LEARNERS WITH BASIC NEEDS
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DIVERSITY, HETEROGENEITY AND THE USE OF DIGITAL MEDIA
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BASIC NEEDS:
- at-risk student
- underachiever
- student with learning difficulties
- student with learning disabilities
- „bad language learner“
- disadvantaged students
- Hauptschüler
- Förderschüler
- heterogeneity in general
(see Schwab / Ganschow and Sparks)

DIFFERENTIATION AND INDIVIDUALIZATION:
- quantity: tasks according to the student’s pace of work
- quality: different levels of difficulty for different language levels
- goal: learning for a specific purpose e.g. graduation
- content: choosing topics according to student’s interest
- methods and media: students can work with a variety of different methods and media
- participatory structures: different forms of group, pair and individual work in class
(see Eisemann)

EXAMPLES OF DIGITALIZED AND DIFFERENTIATED TASKS

DYSLEXIA
- dyslexia is a learning disability
- students with dyslexia have difficulties in reading, writing and spelling
(see Zander)

assistance tool for example the Bookii pen can improve student’s accessibility and allow an inclusive setting:

teacher uses bookii stickers to place audio files on student’s worksheet

- individual vs. group work
- G level vs. M/E level
- considering different learning types:
  - reading vs. listening
  - text vs. images
- interests: exercise options
- digital media: miro board, iPads, bookii pen
- individualized dyslexia exercise
- additional assistance and material

WORKS CITED: