very near net union union paracheals geografic between the office of	You has not using your astaland,	Yes are not urior user establish as the North State of the	Variable and union union potentials	Steps.	You are not wise your notehook		
unprovessional email	real	unacceptable and will not be tolerated.	You are not using your notebook properly. Notebooks of this nature are unacceptable and will not be tolerated.	are unacceptable and will not be tolerated.	unacceptable and will not be tolerated.	nature are unacceptable and will not be tolerated.	of this nature are unacceptable and will not be	nature are unacceptable and will not be tolerated.		
							tolerated.			

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	_	Bryan						
riables		VW0 5						
	Name NrOfStudents	Bryan 26	1					
	NrOfStudents NrOfBovs	16	1					
	NrOfGirls	10						
	Age	16						
	Diagnose	a gifted and talented child	1					
		0:00-1:04						
		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						
	Extra info room 1	is quite individual and does not talk much with his classmates.						
		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 refuse to allaborate on his answer He does not understand why he needs to						
	Extra info room 2	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.						
		13 (this can be changed) 3 (this can be changed)						
- ab to		Educational acade Bases						
isnip	Name	Educational needs Bryan	Differentiation Bryan	ICT in the classroom	Parents Bryan	Classmates Bryan	Colleague Bryan	Reflection educational needs Bryan
	Tune actor				the parents	the classmates	your colleague	Diyan
	Type actor Actor				the parents Diana de Wit (mother Bryan)	unc crussinidites	your colleague Hans (your colleague)	
					This morning I received an email from Diana de Wit (mother Bryan) which		This morning I received an email from Hans (your	
	Forward email				ins morning i received an email from Diana de Wit (mother Bryan) which is directed to you, see below:		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	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	Recently, we drafted an educational vision on the usage of learning	Hi,	Today, I heard 4 students (Kim, Chantal, Bas, and Lucas) complaining about you in the hallway. They stated they were	Hi,	Your internship at Eindhovencollege is almost finished Together with the other student teachers you discuss
		other interns at this school. VWO 5 counts 26 students, 16 how and 10 nicks	the classroom. His notehook is almost always empty. Bryan does not make any	use the wealth of opportunities in information and communication	We have listened to your voicemail. You said that Bryan has a passive	treated unfair in your class. Apparently, different arrangements	I heard that you have made special arrangements	l ogether with the other student teachers you discuss possibilities to differentiate in Bryan's class.
		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	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	technologies. Hence, we expect that teachers also use ICT to support	attitude in the classroom. We discussed with Bryan your proposed	were made with Bryan to meet his educational needs. Is that	with Bryan to meet his educational needs. I really	passaciones to universitate III biyan 5 class.
		years old) who is a gifted and talented child. Bryan never scores grades below	knows everything. Whenever you ask him for an answer on an assignment, he	the differentiation in VWO 5	approach. We are aware of the problems with Bryan's attitude in the	right? Anyway, the students were quite angry about the unfair	don't agree with that! You cannot adopt another	
		nine for Mathematics B, but he underperforms for the other courses. His	just refuses to elaborate on his answer. He does not understand why he needs		classroom. Unfortunately, the same problems occur in other courses as	treatment and complained about this. I think this is	approach in your class without discussing this with	
		grades for Dutch and French are even insufficient. Bryan is bored during the	to explain the answer, as "the answer is correct, why should I explain it?".		well.	unacceptable. What are you going to do with this?	the other teachers! I have problems with Bryan's	
		lectures of Mathematics B and he often does not pay any attention to the	Often, he looks around, bored and inactive. Now it is time to act and				attitude in the classroom as well. It is really confusing	
		lecture, nor makes his homework. Regularly, he plays games on his mobile	differentiate in this class, to activate Bryan.		As you know, Bryan is a gifted and talented child. This means he has		now that he has other rules in your class than in	
		phone or programs his calculator. He is quite individual and does not talk			difficulties with getting an overview of the course material and his own		mine.	
		much with his classmates. He will introduce himself with a video. In the			course planning. He also pays a lot attention to details while making homework. The larger the amount of assignments he has to make, the			
		context of 'Passend Onderwijs', Eindhovencollege has drafted a policy about			homework. The larger the amount of assignments he has to make, the		Your colleague,	
		differentiation. Every teacher should consider differences between students.			smaller the chance he will finish it. A large assignment will lead to an		Hans	
		This means that you should differentiate in VWO 5, to meet the educational			overload of stimuli to process, which means he needs more time to			
		needs of students. For example, you could differentiate in teaching methods,			process information. Bryan needs a structured approach with small steps.			
		learning preferences, learning time, instruction, and/or learning materials. An			I hope you will take this into account!			
		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			Kind regards, Diana de Wit (mother Bryan)			
		in VWO 5 with other (student) teachers.			Diana de Wit (mother Bryan)			
			Discuss Bryan's attitude in the classroom with the other student teachers. Try	Discuss your approach to differentiate with support of ICT with the	Discuss with the other student teachers what you want to do with the	Discuss with the other student teachers what you want to do	Discuss with the other student teachers what you	To complete your internship, I would ask you to reflect
		Now, you have met Bryan. Discuss Bryan's introduction with the other student	to make the situation more practical from both your own perspective as	other student teachers.	input of the parents.	with the input of the classmates.	want to do with the input of your colleague.	individually on the case about Bryan.
	specific task instruction intro	teachers.	teacher and bryan a perspective.					
	Question 1	What did you notice during the introduction of Bryan (think about his	What would you, as a teacher, like to achieve in this situation?	Which ICT solutions will you use to differentiate?	1. What do you want to do with the input of the parents?	What do you want to do with the input of the classmates?		1. What did you learn from differentiating for Bryan?
		attitude and facial expressions)?					colleague?	
		How did the other students react on Bryan's introduction?	What do you think Bryan wants to achieve with his behavior?	How can this solution support the differentiation?	2. Do you want to change your approach?	Do you want to change your approach?	2. Do you want to change your approach?	What were the advantages and disadvantages in yo
		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?	approach for differentiation?
	Question 2							approach of differentiation.
		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				3. What is your current vision on differentiation in the
				the class?				classroom?
	Question 3	A Board on Afficiation which becomes a factor and the confession and						What are your intentions for differentiation?
	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.
		4. Based on differentiation, which learning materials would be useful for Bryan	4. What do you think Bryan feels in this situation?  5. What do you, as a teacher, think in this situation?					How did you experience the whole internship at
	Question 5	4. based on differentiation, which learning materials would be useful for bryan	5. What do you, as a teacher, think in this situation?					How did you experience the whole internship at Eindhovencollege?
		<ol> <li>a. sased on dimerentiation, which learning materials would be useful for Bryan</li> </ol>						How did you experience the whole internship at Eindhovencollege?
	Question 5  Question 6	4. sased on differentiation, which earning materials would be cuerus for eryan	5. What do you, as a teacher, think in this situation?					How did you experience the whole internship at Eindhovencollege?     Did the internship at Eindhovencollege influence you personal identity? How?     Did if help you to discuss the questions with the other internship at Eindhovencollege influence you personal identity?
		4. sased on dimerentation, which earning materials would be useful for aryan	5. What do you, as a teacher, think in this situation?					How did you experience the whole internship at Eindhovencollege?     Did the internship at Eindhovencollege influence you personal identity? How?     Did if help you to discuss the questions with the other internship at Eindhovencollege influence you personal identity?
	Question 6  Question 7  Question 8	4. sased on differentiation, which earning materials would be useful for eryan	5. What do you, as a teacher, think in this situation?  6. What do you think Bryan thinks in this situation?					How did you experience the whole internship at Eindhovencollege?     Did the internship at Eindhovencollege influence yo personal identity? How?     Did if help you to discuss the questions with the oth
	Question 6  Question 7	4. sased on dimerentation, which earning materials would be useful for eryan	5. What 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.	Discuss possible implementations for every phase in the SAMR model. Thus:				5. How did you experience the whole internship at Eindhovencollege?      6. Did the internship at Eindhovencollege influence you
	Question 6  Question 7  Question 8 specific task instruction middle	Now, imagine you should organize an introduction of students in your class.	What do you, as a teacher, think in this situation?     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:	model. Thus:				How did you experience the whole internship at Eindhovencollege?     Did the internship at Eindhovencollege influence yo personal identity? How?     Did if help you to discuss the questions with the oth
	Question 6  Question 7  Question 8  specific tosk instruction middle		What do you, as a teacher, think in this situation?     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:					How did you experience the whole internship at Eindhovencollege?     Did the internship at Eindhovencollege influence yo personal identity? How?     Did if help you to discuss the questions with the oth
	Question 6  Question 7  Question 8 specific task instruction middle	Now, imagine you should organize an introduction of students in your class.  5. flow would you create a safe environment where students dare to	5. What 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?	model. Thus:  4. Which tool will you use?  5. For which knowledge?				How did you experience the whole internship at Eindhovencollege?     Did the internship at Eindhovencollege influence yo personal identity? How?     Did if help you to discuss the questions with the oth
	Question 6  Question 7  Question 8  specific tosis instruction middle  Question 9  Question 10	Now, imagine you should organize an introduction of students in your class.  5. flow would you create a safe environment where students dare to	5. What 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?	model. Thus:  4. Which tool will you use?				Now did you experience the whole internship at Eindhovencollege?     Did the internship at Eindhovencollege influence you personal identity? How?     Did if help you to discuss the questions with the oth
	Question 6  Question 7  Question 8  specific task instruction middle  Question 9  Question 10  Question 11	Now, imagine you should organize an introduction of students in your class.  5. flow would you create a safe environment where students dare to	5. What 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 chaft 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?	model. Thus:  4. Which tool will you use?  5. For which knowledge?				Now did you experience the whole internship at Eindhovencollege?     Did the internship at Eindhovencollege influence yopersonal identity? How?     Did if help you to discuss the questions with the old.
