ON DIFFERENTIATED INSTRUCTION

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Differentiated Instruction came about to meet the learners’ varied needs in the classroom. Learning experiences and activities, teaching methods, resources, and learners’ outputs are proactively modified based on each learners’ or small groups’ interests, strengths, weaknesses and levels of understanding. In the differentiated classroom, teachers must move away from the notion that they know and hold every information, and move towards the realization that they must provide and organize learning opportunities for the digitally native learners of today. Teachers can differentiate four classroom elements namely: content, process, products, and learning environment to maximize the learning opportunities for each learner.

Contents can be varied through the provision of different learning materials responsive to the learners’ profiles. It can also be done by providing remediation to lagging learners or enrichment and reinforcement to advanced learners.

Process or activities on the other hand, can be differentiated through the utilization of flexible random or purposive grouping options which are determined by skills, knowledge or interests. These allow learners to work with a variety of peers and keep them from being pegged as struggling or advanced.

Products are diversified to give learners choices on how to express prescribed learning. It can be done through plays, drawings, letters or any other forms that show what they learn. These encourage learners to be creative and active.
The learning environment can be differentiated through the utilization of materials reflective of the many cultures and upbringings of the learners. It can also be done by allowing learners to intentionally move around or to stay in one corner quietly to learn based on guidelines set by the teachers and the learners themselves.

References:
https://www.teachthought.com/pedagogy/what-is-differentiated-instruction/
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