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Article

Adaptations of the American Model Envelopped at the University of Virginia by Pedagogy Science in Carol Ann Tomlinson Structural Works in the Italian Context Extended to Everyone Differentiation Pedagogy

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Abstract

Differentiated instruction and schooling for all at all levels, are adaptations of the American model adopted at the University of Virginia by Ordinary Pedagogy in the scientific works of Carol Ann Tomlinson in the Italian context extended to everyone, where the focus is on the transmission of an open and participatory teaching method beyond the exclusive commitment to the action of educating today, considering the functions of learning and teaching to be pleasant and comforting qualities. differentiation, becomes a true way of thinking that benefits the individual. The learning and teaching process is seen as a set of principles based on specific strategic pillars that transcend mere quantitative differentiation or general individualization of learning paths on the basis of the number of students in the classroom. Teachers must focus on understanding the characteristics of the students to whom differentiation is applied. Differentiation is not random and does not proceed in working groups preceded by multiple useful teaching strategies, from focus groups to brainstorming, Flipped Classrooms, to achieve virtuous classroom management where noise fosters dialogue and exchange. Implementing differentiation structurally addresses the reasonable doubt that creeps into the preservice teacher. The act of becoming an inclusive teacher is capable of addressing everyone's differences as a meaningful teaching mission for all. Differentiation is nothing other than the thinking behind the methodological tool from which to subsume metacognitive awareness of the way of teaching in relation to the academic and extraacademic context. didactic differentiation took the Italian route, differentiating itself and carrying out this operation through a methodology suitable for learning in relation to giftedness, aiming to generate a lasting competitive advantage derived from learning while being mindful of potential ethical inequalities regarding access to educational opportunities. This is certainly an assimilated learning process in which the student is an integral part of the learning process within a planned curriculum. principles and practices of the diversification pedagogical model, is nevertheless structured to include everyone in an educational climate where it is standard practice to approach activities in an original and innovative manner while aiming to safeguard the well-being of the learner and implement all the necessary precautions to implement a public health intervention. The elements of the aforementioned pedagogical model, with a transposition of activities and content that can be implemented in Italian and European classrooms. Educational differentiation is transversal to all school levels: and laboratory activities in line with the unique and unrepeatable characteristics of the class as an ecosystem identified through preliminary assessment. The preassessment phase of the teaching differentiation model includes a thoughtful study of our learners' interests, A second level of differentiation engages the instructional design skills of the differentiating teacher or teachers with specific interventions around the contents and the learning process that can be assessed by the output educational product in terms of learning units or simulated lessons consisting of learning episodes located in immersive classrooms or in SESAM-accredited simulation centers equipped with a pedagogical framework, thus breaking down the level groups. Coordinating teachers will be equipped with a scholarly tailored catalogue that can

be used to propose final outputs that meet their needs without excessively perpetuating the teacher's experience and subjectivity, Educational planning is the central point of differentiated teaching, which includes the teacher's planning perspective to acquire a natural posture to the point of choosing not to diversify for social awareness. This approach presents an important first result in the differentiation of methods useful for training teachers capable of conducting innovative projects for public and private schools as well as for special schools still operating special education in the institutions of civilized America. The overseas perspective that metaphorically incorporates the Anglo-Saxon model with the American model comes from authoritative university institutes such as the Harvard Graduate School of Education as well as the research centre for sustainability in leadership at the Cambridge University Institute for Sustainability Leadership. It is very important to adapt the diversification paradigm contextualized in Italian pedagogy and docimology. The scientific community believes that it is important to always explicitly state what is being done to foster a thinking mentality that is geared towards didactic differentiation.

Keywords: differentiation; learning&teaching; educational research; universal design for learning; coding

Methodological Introduction

Differentiated instruction and schooling for all at all levels, up to specialty and doctoral studies, are adaptations of the American model adopted at the University of Virginia by Ordinary Pedagogy in the scientific works by Carol Ann Tomlinson in the Italian context extended to everyone, where the focus is on the transmission of an open and participatory teaching method beyond the exclusive commitment to the action of educating today, considering the functions of learning and teaching to be pleasant and comforting qualities.

To make a virtue of necessity, differentiation, historically a methodology in multi-grade classrooms, becomes a true way of thinking that benefits the individual. The learning and teaching process is seen as a set of principles based on specific strategic pillars that transcend mere quantitative differentiation or general individualization of learning paths based on the number of students in the classroom. Teachers must be focused on understanding the characteristics of the students to whom differentiation is applied.

Differentiation is not random and does not proceed in working groups preceded by multiple useful teaching strategies from Focus Group, to brainstorming, to Flipped Classroom, to *cooperative learning Jigsaw* to achieve virtuous classroom management where noise fosters dialogue and exchange.

Implementing differentiation structurally addresses the reasonable doubt that creeps into the pre-service teacher. In the act of becoming an inclusive teacher, capable of addressing everyone's differences as a meaningful teaching mission for all.

