



MRS A V N COLLEGE  
VISA KHAPATNAM



HELPING SLOW ADVANCED  
LEARNERS

CATERING TO STUDENT  
DIVERSITY

# Mrs A V N College Visakhapatnam

## Methodology - Manual for slow and advanced learners

Within the classroom faculty must deal with different types of students; some are very intelligent who learn very fast and some are quite weak who learn very slowly. Therefore, it is required to determine the abilities of the students in the class. Based on the ability determined, some students need only guidance and some students need hard work and regular attention.

Each type of student has different learning attitudes and habits. Faculty must adapt a teaching methodology such that he/she may not lose the attention of the slow learners and turn off the advanced learners. The purpose of assessment of the learning levels of the students and conduction of activities for them is

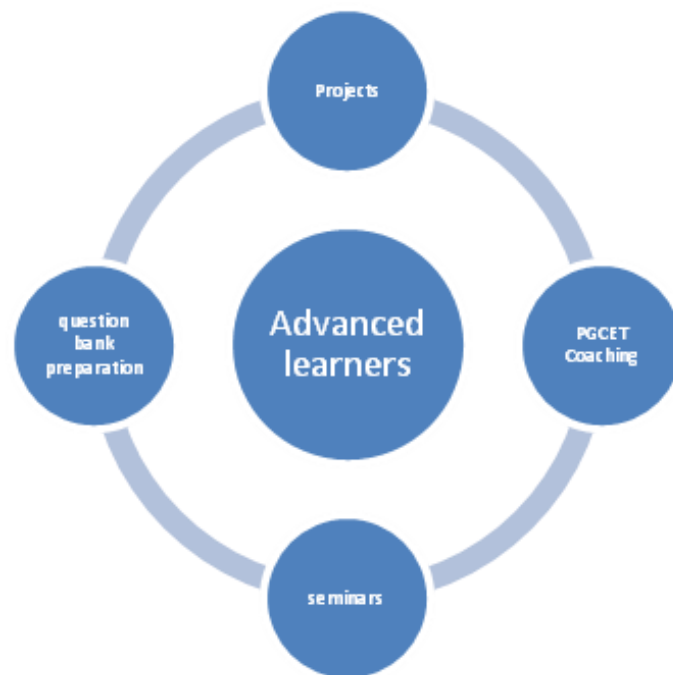
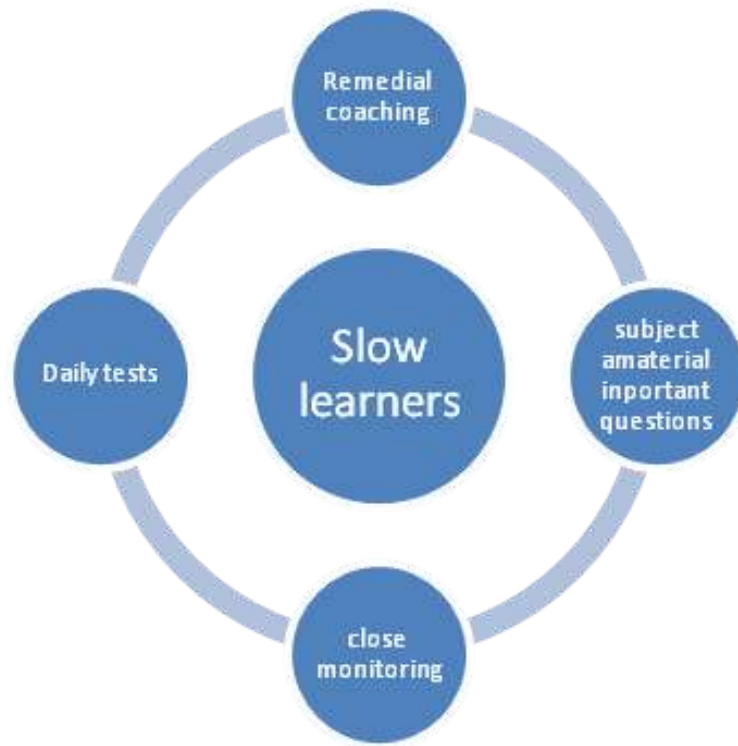
- Identification of the slow learners and advanced learners in the class
- To ensure that slow learners and advanced learners are taken care as per their needs
- To help them out for improvement in their academics.

