

TWO (2) HOURS' TIME FRAME TEACHING STRATEGIES: A BETTER ALTERNATIVE FOR DIFFERENTIATED INSTRUCTION IMPLEMENTATION

by:

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Differentiated Instruction (DI) is a teaching approach that recognizes and responds to the diverse learning needs of students which is one of the main goals of the MATATAG Agenda of the Department of Education. DI involves tailoring instruction to meet the individual strengths, interests, and readiness levels of students according to Geel et al., (2019). However, implementing DI in a traditional classroom setting can be challenging due to time constraints. One effective strategy for implementing differentiated instruction in a two-hour time frame is to use flexible grouping. Teachers can group students based on their abilities, interests, or learning styles, and provide targeted instruction to each group.

Another effective strategy is to use technology to provide individualized instruction. Teachers can use online learning platforms or educational apps to provide students with individualized instruction that matches their learning needs. This approach allows students to work at their own pace and receive immediate feedback, which can be especially beneficial for students who struggle with traditional classroom instruction according to Scott (2017). Implementing a two-hour time frame to enhance teaching strategies and teacher-student engagement can create a productive and efficient learning environment within a limited time frame. The idea behind this approach is to maximize instructional time by integrating various strategies and techniques into a focused two-hour session.

By condensing instruction into a shorter time frame, students are less likely to become disengaged or lose focus. The concentrated nature of the session helps maintain student interest and motivation. In addition, traditional classroom settings often involve transitioning between subjects and activities, which can consume valuable instructional time. Two Hours' Time Frame Teaching Strategies eliminate or minimize these transitions, allowing for more uninterrupted learning. Moreover, the condensed time frame enables teachers to tailor instruction to meet the diverse needs of students. Differentiated instruction can be implemented effectively, as teachers could provide targeted support and enrichment activities within the two-hour session. Furthermore, the focused nature of Two Hours' Time Frame Teaching Strategies allows for an in-depth exploration of topics. Students have more time to engage in meaningful discussions, critical thinking, and hands-on activities, leading to a deeper understanding of the content.

To share some essential considerations for implementing effective teaching strategies within a two-hour time frame at Balanga City National Science High School requires careful planning and consideration. To be honest, it is hard on the part of the teacher but, once you see the smile and excitement of the learners, the implementation of this strategy is a success. LAZEL Inc. (2023) pointed out some factors and tips to keep in mind in order to achieve this strategy. First, teachers need to ensure that the chosen teaching strategies align with the curriculum objectives and learning outcomes. In addition, the condensed time frame should not compromise the coverage of essential content. Teachers must develop strategies for optimizing the use of time within the two-hour session. Moreover, this may involve creating a schedule, prioritizing instructional activities, and utilizing instructional aids and technology effectively. Teachers should incorporate a variety of differentiation strategies to meet the needs of diverse learners. Furthermore, this may include flexible grouping, tiered assignments, and individualized support. Regular formative assessments are crucial to monitor student progress and

adjust instruction accordingly. Teachers should integrate assessment strategies that provide timely feedback and inform instructional decisions.

Two (2) Hours' Time Frame Teaching Strategies offer a promising alternative for implementing differentiated instruction in a time-constrained classroom environment. By maximizing instructional time, promoting engagement, and addressing individual student needs, this approach has the potential to enhance the effectiveness of teaching and learning.

References:

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