

SCHOOL EDUCATION LECTURE

Mgr. Oksana Stupak, Phd. DrS



**Differentiation
and
individualization
in teaching**



IN WHAT WAYS ARE WE DIFFERENT?

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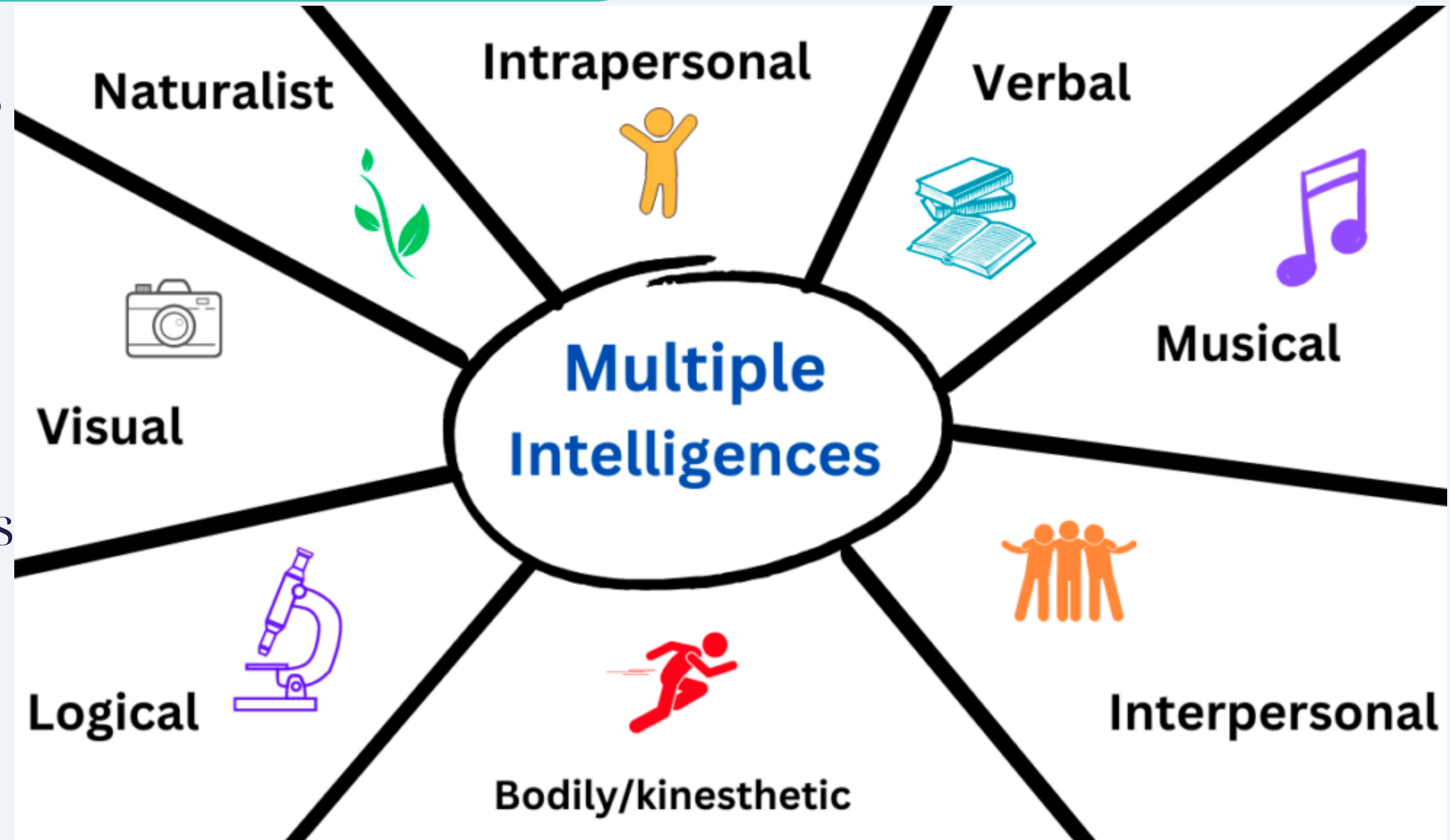
in what ways are we different?

Waiting for responses ...



IN WHAT WAYS ARE WE DIFFERENT?

