THE USE OF INDIVIDUALIZED INSTRUCTION IN A CLASSROOM

by:
Novelyn L. Abilong
Teacher II, Bayan-Bayanan Elementary School

The common classroom scene is that pupils are seated inside a classroom listening to a teacher who is standing or sitting in front of the room teaching a lesson, either through a lecture or using the blackboard to write important notes or figures. There are also pupils who are asked to recite or sometimes called to go to the blackboard to write or solve problems.

After the lesson, the class works on assigned worksheets individually or in groups then they report to the big class. Later after the topic has been finalized, a short test is given. This process goes on and on until the school year ends.

Methods frequently used by teachers in the field such as lecture-discussion, recitation and direct instruction are found useful as well but when overused, they become obstacle to nurturing cooperative learning. Why? It is because the class can easily figure out who are performing well since they always give correct answer. The teacher usually calls on the more often or especially after another pupil gives the wrong answer. So pupils will soon learn to use “keeping quiet” as a coping mechanism and defense to let these smart pupils do the talking.

Among the most effective instructional strategies that teacher use to perform all of the learners is by using individualized instruction. Individualized instruction involves the teacher gets to know pupils and determines their individual needs through a variety of diagnostics and strategies such as observing pupils behavior in different situations, analyzing pupils, responses during discussions or recitations, seat works or assigned homework, interacting with student while engaged in an activity. The teacher thinks
about suitable activities that will effectively respond to pupils need and includes these activities in the class program either within small-group, individual or as whole group activities.

Individualization of instruction also involves respecting the individual learning styles of pupils, their pace and interests.

The major advantage of individualizing instruction is the improvement of the quality of instruction as the teacher is able to monitor problems, progress and achievements so that pupils who need additional help will receive it and those need more enrichment or challenging tasks will also receive these types of activities.

Individualizing instruction is easy to implement in many and varied learning materials and resources that are available.

References: