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| [James Humphrey, Jr.]Stage #0:CourseApproval |

STAGE #0: COURSE APPROVAL

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| Course Approval |
| PROGRAM INFORMATION:Which program will this unit be a part of? |
| Program name: | Designing and Writing Online Help |
| Program overview: | How to design and write effective online help systems. |
| COURSE INFORMATION: Which course will this unit be a part of? |
| Course number: | 1 |
| Course name: | Designing and Writing Online Help |
| Course overview: | Based on the concepts driven in Jean Hollis Weber’s *Is the Help Helpful?* and other online help writing techniques based upon personal experience and Society for Technical Communications recommendations. |
| Time length of course:  | 8 hours |
| UNIT INFORMATION: Tell me about the unit you plan to teach.  |
| Name of unit:  | Is Your Help Helpful? |
| Time length of unit: | 1 hour |
| Unit overview:  | Indicate specific design needs for creating an effective online help page or topic. |
| TECHNOLOGIES TO BE INCLUDED IN LESSON |
| MadCap FlareAdobe CaptivateMicrosoft Word |

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| BIG IDEA OF UNITIn student language, why is it important to teach this lesson? Put this in language so easy to understand that a fifth grader would be able to understand it. |
| Writing an effective online help system is challenging when considering to be a proficient technical writer, you must be clear, concise, and consistent in writing effective documentation. Online help is meant to be helpful, but how much help is TOO much help? This class is meant to establish the fine line of the proper amount of online help an end-user needs. |

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| HISTORY OF UNIT: What is your history with this unit? Have you taught it before? Is it new or are you redesigning it? |
| I write online help systems for a living, and I have never taught a course in my life. This is completely new for me, and as far as I understand, no one else has created a class for creating effective online help. |

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| WHY:Tell me why you picked this unit? Why is it important to you? |
| I picked this unit because I seriously doubt anyone has created a class specifically for instructing a developing writer in the art of creating online help. There are MANY concepts documented in books for people to earn a living off of, but what is ultimately needed to create an effective help system is simply not taught at the class level. |

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| Stage #1:IDENTIFYDESIREDRESULTS |

STAGE #1: DESIRED RESULTS

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| COURSE AND UNIT SUMMARY |
| COURSE |
| Subject/Discipline | Technical Writing |
| Class name and number:  | Technical Writing 101 |
| Class time frame:  | 3 Weeks |
| Grade Level: | Corporate |
| Key words: | Technical Writing, Online Help, Professional Writing |
| District/University/ Organization | Elsevier |
| School/Department/ Corporation  | Elsevier, Miamisburg Ohio |
| Type of school or organization | [ ] Public School [ ] Private School [ ] Charter School [x] Corporation [ ] Training Company [ ] Other: \_\_\_\_\_\_\_\_\_\_\_ |
| Textbook for class: | *Is the Help Helpful?,* Jean Hollis Weber*Handbook of Technical Writing,* Gerald J. Alred, Charles T. Brusaw, Walter E. Oliu*Manual of Style for Technical Publications*, Microsoft |
| Links to online resource material: | https://www.stc.org/ |
| Microsoft Manual of Style- PDFhttps://eucalyptus.atlassian.net/wiki/download/attachments/76611622/microsoft\_manual\_of\_style\_fourth\_edition.pdf?version=2&modificationDate=1424379604164&api=v2 |
| UNIT |
| Unit title:  | Technical Writing 101 |
| Unit time frame:  | 3 Weeks |
| Where does unit fit into class? | Corporate |
| Unit delivery? | [ ]  F2F [ ]  Blended [x]  Online [ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| COURSE DESIGN |
| Why are you developing this course? | [ ]  Course project [ ]  Plan to teach course [x]  Part of team developing course [x] Other: Instruction in technical writing |
| Time frame to teach:  |  Business hours or any time due to being an online course |
| Level of Expertise:(Select all that apply) | [x] Subject Matter Expert (SME) [x] Future Instructor [ ] Course Designer  |

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| UNIT SUMMARY |
| UNIT OVERVIEWGive an overview of the unit in your own words (use simple words) |
| Instruction in technical writing for online publishing of technical documentation, specifically, online help systems |

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| PROFESSIONAL ORGANIZATION(S) FOR CONTENT |
| List all professional organizations that would have competencies, standards, or requirements for this course. |
| Professional Organization #1 | Organization: Society for Technical Communication |
| http://www.ingentaconnect.com/contentone/stc/tc/2005/00000052/00000003/art00007This website is accessible by registration. If your institution does not have access to this site, the site may be accessed by paywall. |
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| STANDARDS AND/OR COMPETENCIES“Standards are like the building code. Architects and builders must attend to them but they are not the purpose of the design.” |
| Code | STANDARDS AND/OR COMPETENCIES [TW]:What content standards or competencies will this unit address? |
| TW1 | Creating and managing knowledge |
| TW2 | Designing information that readers need |
| TW3 | Communicating fluently in various media |

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| TRANSFERWhat does the student need to be able to do in the future (perhaps in their career) in an environment that is different than the classroom without the support of the instructor? |
| Code | TRANSFER [T]:What kinds of long-term independent accomplishments are desired?*Students will be able to independently use their learning to. . .* | CompetencyCodes |
| T1 | Technical writers must be more than packagers of information for the technically unsavvy. Must be masters of the content they are writing about. | TW1 |
| T2 | Technical writers must provide information that users need by carefully selecting the correct mix of content and THEN developing, arranging, and presenting effectively. The primary goal for a technical writer is to ensure that a user is successful when using the written subject. | TW2 |
| T3 | Technical writers must be fluent not only in writing, but fluent in other media presentation of subject matter. | TW3 |

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| MEANING“An understanding is an idea that results from reflecting on and analyzing one’s learning: an important generalization, a new insight, a useful realization that makes sense out of prior experience or learning that was either fragmented or puzzling. An understanding is not a fact (though it may sound like one) but a ‘theory’ in the broadest sense; it is the result of inference- the developing and testing of ideas by learners, with teacher assistance, as needed- culminating in an idea that seems useful and illustrative to the learner” (Wiggins & McTighe, 2011, p. 14).  |
| Code | ESSENTIAL QUESTION [Q]:What thought-provoking questions will foster inquiry, meaning-making, and transfer? *Put in the form of a question.* | CompetencyCodes |
| Q1 | Is your help helpful? | TW1, TW2, TW3 |
| Code | UNDERSTANDINGS [U]: What specifically do you want students to understand? What inferences should they make? *Put in the form of a statement. Students will understand that. . .* | CompetencyCodes |
| U1 | In order to create a truly helpful help system, you must first analyze the audience and plan your project. | TW1, T1 |
| U2 | When planning your project, you must first develop high-level and detailed-level specifications for the help system. | TW2, T2 |

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| ACQUISITION“In the short term, our aim is that students acquire knowledge and skill. Here, you state the key declarative knowledge (factual information, vocabulary, and basic concepts) and procedural knowledge (basic know-how or discrete skills) you want your students to learn by the unit’s end” (Wiggins & McTighe, 2011, p. 21). |
| Code | **KNOWLEDGE [K]:** What facts and basic concepts should students know and be able to recall?  *Students will know. . .* | CompetencyCodes |
| K1 | When analyzing your project, describe the software product and its purpose in terms of the intended user audience and their tasks. As you are planning, establish the main aims and purpose of the help to assist your end-user. | TW1, T1, U1, S1, S4 |
| K2 | High-level specifications should include decisions on what information is to be presented, topic types, and whether or not to use audio and video presentation. With specifications on the help, everyone on the project knows what’s to be expected. Develop detailed specifications for the online help, including writing conventions, terminology, and associated style sheets for presenting the information, including templates for help topics. This is one of the most important steps in planning in terms of helpfulness of a help system’s topics. | TW2, T2, U2 |
| K3 | Ensure terms match those to be used in the user interface and “printed” documentation. Create a terminology list and ensure consistent use in topic development.  | TW2, T2, U1, U2 |
| K4 | Map and index your help system to ensure the topics work together in a positive manner for excellent end-user experience. | TW3, T3, U2 |
| K5 | Review; content must be poured over by not only yourself, but dedicated testing reviewers to ensure inconsistencies, grammatical errors, inadequate procedures and content, and unhelpful topics are detected prior to publication. | TW3, T3, U2 |
| CodeKnow = S | **SKILL [S]:** What discrete skills and processes should students be able to use?*Students will be skilled at. . .* | CompetencyCodes |
| S1 | Skills in collaborating with both subject matter experts and coworkers | TW2, T1, U1, K1, K2 |
| S2 | Ability to write clearly, concisely, and consistently for specific audiences directed by clearly defined purposes | TW2, T1, U2, K1, K3, K5 |
| S3 | Ability to assess and learn to use multiple publication tools and technologies for authoring your help system | TW3, T2, U1, U2, K1, K2, K3 |
| S4 | Ability to take the initiative and be a self-starter, in addition to evaluating your own work | TW2, T1, U2, K1, K2, K3, K4 |
| S5 | Understand and implement writing guidelines established by the Society for Technical Communications and those established in the Microsoft Manual of Style for Technical Publications | TW1, T3, U1, K1, K2, K3, K5 |
| S6 | Master of the written form of the English language | TW2, TW3, T2, T3, U2, K1, K2, K3, K5 |

