

# **Differentiated classroom instruction: positives and challenges**

**Ainagul Urazalina  
October 25, 2019**

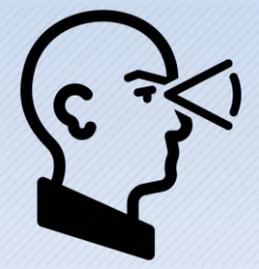
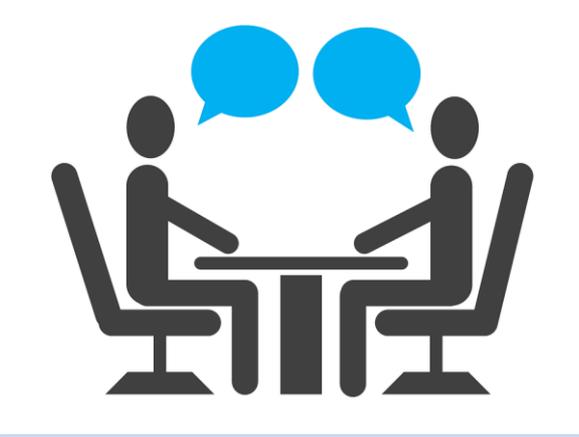
# WHY TO DIFFERENTIATE?



# Research questions

- What are the successes and drawbacks associated with the implementation of differentiated approach in the classroom?
- How do students feel in a differentiated classroom setting?

# Methodology



# Literature review

<b>Claims</b>	<b>Sources</b>
<p>“Differentiated instruction” is a philosophy of teaching purporting that students learn best when their teachers effectively address variance in students’ readiness levels, interests, and learning profile preferences.</p>	<p>Tomlinson (2005)</p>
<p>The key is getting to know each student and orchestrating the learning environment, curriculum, assessments, and instruction so all students learn what’s being taught.</p>	<p>Marshall (2016)</p>

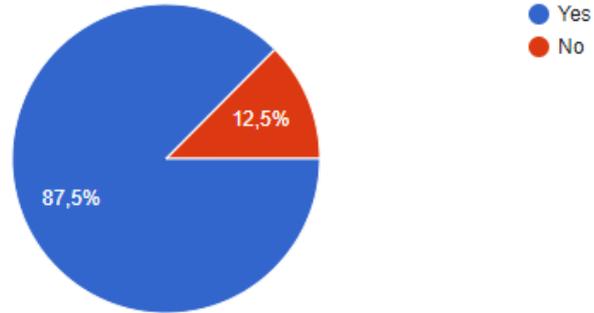
# Literature review

<b>Claims</b>	<b>Sources</b>
<p>... different expectations of students reinforces the deficit construction of some, usually marginalised, students; and that students will acquire a false sense of their abilities.</p>	<p>Mills, et al. (2014)</p>
<p>Weinstein (2002) has shown that students know that they are treated in different ways in the classroom due to expectations held by teachers, and are reasonably accurate in informing on when teachers favour some students over others with higher expectations.</p>	<p>Hattie (2012)</p>

# Survey results

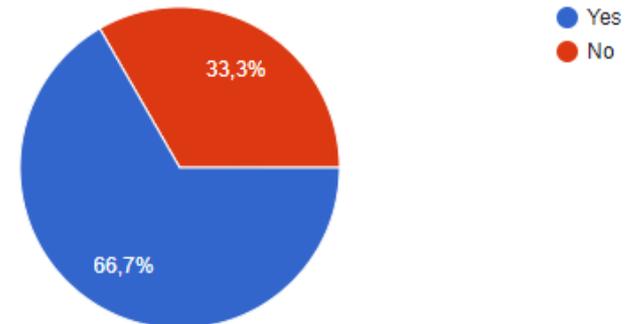
Should the assignments be differentiated?

8 ОТВЕТОВ



Should the assignments be differentiated?

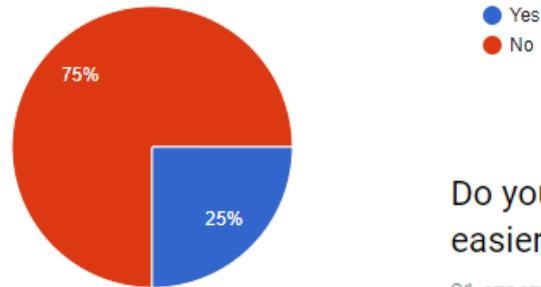
21 ответ



# Survey results

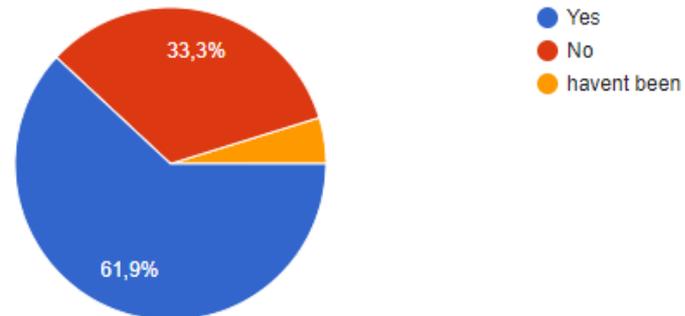
Do you feel underestimated or uncomfortable when you get paper with easier level of task than what other students get?