- Multiple intelligences
- Cultural differences
- Interests
- Home life
- Level of intelligence
- Personality
- Exposure, experiences
- Motivation
- Learning styles
- Maturity
- Socio-economic status



Overview of the Seven Perceptual Styles



sensory channels or pathways through which individuals give, receive, and store information

- *visual* (seeing)
- *auditory* (hearing)
- *kinesthetic* (moving)
- *tactile*(touching)

Print - refers to seeing printed or written word

Aural - refers to listening.

Haptic - refers to the sense of touch or grasp.

Interactive - refers to verbalization.

Kinesthetic - refers to whole body movement.

Olfactory - refers to sense of smell and taste.

Visual - refers to seeing visual depictions such as pictures and graphs.

Learning Modalities

S.D. Powell

AUDITORY

- enjoy reading and being read to.
- be able to verbally explain concepts and scenarios.
- like music and hum to themselves.
- enjoy both talking and listening.

VISUAL

- have good spelling, notetaking, and organizational
- notice details and prefer neatness.
- learn more if illustrations and charts accompany
- prefer quiet, serene surroundings

Learning Modalities

S.D. Powell

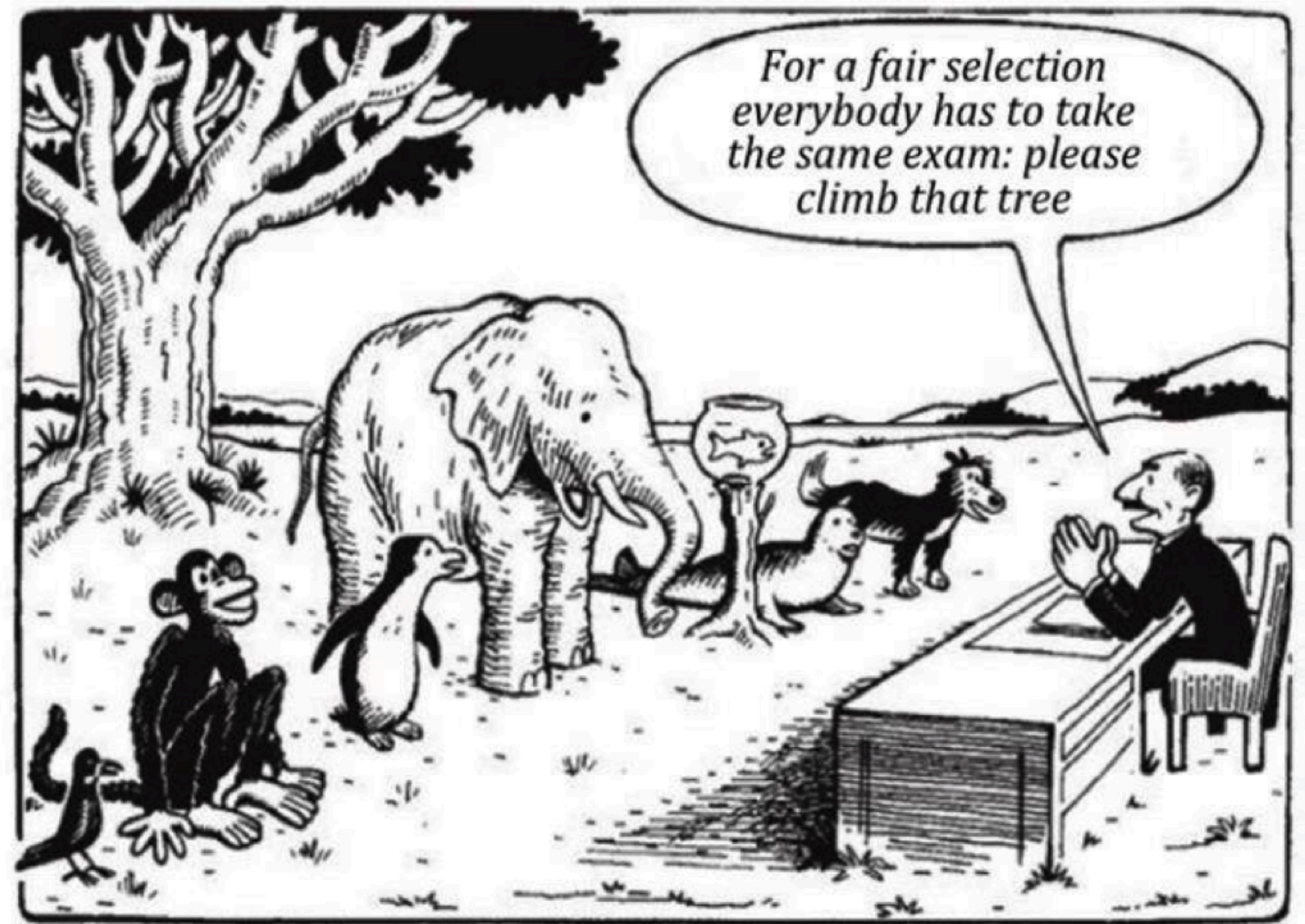
KINESTHETIC

- be demonstrative, animated, and outgoing.
- enjoy physical movement and manipulatives.
- be willing to try new things.
- be messy in habits and surroundings.

