DIFFERENTIATED INSTRUCTION IN ACTION

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Just as everyone is unique, every student has his own learning style. Most of the time, not all students absorb a subject in the same way or shows the same level of ability. So how can a teacher better deliver his/her lessons to reach every person in class? Try differentiated instruction—a method you will prove to be worthy of being applied in class.

According to Carl Ann Tomlinson, teachers can differentiate instruction through four ways:

1) content, 2) process, 3) product, and 4) learning environment. When it comes to content, students who have no knowledge about a lesson may be asked to complete tasks on the lower levels which are remembering and understanding. Students with some skills may be asked to employ and examine the content, and students who have higher skills may be asked to carry out tasks in the areas of evaluating and creating. By process, students may choose to work by themselves, by two’s, or by groups. Some students may feel at ease from one-on-one interaction with the teacher; others may be able to progress by themselves. Offering support based on individual needs may be one way teachers can enhance learning of students. Students may be assigned to complete activities that show skills of an educational idea based on the student’s preference and learning style like writing a book report for content. Physical and psychological conditions are factors for optimal learning. Classroom management techniques like creating quiet spaces with no distractions provide for supportive learning environment.
Each student is different from the others in a number of ways and it is the responsibility of teachers to make sure that each student gets the best education possible. A method for which teachers can design their classrooms and give each student what he/she needs is differentiated instruction. Whether students are good at math or reading, whether they have a hard time on writing or comprehension, whether the objective is to read a story or to recite a poem, differentiated instruction creates a classroom community. Through recognition and understanding of cultural differences, the adaptability of content, process, product and environment and through added assists, students can feel at ease and capable of gaining knowledge at their maximum potential.

References:

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