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| Stage #2:DETERMINEACCEPTABLEEVIDENCE |

STAGE #2- DETERMINE ACCEPTABLE EVIDENCE

*Students should refer to Module G & J in the textbook for information in this section.*

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| PERFORMANCE TASKS*Assessments where students flexibly and intelligently use what they know, in a new complex situation where higher-order thinking in the use of content is required.*  |
| ***Desired Results Code****All Transfer Goals* *And* *All Meaning Goals* | ***Performance Task(s):****How will students demonstrate their understanding (meaning-making and transfer) through complex performance? Students will show that they really understand by evidence of:*  | ***Evaluative Criteria:****What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?* |
|  T1, T2, U2, K1, K2, K4, K5 | Design your help system based upon criteria established by the Society for Technical Communications | Create a high-level and then low-level design of your help system; instructor provides scenario.Rubric grading scale for assessing T1, T2, U2, K1, K2, K4, K5 |
| T1, T3, U1, S1-S6 | Create help topics to be used in your help system based upon criteria established in the *Microsoft Manual of Style for Technical Publication*  | ContentSupportSpelling, Sentence Structure, & Punctuation OrganizationFocus |

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| OTHER EVIDENCE*Here you place assessments of knowledge, skill, standards, and other goals that are not otherwise assessed by the performance tasks.*  |
| ***Desired Results Code****All Meaning Goals* *And* *All Skill and Transfer Goals**And* *All Knowledge and Skill Goals.* | ***Other Evidence:****Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?* | ***Other Evidence Evaluative Criteria:****What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?* |
| Q1, U1 | Define methods for analyzing your audience | Multiple-choice quiz: List correct and incorrect methods for determining the audience for a help system. Ensure students can identify correct methods based off in-class text from the Society for Technical Communication article, *Core Competencies for Technical Communication*. |
| Q1, U2, S1,  | Identify areas of collaboration for producing a high-level help project plan | Multiple-choice quiz: Students identify by correct choice from list of correct and incorrect collaboration competencies. Ensures students can identify correct methods of collaboration based off in-class text from the Society for Technical Communication article, *Core Competencies for Technical Communication*. |
| T1, S2, S3 | Identify methods which demonstrate content mastery | Multiple-choice quiz: Students identify by correct choice from list of correct and incorrect content mastery competencies. Ensures students can identify correct methods of content mastery based off in-class text from the Society for Technical Communication article, *Core Competencies for Technical Communication*. |
| T2, S2, S5, S6, K3, K5 |  Edit the following procedure | Student performs a substantive edit of a written procedure, demonstration clear, concise, and consistent technical writing. Provide a poorly written procedure where student rewrite and demonstrates the separation of procedural steps, use of consistent action words, removing/editing unnecessary wording, and writing in active voice. |
|  T3, S3, S4 |  Create a brief tutorial script on the following subject: Printing a Word document  | Student writes a brief tutorial script describing a procedural sequence, written screen capture examples, and conclusion. |

