DIFFERENTIATED INSTRUCTION FOR DIVERSE LEARNERS

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Every individual has their corresponding uniqueness. Likewise, students in our classrooms has different abilities, and in order to enhance and cultivate their abilities we need to provide necessary assistance by providing appropriate methodologies, techniques and strategies in teaching.

With these, teachers should be knowledgeable on the theory of multiple intelligences of Dr. Howard Gardner in order for them to prepare a variety of learning activities. According to Armstrong, (2018) the theory of multiple intelligences proposes a major transformation in the way our schools are run. Moreover, it suggests that teachers must be trained to make their lessons be aligned in the principle of multiple intelligences.

Furthermore, teachers may incorporate learner centered activities using a variety of ways like music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.

Different studies found out that the use of numerous of teaching strategies are effective on increasing the academic achievement of diverse learners.

Aside from the multiple intelligences, Carol Ann Tomlinson a professor of educational leadership, foundations, and policy at the University of Virginia introduced the differentiated instruction. She described differentiated instruction as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. (Weselby, 2018)

Furthermore, to differentiate the instruction, teachers can utilize different strategies using the same instructional material or even to deliver lessons at varying levels of difficulty based on the ability of each student.
According to Weselby, (2018), Teachers who practice differentiation in the classroom may:

Design lessons based on students’ learning styles.

Group students by shared interest, topic, or ability for assignments.

Assess students’ learning using formative assessment.

Manage the classroom to create a safe and supportive environment.

Continually assess and adjust lesson content to meet students’ needs.

In the study of Ferrier (2007) entitled The effects of differentiated instruction on academic achievement in a second-grade science classroom, the study revealed that Students in the differentiated instructional classes were found to score significantly greater than their traditionally instructed peers. She further recommends that teachers at all levels should be trained in differentiated instruction to better serve their students. Differentiated instruction offers all children better opportunities to learn, resulting in more academically equipped functional member of the society.

Moreover, McCullough (2012) her revealed positive gains in students' reading performance after the implementation of differentiated instruction. With the findings on her research, she encourages teachers to become more effective in their instructional methods, providing struggling readers opportunities to gain the essential knowledge and skills that will enable them to become self-sufficient, confident, and competent individuals.

Truly, there is no single formula or strategy to provide meaningful learning to students, with this, educators should exert more effort making the lessons more appropriate to the diverse needs of our students. This will also ensure that no students will be left behind.
References:


