Higher School of Education and Training– Agadir

Bachelor's Degree in Education

Secondary Education – English Language

Module Title: Individual learner differences

Institution:	Higher School of Education and Training, Agadir
Cycle:	Bachelor's Degree in Education
Module Code :	M34
Semester:	5
Language of Instruction :	English
Nature of Module:	Disciplinary
Total Hours :	50 hours (40 in-person, 10 Online)
Nombre de credits :	5
Mode of Study :	In-person and Online (Hybrid)

1. MODULE SYLLABUS

1.1. Competencies to be acquired

By the end of the course the students will be able to:

- Identify major physical and cognitive differences among learners.
- Recognize student learning abilities and disabilities.
- Create a learning community in which individual differences are respected.
- Identify different learning styles of learners & use different learning & teaching strategies.
- Explain cooperative learning and use it for managing instruction.
- Explain Kagan cooperative learning structures and use them for managing instruction.
- Discuss different definitions of intelligence & design activities that align with Gardner's multiple intelligences.
- Differentiate between different types of thinking skills.

1.2. Knowledge to be acquired

Each person has an individual profile of characteristics, abilities and challenges that result from learning and development. That is, some learners find it easier or more difficult to learn some skills or to learn from certain forms

of instruction because they vary in terms of age, aptitude, cognitive styles, intelligence, personality, or learning styles. In this course, most of the major differences between learners will be tackled and various forms of instruction will be suggested in order to cater for learner differences. Accordingly, the aim of this course is to help teacher-students acquire a knowledge foundation in individual learner differences in terms of students' physical, intellectual, cognitive, psychological abilities and their possible limitations. Teacher-students will be introduced to some major theories related to these individual learner differences. They will be acquainted with common differences they can encounter in any educational setting and will be offered efficient instructional methods and techniques which will help them connect with and engage a variety of students.

1.3. Hourly Distribution by Teaching and Evaluation Activity:

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours.)

Component of the Module	ECTS	Hourly volume (VH)						Total VH
		Courses	TD	TP	Activities	Personal Work	Evaluation (assessment and final exam)	
	5	16	20			10	4	50
ECTS/VH global du module	5	16	20			10	4	50
% VH		32%	40%			20%	8%	100%

Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	40h	10h		50h
% of Total Volume	80%	20%		100%

1.4. Detailed Module Content Description

Week	Topics
Week 1	Introduction to Human Individual Differences
Week 2	• Special Needs Students

Week 3	• Learning Styles & Strategies
Week 4	• Differentiated Instruction Techniques
Week 5	• Intelligence
Week 6	• Multiple Intelligences
Week 7	• Thinking Skills & Problem Solving
Week 8	• Critical Thinking
Week 9	• Creativity
Week 10	• Problems of Critical Thinking in Moroccan Education
Week 11	• Cooperative Learning
Week 12	• Kagan Structures
Week 13	• Emotional Intelligence in the Classroom
Week 14	Evaluation

1.5. Teaching Methods and Pedagogical Resources

- Interactive lectures
- Discussions
- Presentations
- Group-work
- Project work
- Hands-on applications

1.6. Distance Learning Modalities (If applicable)

Moodle, Google Classroom, and other platforms depending on the pedagogical team's choice and resource availability.

1.7. Description of Personal Work (If applicable):

- Library Research
- Evaluation of Existing Instructional Materials
- Development of Instructional Material

2. EVALUATION PROCEDURES

2.1. Evaluation Methods

- **Final Exam 60% :** written
- **Continuous Assessment 40%:** tests, assignments, projects, presentations.

2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

3. BIBLIOGRAPHY

Griffiths, C., & Soruç, A. (2020). *Individual differences in language learning: A complex systems theory perspective*. Palgrave Macmillan. https://doi.org/10.1007/978-3-030-52900-0

Woolfolk, A., & Margetts, K. (2007). *Educational psychology*. Pearson Australia.

Seifert, K., & Sutton, R. (2009). *Educational psychology* (online ed.). Global Textbook Project. https://open.umn.edu/opentextbooks/textbooks/6