unlearning Book Study
Kansas Infinitec

Pre reading activity:

Think about a time when you experienced something in a new way. For example, consider the first time you used Lyft or Uber, tried Siri or saw a Fitbit or Apple Watch.
Reflect on the following questions:
- What was your initial experience/impression of this new way of doing things?
- What were the trade-offs/benefits of that change?
- What parts of the old experience do you still want to hold onto?

GroupMe:

In order to facilitate more ideas/discussion, we will use groupme. Hopefully this will make it easy to comment or respond! This is a texting system so please think of responses/comments that are short:) If everyone could contribute a comment or a question at least 1 time for each chapter, hopefully this will contribute to our group thought!
Join using this link:
More information about GroupMe-
[Video how to use GroupMe](#)
[GroupMe website for more information](#)

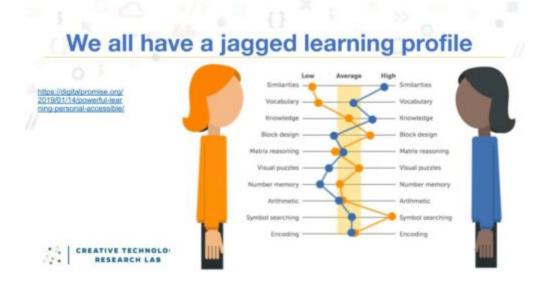**Introductions**
For our first meeting, let's introduce ourselves by answering one of the following questions. Include your name, location, job title and tell if you were a fruit, what fruit would you be and a short explanation why that fruit.

Chapter 1: Apples and Buffets

"Variability" is the term used to describe how unique and varied our brains are. No two learners ever activate the same pathways in the brain. One student label (such as autism) will have a unique brain pattern and learning needs totally different from those of another student with the same label. While labels may be an important aspect of identity, people are so much more complex than labels that may define them. When we are focused only on labels, and not the whole person, we run the risk of having a fixed mindset or making false assumptions about our

learners. Check out this Learner Variability Navigator from Digital Promise. Review the learner variability self reflection form.

Resources
- Download a copy of the UDL guidelines at bit.ly/ CAST-UDL-guidelines
- Explore an excerpt from Mike Anderson on the power of choice for your students at bit.ly/ Mike-Anderson_Article
- Explore this article from Katie Novak on asset-based vs. deficit-based mindsets at www.novakeducation.com/ student-variability/
- Read this article "Beyond Average" from Harvard Ed. Magazine at bit.ly/ Beyond-Average
- Watch this TEDx on the Myth of Average with Todd Rose at bit.ly/ Todd-Rose-TED
- Interested in micro credentially? Check out this online free course

Discussion Questions
- How do you already provide options for students to engage with the learning experience, to build background, and to show what they know?
- How is thinking about students' variability and their jagged profiles of strengths and challenges in different classroom contexts different from labeling students or having lessons that must be completed in the same way and at the same time?
- How does the context, or the environment, contribute to the strengths and weaknesses of your students? Of you?

- How does the ice-cream story resonate with you? Have you had similar experiences that have caused an "aha!" or discrepant event that shifted your thinking?
- What resonates so far in your learning about UDL, variability, and context? What is a first step you can take?

Google Jamboard

Work in your group to develop a picture of an ideal classroom. Note things you already have available in your rooms and things you think would be good to add to your rooms.

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