	Question 6  Question 7  Question 8  specific task instruction middle  Question 9  Question 10  Question 11  Question 12	Now, imagine you should organize an introduction of students in your class.  5. flow would you create a safe environment where students dare to	5. What 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 chaft 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?	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				Now did you experience the whole internship at Eindhovencollege?     Did the internship at Eindhovencollege influence yopersonal identity? How?     Did if help you to discuss the questions with the old.
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	Question 6  Question 7  Question 8  specific task instruction middle  Question 9  Question 10  Question 11  Question 12  Question 12  Question 13  Question 18  Resource 18  Resource 18  Resource 2	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?	5. What 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 atudent teachers. In order to do this, discuss the following questions, using the chart 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?  9 the document Taxonomieën zijn hot en handig' (Knevet, 2013) chapters 5 and 6 from 'Differenties he leren' (Berben a Tesselling, 2014) for a prospective time, and 6 from 'Differenties he leren' (Berben a Tesselling, 2014).	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?  the document SAMR: A Brief Introduction' (Puentedura, 2013)	For answering these questions use the document 'lastige quiters hestaan	gedragsproblemen' (Walraven, Kieft & Broekman, 2011)  For answering these questions use the document 'Passend		Now did you experience the whole internship at Eindhovencollege?     Did the internship at Eindhovencollege influence ye personal identity? How?     Did if help you to discuss the questions with the ot

	Task background info	Welcome at Eindhovencollegir (You are giving to work here as a student teacher for WOS D. During a period of six weeks you will work together with other interns at this school. WOS Counts 2 6 students, 16 boys and 10 gifts. Hereby, I would life to informy au about one of these students' sitying 16 years dol; who is a gifted and laterited child. Buyon never scores grades below grades for bouth and Ferral har even insolficient. Buyon is forest during the lactures of Mathematics Band he often does not pay any attention to the lacture, nor makes his homework. Regularly, the plays games no his mobile phone or programs his calculator. He is quite individual and does not talk content of "Seanch Orderwijk," Endhorsollight, and policy about differentiation. Even teachers of the programs his calculator, which is supported to the content of "Seanch Orderwijk," Endhorsollighe his drafted endicational needs of students. For example, you could differentiate in teaching methods, learning preferences, searning time contents, and/of learning methods, alternating preference, searning time contents, and/of learning methods, alternating preference, searning time contents, and/of learning methods, it is considered to the same manner. Therefore, you should discuss the best ways to differentiate in VWO 5 with other (student) teachers.	You have been teaching WNO.5 for a couple of weeks. You started to know Beny, and figured that you, like me, are worried about Benya, and tigured that you, like me, are worried about Benya and tittude in the dassoon. His notebook is almost always empty, Benya does not make any assignments and notes during your dass, a scording to hair, he already know everything. Whenever you sait him for an answer on an assignment, has the service of th	use the evailsh of opportunities in information and communication technologies. Here, we expect that teachers also use ICT to support the differentiation in VWO 5.		Today, Thereof 4 students (Erin, Chantal, Bas, and Luca), compaining about you in the hallway. The stated they were treated unfair in your class. Apparently, different smargements right properties of the proper	This morning I received an email from Hans (your colleague) which is directed to you, see below:  16,  16.  16.  16.  16.  16.  16.  16.	Your internship at Eindhowsnoolige is almost finished Together with the des student teachers you discussed the possibilities to differentiate in Bryan's class.