This manual describes the constituent parts of the slow learner and advanced learner identification process, activates for them including guidance on process and Protocols followed to measure achievements.

**Identification:** The first students are categorized into advanced and slow Learners based on their previous academic records and observation of activities in the brain streaming sessions during one week Induction/Orientation Program. Second and third year students are categorized based on their performance in the end semester exams.

**Activities for slow learners:** Remedial coaching is conducted for slow learners. Subject material and important questions are provided to them. Daily one question is given to the student and evaluated and discussed with them. Close monitoring is done by the subject mentors.

**Activities for advanced learners:** Research study projects are allotted to the advanced learners. They are encouraged to prepare subject question banks with the help of subject mentors. They are instructed to give subject presentations using ICT methods. They are instructed to actively participate in seminars/conferences/workshops of on/off campus activities.



### **Selection of slow and advanced learners Process Input:**

The Orientation Induction Program is organized for first-year students and parents are invited to this program every day for one week.

The partners in the induction program are Newly admitted students, Director, Principal, IQAC Coordinator, Administrative Officer, Examination Controller, Chair of Internal Complaint cell, Anti Ragging cell, Discipline Committee, Faculty mentors, Selected alumni, selected senior students, Invited distinguished people.

Broader areas covered are

1. Meaning, purpose and relevance of an admitted program in realizing the purpose of life.
2. National Development concerns, development perspectives and priorities.
3. Connect with the community, world of work and global society.
4. Self-empowerment, motivation, teamwork and leadership development
5. Building a bond with faculty and mentoring.
6. Institutional rules and regulations, norms, academic and administrative structure and learning resources.
7. Institutional culture ethos, etiquettes and manners and value system.

Addressing the needs of both slow learners and advanced learners requires a flexible and differentiated approach in education. Here are some strategies for catering to the needs of both groups:

Slow Learners:

#### 1. Differentiated Instruction:

Modify teaching methods, materials, and assessments to accommodate the pace and learning style of slow learners.

Provide additional support and scaffolding as needed.

#### 2. Small Group Instruction

Offer targeted, small-group instruction to focus on specific learning needs.

Provide opportunities for individualized attention.

#### 3. Visual Aids and Hands-On Activities

Use visual aids, manipulatives, and hands-on activities to make concepts more concrete and accessible.

Appeal to different learning modalities.

#### 4. Frequent Feedback and Reinforcement:

Offer frequent, constructive feedback to help reinforce learning.

Break down tasks into smaller, manageable steps.

#### 5. Peer Support:

Encourage peer support and collaboration.

Pair slow learners with more proficient peers for certain activities.

## 6. Flexible Assessments:

Provide alternative assessments that allow slow learners to demonstrate understanding in different ways.

Focus on progress and effort rather than just final outcomes.

## Advanced Learners:

### 1. Acceleration and Enrichment:

Allow advanced learners to progress at a faster pace through acceleration.

Provide enrichment activities to deepen their understanding of topics.

### 2. Independent Projects:

Encourage independent research projects or self-directed learning.

Offer opportunities for creativity and exploration.

### 3. Flexible Grouping:

Group advanced learners together for collaborative projects or discussions.

Adjust group configurations based on the specific needs of advanced students.

### 4. Mentorship Programs:

Connect advanced learners with mentors or experts in specific fields of interest.

Foster relationships with professionals who can provide guidance.

### 5. Problem-Solving Challenges:

Present complex, real-world problems that require critical thinking and problem-solving skills.

Encourage the application of knowledge in novel situations.

### 6. Individualized Learning Plans (ILPs):

Develop individualized plans that outline specific learning goals and pathways for advanced students.

Regularly review and adjust these plans based on progress.

### 7. Technology Integration:

Utilize educational technology to offer personalized learning experiences.

Provide access to online courses, resources, and platforms that cater to advanced learners.

It's important to note that the terms "slow learner" and "advanced learner" are generalizations, and each student is unique. Teachers should use ongoing assessments, observations, and communication with students to tailor their approach to individual needs. Additionally, fostering a supportive and inclusive classroom culture benefits learners of all levels.