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| Grading Rubric for Writing Help Topics Assessment |
| *Pick one of your critical assessments and develop the rubric that you will be using to evaluate it. In your rubric you should list the criterion that you will be using to evaluate the assessment, the levels that you will use, and a description for each level/criterion.* |
| CRITERION | EXEMPLARY | SUFFICIENT | NEEDS REVISION | NO EVIDENCE |
| 1. Content
 | All writing is purposeful and logical | Maintains clear logical subject | * Subject is vague
* Lapses in logic
* Repetitive and/or redundant language
 | Insufficient writing to show that criteria are met |
| 1. Support
 | * All major points fully developed and supported evenly by specific detail throughout the topic
* Supporting evidence (procedure results, explanation) is understandable and well-organized
 | * All key points developed and supported by specific detail; some key points may be less developed than others (not even or balanced)
* Supporting evidence (procedure results, explanation) illustrates the key points but lacks depth
 | * Some key points are developed by specific detail; some may be general and some may lack depth
* Supporting evidence (procedure results, explanation) is minimal or not easily interpreted
 | * Insufficient or repetitious
* Writing that fails to develop key points
* Lacks Supporting evidence (procedure results, explanation) or supporting evidence is unrelated to key points
 |
| 1. Spelling, Sentence Structure, & Punctuation
 | * Established effective tone throughout the topic
* Topic written in active voice
* Procedures written consistently according to *Microsoft Manual of Style for Technical Publication*
* Demonstrates proper spelling, grammar, and punctuation
* Publishable
 | * Effective tone throughout the topic
* Topic written in active voice, but with minor errors
* Procedures written consistently according to *Microsoft Manual of Style for Technical Publication*, but with minor errors
* Demonstrates proper spelling, grammar, and punctuation, but with minor errors
* Near publication quality
 | * Effective tone for audience not effectively established throughout the topic
* Confusion between topic written in active vs. passive voice
* Procedures written inconsistently according to *Microsoft Manual of Style for Technical Publication*
* Written material needs proper spelling, grammar, and punctuation editing
* DRAFT quality
 | * Lacking or inconsistent tone throughout the topic
* Trouble discerning active vs. passive voice
* Procedures not written according to *Microsoft Manual of Style for Technical Publication*
* Poor use of proper spelling, grammar, and punctuation
* Needs complete revision to maintain DRAFT quality
 |
| 1. Term usage
 | * Terms are used correctly and consistently
 | * Acceptable vocabulary
* Words are technically appropriate
 | * Simple vocabulary
 | * Incorrect vocabulary
* Inconsistent vocabulary
 |
| 1. Organization
 | * Structure is clear, appropriate, and effective.
* All content is appropriate and purposeful
* Clear, concise, and consistent writing is effectively demonstrated throughout the topic
* All topic points are logically presented and interrelated
 | * Structure is clear and appropriate to purpose
* Most major points are appropriately written
* Clear, concise, and consistent writing is demonstrated with appropriate transitions
* Most points logically presented and organized
 | * Structure is evident
* May have inappropriate or intrusive transitions that disrupt the progression of ideas
* Some major points appropriately paragraphed
* Lacking clear, concise, and consistent writing
* May have one or more minor digressions
 | * Structure is missing or attempted, but is not obvious to the reader
* Limited evidence of appropriate paragraphing.
* Little structure within content
* May have one or more major digressions
* Not clear, concise, or consistent in writing content whatsoever
 |
| 1. Focus
 | * Clearly sets purpose of topic
* Effective procedure that relates to introduction and unifies the topic’s writing
 | * Clearly sets purpose of topic through introduction
* Clear procedure
 | * Subject/position identified by only a brief, general introductory statement
* Procedure is absent or only a verbatim reiteration of the introduction
 | * Topic (or issue) is unclear
* Topical procedure is missing or absent
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| Stage #3:PLANLEARNING EXPERIENCES |

STAGE #3A- PLAN LEARNING EXPERIENCES

*Students should refer to Module K and N in the textbook for information in this section.*

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| “WHERETO” LEARNING PLAN*What teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Group each key teaching and learning activity with it’s appropriate WHERETO location.*  |
| W= help the students know WHERE the unit is going and WHAT is expected? Help the teacher know WHERE the students are coming from (prior knowledge, interests). | GOALS: SMART Learning Objective (Specific, Measurable, Attainable, Results-Focused and Time Focused)1. By the end of this course, you will be to create help topics according to  *Microsoft Manual of Style for Technical Publications*,
2. By the end of this course, you will be able to create an effective plan with in-depth audience analysis for creating online help.
3. Identify other methods for presenting information other than written documentation.
 |
| RELEVANCE: What are the benefits to the students by completing this unit? How will they benefit from learning this material? 1. By learning how to create help topics according to the *Microsoft Manual of Style for Technical Publications*, you will be able to create online documentation according to a planned and effective style.
2. By learning how to create an effective plan for creating online help, you will have a consistent, reproducible production method for your career in technical writing.
3. By identifying other methods for presenting information aside from writing, you can prepare a more effective media for presenting information.
 |
| DIAGNOSIS: How will you know what they know before the lesson and what they know after the lesson? How will you test for misconceptions? 1. Prior to taking this course, you will be asked to evaluate a help topic and identify weak areas of documentation. This will assist me in assessing what you already understand regarding help topic writing.
2. Prior to taking this course, please relate to me in whatever convenient format of what online help projects you have planned on producing or have produced in the past.
3. Audio production, video, or multi-media covering both methods is an effective way to convey information to an end-user outside of the written format.
 |
| H= HOOK all students and HOLD their interest. | HOOK & HOLD: How will you hook and hold student interest?1. A major problem with creating online instruction is not having an effective style for portraying the information in a clear, concise, and consistent manner; the *Microsoft Manual of Style for Technical Publications* equips you with the necessary tools to produce a professional looking and reading online help system.
2. Technical writers are held accountable for the instructions they provide, either by direct feedback from end-users who use the material online, or by those who employ provided instructions to accomplish a task. The challenge is to plan effective online help instructions which meet your end-user needs.
3. What problems or issues do you experience while writing online help? Could you better portray written content in a different media presentation to provide information to your end-user?
 |
| TECHNOLOGY: How will technology be used in the unit to “Hook” your students and get them interested and engaged? You will use MadCap Flare to produce your online help system. MadCap Flare is a one-stop online authoring tool which assists not only in producing individual help topics, but also assists with producing effective and professional content management of your online help system as a whole.Also, you will use Adobe Captivate to produce multimedia presentation of end-user information outside of the normal written format.  |

