DIFFERENTIATED INSTRUCTION AND ITS INFERENCES TO TEACHING-LEARNING PROCESS

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Differentiated instruction is described as determining students’ learning style and readiness before preparing lesson plan. Tomlinson (2012) stated that the effectiveness of differentiated instruction provides benefits from students with learning disabilities and those who are perceived to be high ability. In this method, teacher may use the same teaching materials to the students using various instructional strategies. Another way is that teacher may execute lessons with different levels of difficulty depending on the capability of the students.

This type of instruction originated from the time where an education happens in a classroom with students who have various ages. In early times, students were assumed to learn equally however it is revealed that there were gaps in the abilities of the students who are in different levels. Then in 1975, the Individuals with Disabilities Education Act was passed by the congress to ensure that students with disabilities won’t left behind when it comes to proper education. Teachers use differentiated instruction as a strategy in teaching the students with disabilities.

Relatively, as cited by Weselby (2014), the work of Wilson who supported differentiated instruction conducted a study and found out that lecture has the least effective among strategies, its retention rate is ranging from 5 percent to 10 percent only. Motivating students to engage in discussion, exposing them to content strategy and groupings are more proficient in guaranteeing lifelong learning.
Teachers who want to use differentiated instruction in teaching-learning process may propose lessons that are suitable to the learning styles of the students, create groupings with the same interest, theme and capabilities, utilize formative evaluation, ensure safe and conducive environment in managing classroom setting and recognize the ability of the students in order to adjust the difficulty of the lesson in connection with the students’ demand.

In order to help teachers to utilize differentiated instructions, there are four ways on how teachers may differentiate instructions, these are

a. Differentiating Content

Differentiating content can be done through creating activities that will be assigned to the students with different levels or learning styles associated to six levels included in Bloom’s Taxonomy. These level are remembering, applying, understanding, analysing and creating. Tasks within remembering and understanding levels will be completed by students who are unfamiliar or do not have prior knowledge about the lesson. For students who show mastery of the subject matter may complete tasks within apply and analyse and for high levels, evaluating and creating may be utilized.

b. Process

This pertains to how differentiated instruction will be delivered to the students. In this method, students may be allowed to work in pairs, groups or individually. Teachers may provide help if the students ask for it. They can differentiate process through providing books for those who are visual and word learners, audio books for auditory learners and interactive tasks for sensory learners.

c. Differentiating Product

Differentiating product can be done through administering of tests, projects and reports which is still associated with the learning styles of the learners. Students who are
categorized as read and write learners may allow to write a report, graphic planner for students who are visual, oral report for auditory learners and for those sensory learners may be assigned to make diorama illustrations.

d. Differentiating learning environment

The arrangement of classroom must be flexible where group and individual activities can be carried out by the students. Teachers must ensure that the classroom setting is safe and supportive.

However, differentiated instruction may consume extra time and effort of the teachers that’s why Department of Education must design trainings and seminars that may help teachers in designing lessons within differentiated instructions.

References:
