**Differentiation by Design Workshop 2 (Deferred): Reflection, Reading and Research Guide: Profiles and Interests**

“They may forget what you said — but they will never forget how you made them feel.”  
—Carl W. Buehner

**Learning intention:** Tuesday May 26: To learn further how to determine and apply students’ profiles and learning preferences. (Deferred)

### Reading Guide

Aleo, T. (2020) *Choosing Investment over Engagement*. Corwin Connect. CA. <https://corwin-connect.com/2020/01/choosing-investment-over-engagement/>

Doubet, K., & Hockett, J. (2015). *Differentiation in Middle and High School*. VA, USA: ASCD

Doubet, K., & Hockett, J. (2017). *Differentiation in Elementary Grades*. VA, USA: ASCD.

Government of Alberta. (2010). *Making a Difference*, Canada: Government of Alberta  
<https://education.alberta.ca/media/384968/makingadifference_2010.pdf> (In MS Teams

New South Wales, Department of Education. (2015). *Strong Start, Great Teachers, Phase 4 Differentiation*. (In MS Teams)

**Research: Essential questions**

1. Why are student profiles important for learning?
2. What sort of profiles will be useful for you?
3. What are some systematic ways teachers can gather data about students’ profiles and interests?
4. Why are student interests important for learning?
5. How do you use student profiles and interests to engage, motivate and stretch learners?

J. Farrall, August, 2020