TACTILE

- prefer manipulatives when being introduced to a topic.
- literally translate events and phenomena.
- tolerate clutter.
- be artistic in nature.

**What do you think
about it?**



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

ACTIVITY:

in groups, discuss what is **individualization, personalization, and differentiation** in learning, give examples



Personalization vs. Differentiation vs. Individualization Chart (v3)

There is a difference between personalization, differentiation, and individualization.

One is learner-centered; the others are teacher-centered.

Personalization	Differentiation	Individualization
The Learner...	The Teacher...	The Teacher...
drives their learning.	provides instruction to groups of learners.	provides instruction to an individual learner.
connects learning with interests, talents, passions, and aspirations.	adjusts learning needs for groups of learners.	accommodates learning needs for the individual learner.
actively participates in the design of their learning.	designs instruction based on the learning needs of different groups of learners.	customizes instruction based on the learning needs of the individual learner.
owns and is responsible for their learning that includes their voice and choice on how and what they learn.	is responsible for a variety of instruction for different groups of learners.	is responsible for modifying instruction based on the needs of the individual learner.
identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.	identifies the same objectives for different groups of learners as they do for the whole class.	identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.
acquires the skills to select and use the appropriate technology and resources to support and enhance their learning.	selects technology and resources to support the learning needs of different groups of learners.	selects technology and resources to support the learning needs of the individual learner.
builds a network of peers, experts, and teachers to guide and support their learning.	supports groups of learners who are reliant on them for their learning.	understands the individual learner is dependent on them to support their learning.
demonstrates mastery of content in a competency-based system.	monitors learning based on Carnegie unit (seat time) and grade level.	monitors learning based on Carnegie unit (seat time) and grade level.
becomes a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills.	uses data and assessments to modify instruction for groups of learners and provides feedback to individual learners to advance learning.	uses data and assessments to measure progress of what the individual learner learned and did not learn to decide next steps in their learning.
Assessment AS and FOR Learning with minimal OF Learning	Assessment OF and FOR Learning	Assessment OF Learning



Personalization v Differentiation v Individualization Chart (v3) by Barbara Bray & Kathleen McClaskey

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Download chart at <http://tinyurl.com/yd8ma99x> and website for any updates: kathleenmcclaskey.com/toolkit

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Definitions

Individualization refers to instruction that is paced to the learning needs of different learners. Learning goals are the same for all students, but students can progress through the material at different speeds according to their learning needs. For example, students might take longer to progress through a given topic, skip topics that cover information they already know, or repeat topics they need more help on.

Differentiation refers to instruction that is tailored to the learning preferences of different learners. Learning goals are the same for all students, but the method or approach of instruction varies according to the preferences of each student or what research has found works best for students like them.

Personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).

DIFFERENTIATING INSTRUCTION

means “shaking up” what goes on in the classroom so that students have multiple options for

- TAKING IN INFORMATION
- MAKING SENSE OF IDEAS
- EXPRESSING WHAT THEY LEARN



Differentiation
Is a teacher's response
to learner's needs

Guided by general principles of differentiation

Respectful tasks

Flexible grouping

Continual assessment

Quality Curriculum

*Teachers can differentiate
through*

Building Community

Content

Process

Product

Affect/Environment

WHAT CAN THE TEACHER DIFFERENTIATE?