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| E= EQUIP students, help them EXPERIENCE the key ideas, and EXPLORE the issues. | EXPERIENCE & EXPLORE: How will students uncover the meaning of the unit? 1. Process Documentation- One of the most common formats of technical writing is documenting a process. A process document either explains how to do something, or how something was accomplished. Formatting is the first design concern for creating a process document, and using the *Microsoft Manual of Style for Technical Publications* is an effective tool for preparing your content.
2. Audience Analysis- When we first start a writing project, we must first consider who we are communicating with and then plan the best mechanism for that communication.
3. When considering other media for presenting information, how well will your presentation work with the Internet?
 |
| R= provide opportunities to RETHINK and REVISE their understandings and work? | RETHINK, REVISE, AND REFINE: How will the students have opportunities to rethink, revise, and refine their work in the unit? 1. Documents details not JUST the steps for completing a task, but also contain explanations WHY their completion is necessary. This extra details helps embed the proper procedure in your end-user’s minds. The format for preparing such procedures is dependent upon the format and styling you chose.
2. Audience Analysis- Different audiences require different approaches to text choice, tone, and formatting.
3. Communicating on the Internet provides multiple ways to present information to an end-user.
 |
| REFLECT and SELF-REGULATE: How will the students have time to improve their metacognition and self-regulation skills?1. Process documentation must also focus on potential trouble-spots or questions from your audience. Anticipating these moments enables a writer to save time overall and increases the chances of end-user success. How your procedures are formatted organizes potential trouble areas into coherent documentation.
2. Audience Analysis is also used to anticipate issues, concerns, or questions they might have after accessing the documentation we have created.
3. Technical writers are often called upon to craft communication to reach a broad online audience. Multimedia is an effective mechanism to present information versus just relying on written content.
 |
| E= EVALUTE. Allow students to get formative feedback to improve their work. | FORMATIVE FEEDBACK: How will students get formative feedback so they can improve their work and move toward mastering the learning objectives? 1. Redesign a help topic according to methods described in the *Microsoft Manual of Style for Technical Publication*. <provide example for revision>
2. In essay format, identify your audience by answering:
* Who they are?
* What they know?
* What will they need to know to take action?
1. Using Adobe Captivate, create an online multimedia presentation based upon <*provide subject*>
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| T= be TAILORED (personalized) to the different needs, interests, and abilities of learners.*Carol Ann Tomlinson (2007) felt that teachers can differentiate instruction in four ways (1) through differentiated content, (2) through individualized process, (3) differentiated product and (4) through personalized learning environment.* | CONTENT: CONTENT, PROCESS, PRODUCT, AND ENVIRONMENT: How will you tailor your content, process, product, or learning environment to tailor your unit to the different needs, interests, and abilities of your learners? 1. Create worksheets where students practice using the *Microsoft Manual of Style for Technical Publications*
2. Provide project requirement examples identifying different audiences, from laymen to subject matter experts. Have students select appropriate examples for determining which examples best match the stated audience.
3. Provide appropriate and inappropriate uses of using multimedia on the Internet, such as popups, tutorial links, audio, and have students determine which best meets end-user needs. Ensure accessibility standards are addresses too.
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| O= ORGANIZED 1. How will the unit be organized to help your students develop more effective Habits of Mind?
2. How will your unit be organized to allow your students to develop more effective technology skills?
3. How will your unit be organized to use technology to analyze student data and interpret the results to improve instructional practices?
 | ORGANIZED TO DEVELOP HABITS OF MIND How will the unit be organized to help your students develop more effective Habits of Mind? <http://www.chsvt.org/wdp/Habits_of_Mind.pdf>1. Formatting Your Process Documentation- *Microsoft Manual of Style for Technical Publications*
2. Planning Your Project with Your Audience Analysis using MadCap Flare
3. Communicating on the Internet using Multimedia Development
 |
| ORGANIZED TO DEVELOP TECHNOLOGY SKILLS How will your unit be organized to allow your students to develop more effective technology skills?1. Using the *Microsoft Manual of Style for Technical Publications*
2. Using MadCap Flare to Manage Your Project, based upon Audience Analysis
3. Creating Multimedia with Adobe Captivate for Online Presentation
 |
| ORGANIZED TO USE TECHNOLOGY TO ANALYZE DATA: How will your unit be organized to use technology to analyze student data and interpret the results to improve instructional practices?1. Use Microsoft Word to edit process documentation according to standards established in the *Microsoft Manual of Style for Technical Publications*.
2. Use MadCap Flare to organize a project, determining which topics meet audience needs. Use Step 1 process document examples to determine which fit within organizing for a certain audience.
3. Use MadCap Flare to create a tutorial based on an edited process document from above step 1.
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| UbD RESOURCES |
| Many schools and universities are now using the UbD process. To develop this template, I have incorporated bits and pieces from several resources. Here are some of those resources:  |
| 1. Understanding by Design Professional Development Workbook. by- Jay McTighe and Grant WigginsAssociation for Supervision and Curriculum DevelopmentCopyright 2004
2. Understanding by Designby Jay McTighe and Grant WigginsAssociation for Supervision and Curriculum DevelopmentCopyright 2005
3. The Understanding by Design Guide to Creating High-Quality Unitsby Grant Wiggins and Jay McTighe Association for Supervision and Curriculum DevelopmentCopyright 2011
4. The Understanding by Design Guide to Creating High-Quality Units

by Grant Wiggins and Jay McTigheAssociation for Supervision and Curriculum DevelopmentCopyright 20111. Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units

by Grant Wiggins and Jay McTigheAssociation for Supervision and Curriculum DevelopmentCopyright 2011 |
| OTHER RESOURCES |
| Here are some of those resources:  |
| 1. Tomlinson, C. A. (2007). Ministry of Education. Differentiated instruction teacher’s guide: Getting to the core of teaching and learning. Toronto: Queen’s Printer for Ontario.
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