	Task instructions	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 pressions)?  2. How did the other students read on Bryan's introduction?  3. What will you focus on when you hope Bryan's in the classroom?  4. Based on differentiation, which learning materials would be useful for Bryan to ear our great for grain and the care agrees for gualities better?  1. Who, imagine you should organise an introduction of students in your class. Supplies the state of th	5. What do you, as a teacher, think in this situation?  6. What do you think Ryan thinks in this situation?  Next, discuss your approach to differentiate with the other student teachers. In order to do this, Secous the following equestions, using the chalf 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?	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?	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 Chaf function:  1. What do you was on which the input of the parents?  1. What do you was the way or approach. The parents?  For answering these questions, use the document "Lastige ouders bestaan net" (De Wrie, 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 your collegue. In order to do this, discuss the following questions, using the clark function:  A summary of the control of	To complete your internship, a would ask you to reflect individually on the case about Byan, in order too this, answer the following questions:  I What dip you learn from differentiating for Bryan?  I What dip you learn from differentiating for Bryan?  I What dip you learn from differentiation your approach for differentiation?  3. What is your current vision on differentiation in the classroom?  I What are your directions for differentiation?  6. What are your directions for differentiation?  6. Und the internship at Eninbournosing enfluence your personal identity? How?  7. Unit I keep you obcuss the questions with the other student teachers first, before writing your notebook? Now?
	Info obsent students	During your alteries, the other student backers have discussed the cloudational needs of signs. They have worked the introduction wide of thryan (fragment 0.00 ±.96). It would advise you to have a look at these resources a well. See we to catch you and talk to the other student teachers about which topics they already discussed.	During your abonce, the other student teachers have discussed the educational needs of form. They have roth the document Taxonmient again had en. I handing (Knewel, 2013) and chapters 5 and 6 from Tofferentieren is the resting 2014; I would divise you to have also dark street resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.	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	educational needs of Bryan. They have read the document 'Lastige ouders	During your absence, the other student teachers have discussed the educational needs of layan. They have rest the decurrent Passernd anderwijs aan kertingen met gedragsproblemen (Warlzerne, Kerk Backman, 2011). I voold adviee you to have look at these resources as well. Be sure to catch up and talk to the other student teachers about which topics they already discussed.		
		Answer the 5 questions. Provide a short description of the main discussion	Answer the 9 questions. Provide a short description of the main discussion	Answer the 7 questions. Provide a short description of the main	Answer the 2 questions. Provide a short description of the main	Answer the 2 questions. Provide a short description of the main	Answer the 2 questions. Provide a short description of the main discussion points and the decisions	Answer the 7 questions. Provide a short description of the
Notebook sections	Notebook instructions Title	points and the decisions made. Introduction Bryan	points and the decisions made.  Differentiation Bryan	discussion points and the decisions made.  ICT in the classroom	discussion points and the decisions made.  Parents Bryan	discussion points and the decisions made.  Classmates Bryan	made. Colleague Bryan	main discussion points and the decisions made.  Reflection educational needs Bryan
	1 Notebook section template	<ol> <li>What did you notice during the introduction of Bryan (think about his attitude and facial expressions)?</li> </ol>	What would you, as a teacher, like to achieve in this situation?	Which ICT solutions will you use to differentiate?	What do you want to do with the input of the parents?	What do you want to do with the input of the classmates?	What do you want to do with the input of your colleague?	What did you learn from differentiating for Bryan?
	2 Notebook section template	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?	What were the advantages and disadvantages in your approach for differentiation?
	3 Notebook section template	3. What will you focus on when you help Bryan in the classroom?	What do you, as a teacher, feel in this situation?					
			3. What do you, as a teacher, reel in this situation?	3. How are you going to use this solution to support differentiation in the class?				What is your current vision on differentiation in the classroom
	4 Notebook section template	Based on differentiation, which learning materials would be useful for Bryan so he can express his qualities better?						
	Notebook section template     Notebook section template	Based on differentiation, which learning materials would be useful for Bryan     so he can express his qualities bettler?						What is your current vision on differentiation in the classroor
		Based on differentiation, which learning materials would be useful for Bryan so he can express his qualities better?	4. What do you think Bryan feels in this situation?					What is your current vision on differentiation in the classroon
	5 Notebook section template	so he can express his qualities better?	What do you think Bryan feels in this situation?  S. What do you, as a teacher, think in this situation?					What is your current vision on differentiation in the classroom     What are your intentions for differentiation?