8 ОТВЕТОВ



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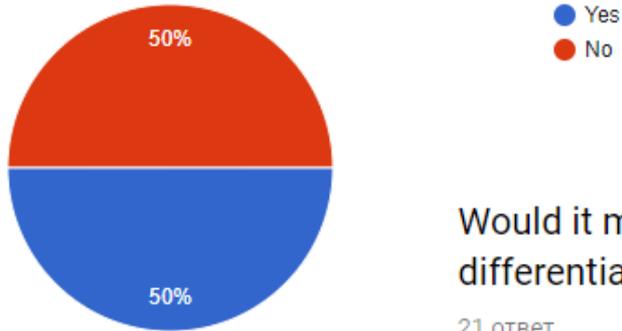
21 ОТВЕТ



# Survey results

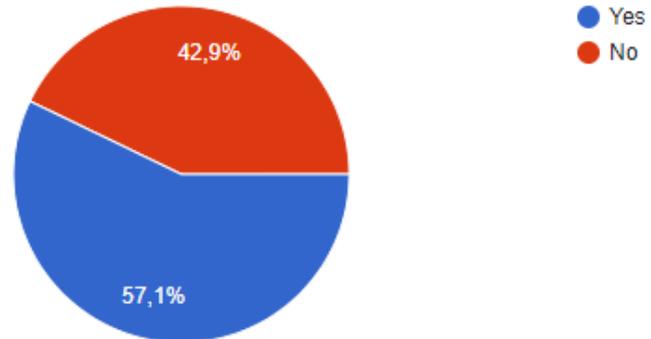
Would it make a difference if you did not know that the tasks are differentiated?

8 ОТВЕТОВ

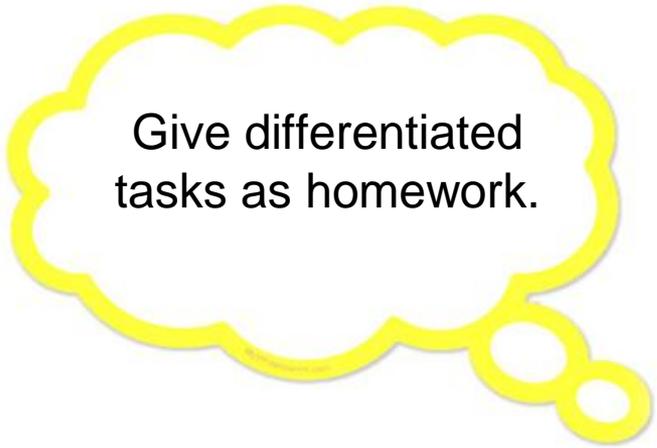


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21 ОТВЕТ



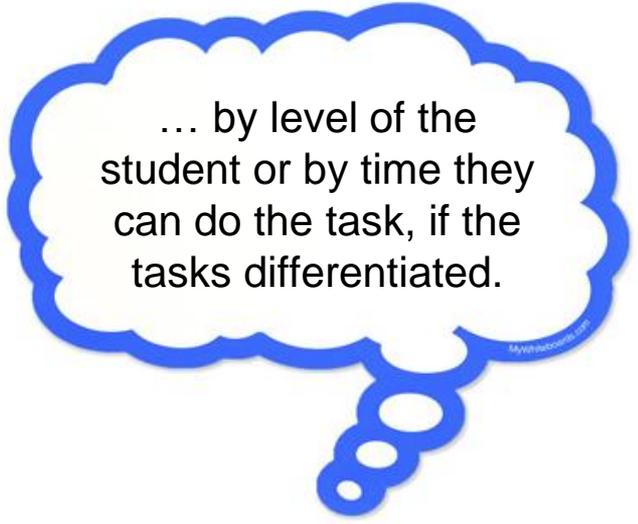
# Interview



Give differentiated tasks as homework.



I don't want any differentiation.



... by level of the student or by time they can do the task, if the tasks differentiated.



Everyone should start from the same tasks and then go upper. Level should be suitable for opportunities.

# Differentiated instruction that was successfully used



Jigsaw method

# Successful approaches



# Findings

Flexible  
grouping



Better  
interaction and  
involvement

Student control



More  
comfortable  
environment

# Findings

Differentiated  
instruction



Feelings of  
learners

Support during  
FA



Challenges  
during SA

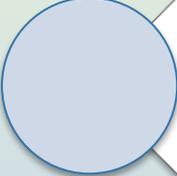
# Conclusion

- It is found that applying differentiated approach variously affects more able and less students.
- The successes of differentiated instructions approach outweigh the drawbacks when carefully planned and applied.

The application of DI is successful in condition that:

- all students feel comfortable with the type of instruction used;
- less able students do not experience discrimination.

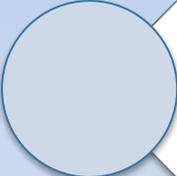
# Limitations



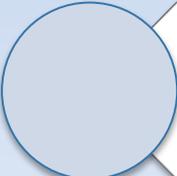
Not generalizable



Sample bias



Reliability of the data



Only the subject of  
English

## Further study

Future studies should further examine the relationship between getting accustomed to support during FA and the expectation during SA.

# References

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