Differentiation is nothing other than the thinking behind the methodological tool from which to subsume metacognitive awareness of the way of teaching in relation to the academic and extra-academic context.

Starting from the 1990s, didactic differentiation takes the Italian route, differentiating itself and carrying out this operation through a methodology suitable for learning in relation to giftedness, bilingualism, educational needs, and advancement not commensurate with age, aim to generate a lasting competitive advantage derived from learning, while being mindful of potential ethical inequalities regarding access to educational opportunities. This is certainly an assimilated learning process where the student is an integral part of the learning process within a planned curriculum. A more recent concept, the curriculum, based on the philosophy, principles, and practices of the diversification pedagogical model, is nevertheless structured to include everyone in an educational climate where it is standard practice to approach activities in an original and innovative manner,

while aiming to safeguard the well-being of the learner and implementing all the necessary precautions to implement a public health intervention.

The elements of the aforementioned pedagogical model, such as climate and teaching action, are reflected in the same operational approach, with a transposition of activities and content that can be implemented in Italian and European classrooms.

Educational differentiation is transversal to all school levels: in fact, to address a subject of a specific disciplinary or para-disciplinary nature, it is crucial to balance theoretical, practical, and laboratory activities in line with the unique and unrepeatable characteristics of the class as an ecosystem identified through preliminary assessment.

I. PRE-ASSESSMENT

The pre-assessment phase of the teaching differentiation model includes a thoughtful study of our learners' interests, life histories, and profiles, with the aim of stratifying the class based on receptiveness and productivity, beyond the knowledge base often considered a prerequisite.

A second level of differentiation engages the instructional design skills of the differentiating teacher or teachers with specific interventions around the contents and the learning process that can be assessed by the output educational product in terms of learning units or simulated lessons consisting of learning episodes located in immersive classrooms or in SESAM (Society for Simulation in Europe, improve Healthcare through simulation) accredited simulation centers equipped with a pedagogical framework, thus breaking down the level groups.

In the medium to long term, coordinating teachers will be equipped with a scholarly-tailored catalog that can be used to propose final outputs that meet their needs without excessively perpetuating the teacher's experience and subjectivity, who in turn tends to reproduce the teachings received as a student, thus stimulating well-being and educational success.

Educational planning is the central point of differentiated teaching, which includes the teacher's planning perspective to acquire a natural posture to the point of choosing not to diversify for social awareness.

This approach presents an important first result in the differentiation of the method useful for training teachers capable of conducting innovative projects for public and private schools as well as for the special schools still operating special education in the institutions of civilized America.

However, the overseas perspective that metaphorically incorporates the Anglo-Saxon model with the American model comes from authoritative university institutes such as the Harvard Graduate School of Education as well as the research centre for sustainability in leadership at the Cambridge University Institute for Sustainability Leadership.

Given all this, it is very important to adapt the diversification paradigm contextualized to Italian pedagogy and docimology.

At first glance, the scientific community believes it is important to always explicitly state what is being done in order to foster a thinking mentality that is geared towards didactic differentiation.

The stylized foreign model among the main subsequent prospective scenarios shows a substrate considered very complex by the teachers engaged in training courses in differential teaching and explained by virtue of the contemporary historical continuity found in special schools and differential schools where the practice of orthophrenic teachers was born until its abolition in the 1990s.

As for its usefulness during the planning phase, it is necessary to develop a specific learning profile for an approach and methodology based on the styles of mental self-governance with three functions (legislative, executive, judicial) to uncover the emotional and relational traits linked to individual preferences. This profile, as explored by Robert Sternberg, allows each subject to be taught and learned based on one's own preferred inclination. This profile is nothing more than a subunit that better reflects the knowledge of a group of learners, providing teacher observers with simplified, never-before-seen tools, namely operational planning grids containing questions for planning and instructional differentiation.

It is very important to alternate a careful selection of differentiation criteria, with the resulting applicable teaching strategies. This way, the planning phases and the operational steps can be clearly

demonstrated. The ultimate goal? To bring out the best. Not group work, but rather that approach to teaching differentiation conceived through structured phases.

It is possible to create a handbook within the repertoire of principles of inclusion, differentiation, and disciplinary study, with ongoing principles selected from questions posed by teachers in the classroom, as well as from constructive discussion and interaction between researchers and educational researchers. The dictionary of pedagogy is transversal across age and discipline in the inclusive teacher's toolbox. The application that effectively addresses the differential teaching method is drawn from a significant inventory created by researchers at the University of Udine in the specific field of Technologies for Educational Innovation. This is the Padlet tool, an interactive virtual bulletin board, monitored by the teacher and featuring increasing complexity. It provides information and feedback, maintaining constant interaction over time and improving the project's research material. This helps identify qualitative medians on the research topic and strategy for the diversification model being identified. Often freely chosen, often conditioned by the research directions so to speak, considering the georeferencing and history of the institutions that the research is called to accommodate.

