Differentiated instruction: how to integrate all learners

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REFERENCES

STATUS QUO

DIFFERENTIATED INSTRUCTION

DEFINITION
To differentiate instruction is to recognize students' varying background knowledge, readiness, learning preferences, and interests, and to react responsibly. (Hall, 2002, p.1)

VARIABLES
• Content
• Process
• Product
• Readiness
• Interests
• Learning profile

CLOSED AND OPEN-ENDED EXERCISES

BEHAVIOUR
A research by Danzi et al. concluded that differentiated instruction had a positive impact on student's behaviour.

ACTIVITIES THAT FOSTER DIFFERENTIATION

INNOVATION PROPOSAL

LEARNING ACTIVITIES: creation of a blog

#1 Interview + profile
Differentiation in product in response to their readiness and interests
• Scaffolding: mind map

#2 Past experience
Open-ended activity related to students' interests
• Scaffolding: revision of narrative tenses

#3 PowerPoint on a celebration
Use of a choice board in response to student's readiness and learning style
• Scaffolding: monitoring and technological support

#4 Final reflection
Differentiation in product
• Scaffolding: list of questions to answer

COMMUNICATION TOOLS


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Communication tools

TO BEAR IN MIND

It is the methodology behind that makes differentiation successful. Differentiation will work together with a good teaching methodology.

REFERENCES