

USING DIFFERENTIATED INSTRUCTION IN TEACHING AND LEARNING

by:

Lorena I. Dungca

Teacher Applicant, Hermosa District

Differentiated instruction is a method of teaching that assumes that every classroom has a diverse group of students who can be reached through a variety of methods and activities. Differentiated instruction identifies the needs of individual students and makes classroom adjustments to meet those needs. Because students learn at different rates and at different rates, no two students are alike. Variable instruction, based on this understanding, is a teaching and learning method that provides students with a variety of ways to absorb information and make sense of concepts. Differentiated instruction is a teaching strategy that is based on the idea that educational methods should change and adapt to the needs of individual and diverse students in the classroom. Differentiated instruction requires teachers to be flexible in their approach to teaching and to vary the curriculum and presentation of material to learners, rather than expecting students to adapt to the curriculum (Tomlinson, 2013).

Differentiated instruction and individualized instruction are not the same thing (Roy et al., 2013). Individualized instruction (Landrum & McDuffie, 2010) focuses on interventions to assist students in overcoming barriers to learning. Differentiated instruction, on the other hand, arose from a widespread trend in many countries to mix students of varying abilities in the same classroom. Individualized training can be thought of as a component of differentiated education. The goal-oriented strategy makes academic progress tracking a natural fit. The achievement-oriented approach teaches teachers to analyze data from the student monitoring system to track their students' academic progress. Differentiation can be defined as a teaching approach in which

teachers proactively modify and adapt their teaching to address the diverse needs of individual students and small groups of students in order to maximize the learning opportunity for each student in the classroom by using systematic procedures for academic progress monitoring and data-based decision-making," according to the website (Roy et al., 2013).

Teachers, according to Smit and Humpert (2012), are the most influential factor in students' learning. They must write and carry out orders (Chamberlin and Powers, 2010; Tobin & Tippett, 2012; Watts-Taffe, Laster, Broach, Marinak, McDonald Connor, & Walker-Dalhouse, 2012). Every teacher, should differentiate instruction. Differentiated instruction can be planned in advance, but it can also be used after a lesson has failed to meet the needs of a specific student (Landrum & McDuffie, 2010; Roy et al., 2012). Delivering differentiated education, on the other hand, is insufficient. Differentiated instruction must be effective, and most teachers struggle to deliver differentiated instruction.

References:

Chamberlin, M., & Powers, R. (2010). The promise of differentiated instruction for enhancing the mathematical understandings of college students. *Teaching Mathematics and Its Applications*, 29, 113-139, doi:10.1093/teamat/hrq006

Landrum, T.J. & McDuffie, K.A. (2010) Learning Styles in the Age of Differentiated Instruction, *Exceptionality: A Special Education Journal*, 18(1), 6-17, doi: 10.1080/09362830903462441

Roy, A., Guay, F. & Valois, P. (2013) Teaching to address diverse learning needs: development and validation of a Differentiated Instruction Scale, *International Journal of Inclusive Education*,

Smit, R. & Humpert, W. (2012). Differentiated instruction in small schools. *Teaching and Teacher Education*, 28, 1152 - 1162

Tobin, R., & Tippett, C. D. (2013). Possibilities and Potential Barriers: Learning to Plan for Differentiated Instruction in Elementary Science. *International Journal of Science and Mathematics Education*

Tomlinson, C. A., (2013). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development

Watts-Taffe, S., Laster, B. P., Broach, L., Marinak, B., McDonald Connor, C., & Walker-Dalhouse, D. (2012). Differentiated Instruction: Making Informed Teacher Decisions. *The Reading Teacher*, 66(4), 303-314, doi:10.1002/TRTR.01126