The research project and the expectations for development of those preparing to develop the research topic; from this premise arises the possibility of creating schools or laboratories for the study of learning and teaching processes, such as the CREMIT research center at the Catholic University of the Sacred Heart, as well as in the field of physiological and pathological scholastic and academic development, always focusing on the concept of Universal Design for learning and didactic differentiation, as long as it is codified by the legislator and consolidates a virtuous behavior that constitutes best practice.

In educational differentiation, the cohesion of the team and the research team is useful for multiplying everyone's thoughts, for generating a common archive with a community of researchers, teachers, managers - teachers, and learners who practice differentiation and unite the sectors of Education and Public Health.

II. Main prospective scenarios

From the theorist of Didactic Differentiation, scholar Carol Ann Tomlinson of the University of Virginia in the important hearing that took place at the Ministerial Conference (recognized as a seminar event useful for teacher training) *Rethinking Education in the 21st Century* The study, held in Rome on December 18-19, 2020, outlines the crucial role of educational differentiation, focusing on the whole individual, in implementing the necessary personalized learning. Twenty-first-century students are bilingual learners, often advanced and agile in executive function for their age. At the same time, there are students with learning disabilities, underlying social problems, or emotional challenges where the social context differs from the familiar environment of the majority, as well as students from families without a national background due to work or culture. A variety of experiences and needs are reflected in public schools, where the limitation of continuing to teach as if all students were the same age or background is recognized. Yet, in the kaleidoscope of their unique and unrepeatable differences, students perceive themselves as being inadequate in the process of learning to learn, with the risk of dropout and turnover.

Differentiation is justified by tracing a logical line that begins with viewing students as distinct individuals, as distinct learners who must be provided with a path to educational success through challenges that support significant outcomes, considering the classroom as a system of interdependent parts that must interact. It certainly seems important to create an engaging physical environment, an enriching curriculum, and an assessment where the learning and teaching process is the basis for gathering evidence to make the systemic educational differentiation process effective and flexible.

Education serves to contain students' different levels of belonging, understanding their passions and ensuring diverse learning. If teaching is student-centric, then the teacher, through in-depth cognitive investigation, is able to work with students in such a way that the class becomes a stable

and flexible team, the bearers of value in a mechanism where the environment, the curriculum, and Education are identified and influence educational success.

Differentiation, as a theoretical pedagogical model, places the learner at the center of the decision-making process, where addressing the multiple needs of all our student stakeholders is essential. In short, diversification uses five classroom elements to maximize learner capacity and provide responses to the classroom's educational needs. These responses are based on an optimal understanding of teaching and pedagogical strategies, with insights from neuroscience useful for effective teaching. This involves making specific choices to apply this pedagogical model, adapting it to the specific context of the country in question.

Philosophy, principles, and practices suggest that diversification becomes a desirable added value as the new normal, strengthening schools and communities that are aware and involved in the teacher's teaching efforts rather than excluding others. A teacher's most important task is to intuit and demonstrate, using para-diagnostic tools, the student's weaknesses beyond what they are currently good at, bringing to light the weak signals that suggest who that student, if cared for with care, can become through learning and a pedagogy based on mental growth.

The inclusive teacher will embrace the responsibility of achieving the maximum possible progress for each learner. Consequently, the teacher, always in compliance with the standards, will develop, within the model of pedagogical diversification, the ability to recognize and then remove barriers of inequality to ensure equal opportunities for excellence, especially for students most exposed or at risk of marginalization.

The principles of pedagogical law established in educational differentiation support a school or academic environment that fosters learning, as well as the importance of ensuring that training program coordinators are aware of the importance of integrating educational differentiation into the formulation of quality curricula capable of building energetic and robust skills. Once the training activity has been delivered, the range of teaching strategies and actions requires evaluation to gather useful information regarding the learning needs formalized in the preliminary formative assessment. As a leader, the teacher must carefully guide the class, enabling it to work together with flexibility and active listening.

Diversification practices involve active planning to consider people's attitudes with proactivity where teachers at a higher level, students are encouraged to engage and be inspired by diverse tasks in flexible groups, resulting in more productive work. Starting from a widespread artery of the body to ensure dual systemic circulation, teaching can include exit ramps where it is necessary to break down the project into supplementary plans in smaller groups or with peer support, and then resume the process based on the students' needs and response times.

In traditional teaching models—where, as Ann Tomlinson asserts, Pedagogy is the discourse, Instruction is the practice, Evaluation is the judgment—the teacher in a top position exercises control over his subordinate students (obedient, attentive, diligent in their homework, and present in class); however, such a structure does not reflect the world of learners.

The path of diversification for greater empathy and protection places both the teacher and the scholar within the same team responsible for working together to make the system work.

The curriculum is the daily means of communication between teachers and students; Education is a body of national and international school governance that facilitates learning; teaching challenge ad matter of research is defining the needs of the course to understand where the student should end up; Management is leading the student towards success to live within hope where classes are a learning environment for teachers too; now is the right time.

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