We Do Need It!
Differentiated Instruction for College Level

Echo Wu, Ph.D.
Center for Gifted Studies
College of Education & Human Services
Murray State University
Outline

- What is Differentiation (DI)? Why DI?
- How do we use it at college level?
- What strategies can we use?
- What resources do we have?
- What do we need to know?
What is DI? Why do we need it?
Activity-1 (Individual)

Please write down your initial ideas on the sheet:
What is “Differentiated Instruction” in your mind?
DI is “NOT”

- Individualized instruction
  - Different reading assignments
- Grouping
- Tailoring the same suit of clothes
- One-size-fits-all instruction does NOT reach all Learners

DI “IS”

- Student centered
  - Multiple intelligences; learning styles
- Blend of whole-class, group and individual instruction
- Responsive and flexible
- Learners of multiple abilities CAN BE educated together
Myths & Realities:  
10 Common Misunderstandings on DI

1. Differentiation is a set of strategies.
   - *It is an entire teaching philosophy grounded in knowing students and responding to their needs.*

2. Differentiation is group work.
   - *Differentiation employs thoughtful, purposeful flexible grouping. Sometimes students work alone, sometimes in pairs, sometimes as a whole class, and sometimes in small groups - all depending upon demonstrated student needs.*

3. “I already differentiate.”
   - *While many teachers may use a strategy associated with differentiation or may differentiate reactively, few have fully, proactively differentiated classrooms- these classrooms develop and grow over time in response to student need.*
4. Differentiated lessons have to be creative, “cute,” and fun.

- While engaging students is an important part of differentiation, it is more important that the lesson be grounded with rich curriculum.

5. Differentiation is just the next educational fad.

- Because differentiation is a philosophy of meeting a broad range of students’ needs, only when students cease being different will the need for differentiation disappear.

6. Providing choice = differentiation.

- Different activities have to be held together by clear learning goals.
7. Differentiation isn’t fair.

- *Fair does not always mean “the same.”* In order for students to reach the same goals, they may need to take different paths to get there.

8. Differentiation means “dumbing down” the curriculum for less advanced learners.

- *Differentiation means providing appropriate scaffolding to help all learners reach common learning goals.*

9. Preparing a differentiated lesson takes a huge amount of time.

- *Creating any high-quality lesson takes time. A teachers get their heads wrapped around the process, they become more efficient and develop storehouses of differentiated lessons to adapt.*
Know Your Students

Student Differences

https://www.youtube.com/watch?v=1SWQ7alGawI
Activity-2 (in Pair)

Please share with the person beside you, and answer the question:
What are the “differences” that your students may have from each other?
WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:

- have different needs
- come from different educational backgrounds
- have different attention spans and interests
- have different language abilities
- have different cultural backgrounds
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM! PLEASE CLIMB THAT TREE

Artist Unknown}
How Do We Use DI at College Level?
Unique Features of College Students

- College students have more variety: Language background; learning background, family background
- College students may not know each other very well, or at all
- College students have more control of their time, and they may also have better time management
- Instructors need to know students on purpose, otherwise may not have a chance at all!
Activity-3: MI Inventory

- Using the MI Inventory to find out what your MI is!
Determine What to Do Next

- Pre-Assessment
- Content
- Process
- Product
- Formative Assessment
- Post-Assessment
Curriculum
State and Local Standards and Benchmarks

Content
What teacher plans to teach

Assessment of Content:
Product

Summative Evaluation

Student
Readiness/Ability
Interest/Talents
Learning Profile
Prior Knowledge

Process
How teacher:
* Plans instruction
* Whole class
* Groups/Pairs

Pre-Assessment

(adapted from Oaksford, L. & Jones, L., 2001)
1. Content

Based on student readiness & interests
DI of Content

1. A mD b lD r b DDr b l A h nAly b l b
2. lyAl h lDy n b s h nnt b l DDr y m b
3. xDi h b h b Dr b l DDr L mrA A D m h b
4. lyAl h ly b l A b b l b
5. I A b l b L InAb Dr b L A L n b n n i D b n l D l b n A b b
6. lyA y l A n b A b n l D l b n A b b
7. lyA y l A n b A b n l D l b n A b b
8. bA y l A n b A b n l D l b n A b b
9. bA y l A n b A b n l D l b n A b b
10. A b n l D l b n A b b
11. A b n l D l b n A b b
12. A b n l D l b n A b b
Three Tier Instructional Model

by Kim Imrie
BE CREATIVE

TRY NEW THINGS

START FROM SCRATCH

THINK DIFFERENT

LEARN BY DOING

GET ONLINE

FOCUS ON SKILLS

FIND A MENTOR

SHARE THE WEALTH
A Variety of Strategies to Use

- Thinking Hats
THE PATHWAY TO CERTIFICATION SUCCESS
DI of Products
College Learning: Online or Face-to-Face
Boosting Learning Engagement
We decided you needed posters for it.
Differentiate Instruction (50’):
https://www.youtube.com/watch?v=Xl0owpw23IQ

Every Student is Different:
https://www.youtube.com/watch?v=8ljHGqOZEng
Differentiation can include complex strategies, like writing tiered lesson plans, or it can take a more simplistic form, such as using reading buddies or think-pair-share strategies. For instance...

**Higher Prep Strategies:**
- Tiered Lessons
- Flexible Grouping
- Think-Tac-Toe
- Multiple Intelligence
- Graphic Organizers
- Response/Exit Cards
- Multiple Texts

**Lower Prep Strategies:**
- Reading & Study Buddies
- Anchor Activities
- Think-Pair-Share
- Choices of books
- Interest Surveys
- Multiple Levels of Questioning
The simple truth is that we cannot meet the needs of any of the students we met if we teach them as though they are all alike and as though they are essentially the same as all other students of the same age and grade.

To teach any of them well, we have to learn to teach much more flexibly and responsively.


Contact Information

Echo Wu, Ph.D.
Director, Center for Gifted Studies
Department of Educational Studies, Leadership & Counseling
College of Education and Human Services
Murray State University
3205 Alexander Hall, Murray, KY 42071-3340
Tel: 270-809-2539
Fax: 270-809-3799
http://www.murraystate.edu/cgs