	5 Notebook section template 6 Notebook section template	so he can express his qualities better?  5. How would you create a safe environment where students dare to	4. What do you think Bryan feels in this situation? 5. What do you, as a teacher, think in this situation? 6. What do you think Bryan thinks in this situation? 7. What are possible ways to differentiate in this situation?	the class?  4. Which tool will you use?				What is your current vision on differentiation in the classroon     What are your intentions for differentiation?      What are your intentions for differentiation?      How did you experience the whole internship at Eindhovenco     Did the internship at Eindhovencologe influence your
	Notebook section template     Notebook section template     Notebook section template     Notebook section template	so he can express his qualities better?  5. How would you create a safe environment where students dare to	4. What do you think Bryan feels in this situation? 5. What do you, as a teacher, think in this situation? 6. What do you think Bryan thinks in this situation? 7. What are possible ways to differentiate in this situation? 8. How will you approach the differentiation?	4. Which tool will you use?  5. For which knowledge?				3. What is your current vision on differentiation in the classroon 4. What are your intentions for differentiation?  5. How did you experience the whole internship at Eindhovenco 6. Did the internship at Eindhovencollege influence your personal identity? How?
	Notebook section template	so he can express his qualities better?  5. How would you create a safe environment where students dare to	4. What do you think Bryan feels in this situation? 5. What do you, as a teacher, think in this situation? 6. What do you think Bryan thinks in this situation? 7. What are possible ways to differentiate in this situation?	4. Which tool will you use?  5. For which knowledge?  6. With which pedagogical approach?				What is your current vision on differentiation in the classroom     What are your intentions for differentiation?      What are your intentions for differentiation?      How did you experience the whole internship at Eindhovenco     Did the internship at Eindhovencolege influence your
	Notebook section template     Notebook section template     Notebook section template     Notebook section template	so he can express his qualities better?  5. How would you create a safe environment where students dare to	4. What do you think Bryan feels in this situation? 5. What do you, as a teacher, think in this situation? 6. What do you think Bryan thinks in this situation? 7. What are possible ways to differentiate in this situation? 8. How will you approach the differentiation?	4. Which tool will you use?  5. For which knowledge?				3. What is your current vision on differentiation in the classroon 4. What are your intentions for differentiation?  5. How did you experience the whole internship at Eindhovenco 6. Did the internship at Eindhovencollege influence your personal identity? Now?
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	5 Notebook section template 6 Notebook section template 7 Notebook section template 8 Notebook section template 9 Notebook section template 10 Notebook section template	so he can express his qualities better?  5. How would you create a safe environment where students dare to introduce themselves?	4. What do you think Bryan feels in this situation? 5. What do you, as a teacher, think in this situation? 6. What do you think Bryan thinks in this situation? 7. What do you think Bryan thinks in this situation? 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 will have the proposed the differentiation?	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?	empty empty	empty empty	empty empty	2. What is your current vision on differentiation in the classroom 4. What are your intentions for differentiation?  5. How did you experience the whole interrollip at Eindhovenco 6. Did the internship at Eindhovencollege influence your personal identity? How?  7. Did it help you to discuss the questions with the other studen
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	7 missed deadlines	You have now missed 7 deadlines. We do not tolerate late tasks at Eindhovencollege. Your internship mentor has been informed of your disregard for deadlines. He will contact you shortly to discuss next steps.	You have now missed 7 deadlines. We do not tolerate late tasks at Eindhovencollege. Your internship mentor has been informed of your disregard for deadlines. He will contact you shortly to discuss next steps.		Eindhovencollege. Your internship mentor has been informed of your	You have now missed 7 deadlines. We do not tolerate late tasks at Eindhovencollege. Your internship mentor has been informed of your disregard for deadlines. He will contact you shortly to discuss next steps.		tasks at Eindhovencollege. Your internship mentor has been informed of your disregard for deadlines. He will contact you
Unprofessional email	Text	You are not using your notebook properly. Notebooks of this nature are unacceptable and will not be tolerated.	You are not using your notebook properly. Notebooks of this nature are unacceptable and will not be tolerated.	You are not using your notebook properly. Notebooks of this nature are unacceptable and will not be tolerated.	You are not using your notebook properly. Notebooks of this nature are unacceptable and will not be tolerated.	You are not using your notebook properly. Notebooks of this nature are unacceptable and will not be tolerated.	You are not using your notebook properly. Notebook of this nature are unacceptable and will not be tolerated.	Vou are not using your notebook properly. Notebooks of this nature are unacceptable and will not be tolerated.
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