Content

what we plan to teach and what we want students to learn

Process

activities through which students make sense of the key ideas using the required skills

Product

how students demonstrate and extend what they understand

Learning Environment

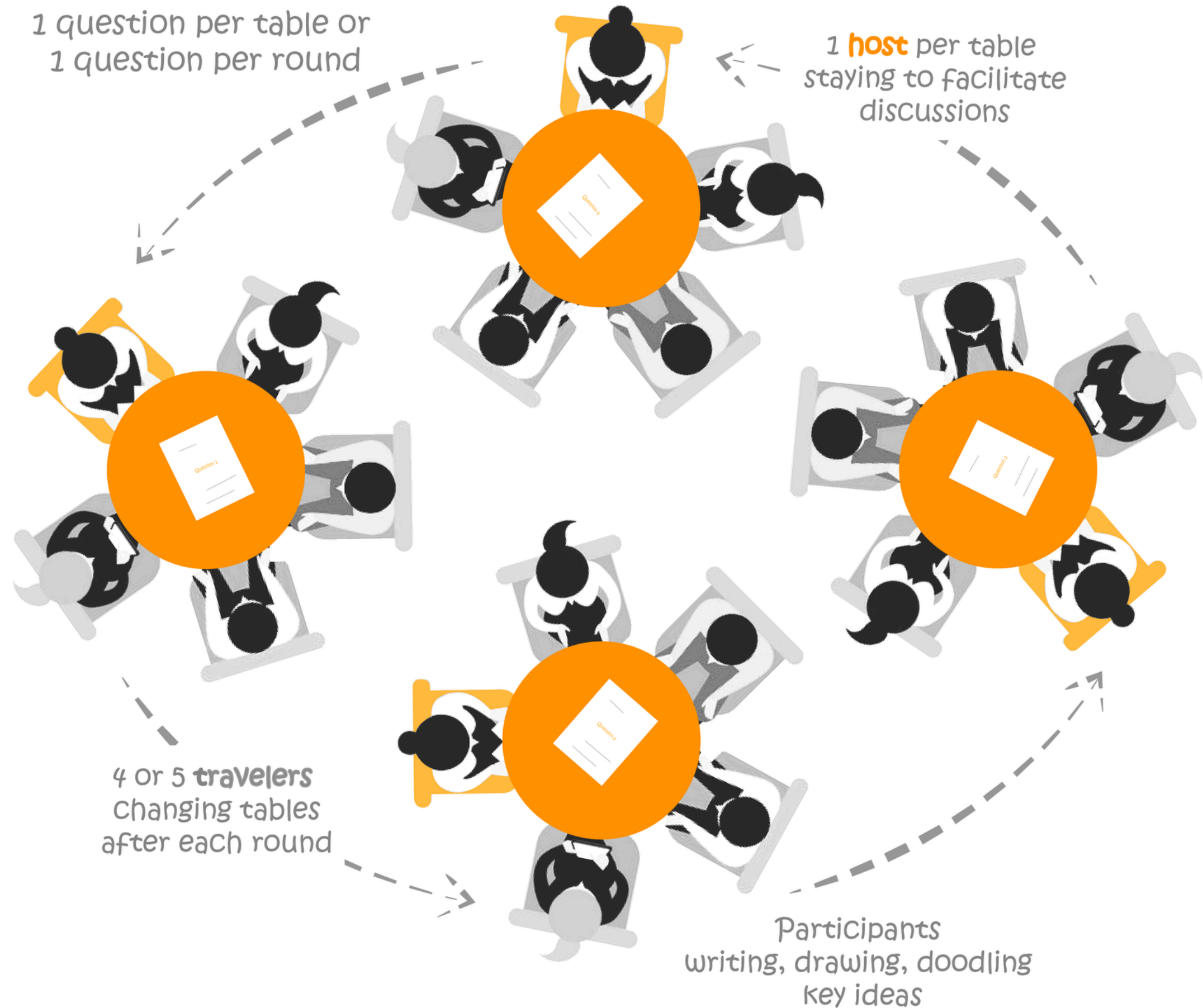
the classroom conditions that set up the tone and expectations of learning

