

# The ABC-method of differentiated teaching and learning

The ABC of differentiated teaching and learning		A Remembering, comprehension	B Application	C Analysis, synthesis, evaluation
Important: consider which of the perspective(s) that would be relevant for thinking of the theme or subject of the teaching	The intellectual/cognitive perspective	<p>Knowledge described as being able to know, recall and demonstrate various types of knowledge as a basis for action</p> <p><u>Competence:</u> Being able to understand information and remember it. Being able to understand the meaning, read facts and predict consequences. Has basic knowledge of the theme/subject/area</p>	<p>Knowledge described as being able to use and apply the knowledge to solve any given problem</p> <p><u>Competence:</u> Being able to use and apply the context of the teaching with knowledge or information obtained in others situations and account for the relation between knowledge from different situations</p>	<p>Knowledge described as being able to transfer knowledge and use it to generate new knowledge (requires analysis, synthesis and evaluation skills)</p> <p><u>Competence:</u> Being able to independently reorganize knowledge and adapt it to other contexts</p>
	Communication	<p>Knowledge described as remarks related to certain situations</p> <p><u>Competence:</u> Being able to express themselves on some matters, own emotions, knowledge and impressions from their own perspective</p>	<p>Knowledge described as being able to express themselves addressed to different target groups or receivers</p> <p><u>Competence:</u> Being able to connect and adapt own linguistic expressions to the linguistic expressions of other people in the group</p>	<p>Knowledge described as discursive reflections or thoughts</p> <p><u>Competence:</u> Being able to acknowledge own as well as others positions and connect linguistic expressions and context with the position and expressions of others in the group</p>
	The methodical and creative perspective	<p>Knowledge described as reproduction (being able to repeat or copy a text)</p> <p><u>Competence:</u> Being able to solve an already learned type of assignment using other variables.</p>	<p>Knowledge described as reconstruction</p> <p><u>Competence:</u> Being able to process and adapt changed structural connections and situations Being able to use a method in a new way or to choose the most suitable method at any given assignment</p>	<p>Knowledge described as transformation</p> <p><u>Competence:</u> Being able to process unknown types of assignments and problems on their own (identify the type of assignment, give reasons for the choice method and complete the assignment or problem)</p>
	The personal and social perspective	<p>Reactive knowledge</p> <p><u>Competence:</u> When requested being able to participate in solving of different assignments and problems and acknowledge own contributions to the solutions</p>	<p>Active knowledge</p> <p><u>Competence:</u> Being able to work with assignments and problem on their own initiative</p>	<p>Constructive knowledge</p> <p><u>Competence:</u> Being able to coordinate own contributions with others' contributions in solving assignments and problems</p>