WORLD CAFE METHOD

3 or more rounds of conversation,
approximately 20 minutes each

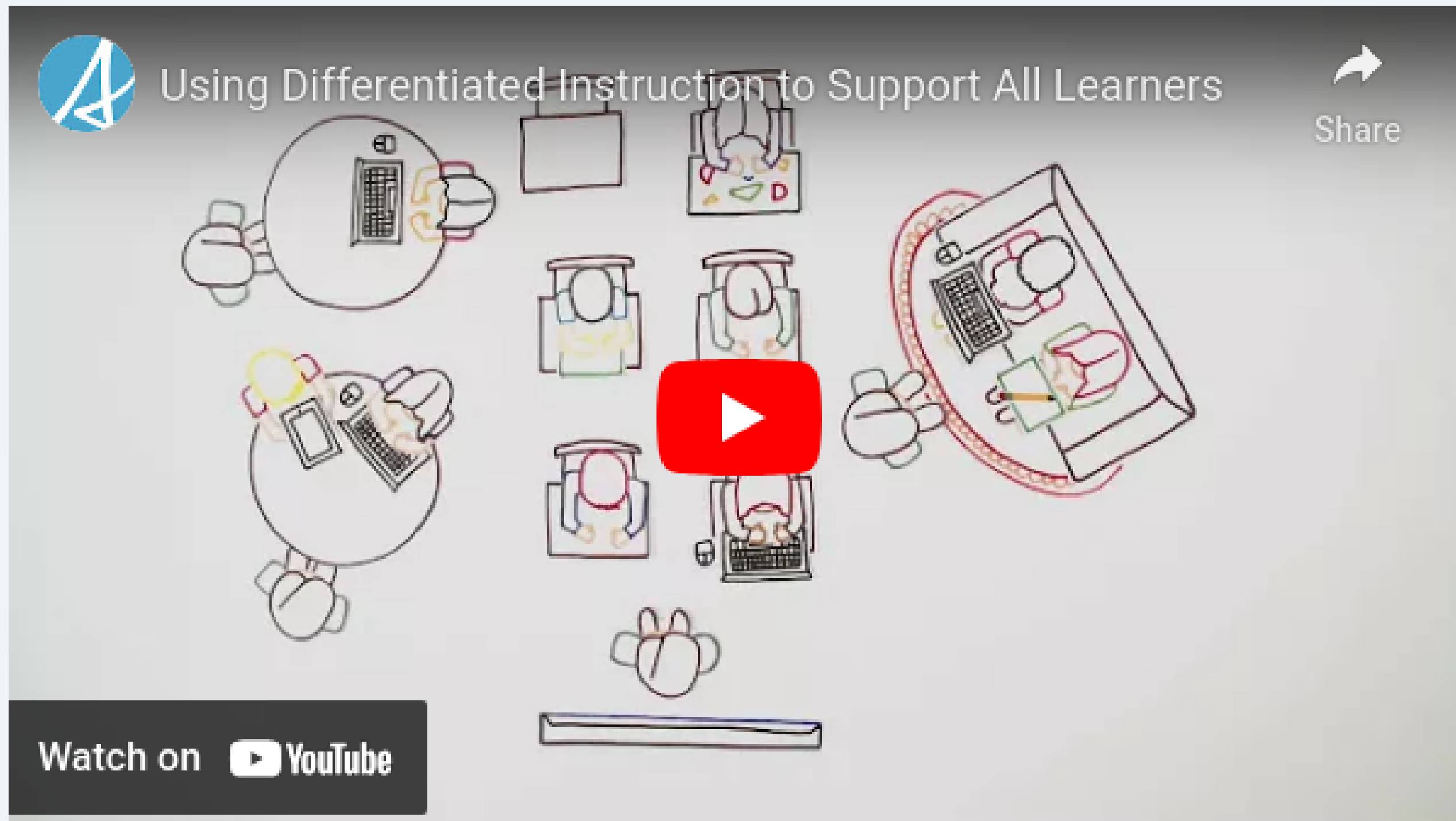
ACTIVITY:

- Content
- Process
- Product
- Learning Environment



VIDEO USING DIFFERENTIATED INSTRUCTION

https://www.youtube.com/watch?v=OqIXSV7By_s



WHAT IS THE MAIN IDEA BEHIND DIFFERENTIATED INSTRUCTION?



WHAT IS INDIVIDUALIZED INSTRUCTION?

- Individualized instruction is effectively demonstrated in special education through the use of Individualized Education Programs (IEP).
- IEPs serve as the foundation for personalized learning and are created collaboratively by students (when appropriate), teachers, parents, school administrators, and related services personnel.
- To facilitate effective learning, it's essential to connect new information with prior knowledge, which is assessed through methods like pre-testing, questioning, and observation by teachers.

≥ SOME OF THE LEARNING STRATEGIES THAT HELP TO BUILD KNOWLEDGE DURING INDIVIDUALIZED INSTRUCTION:

- problem-based learning and reciprocal teaching;
- peer tutoring;
- cooperative learning;
- hands-on learning;
- journaling;
- projects;
- role play;
- simulation;
- inquiry



wordwall.net/uk/resource/62375338

Reflection

