

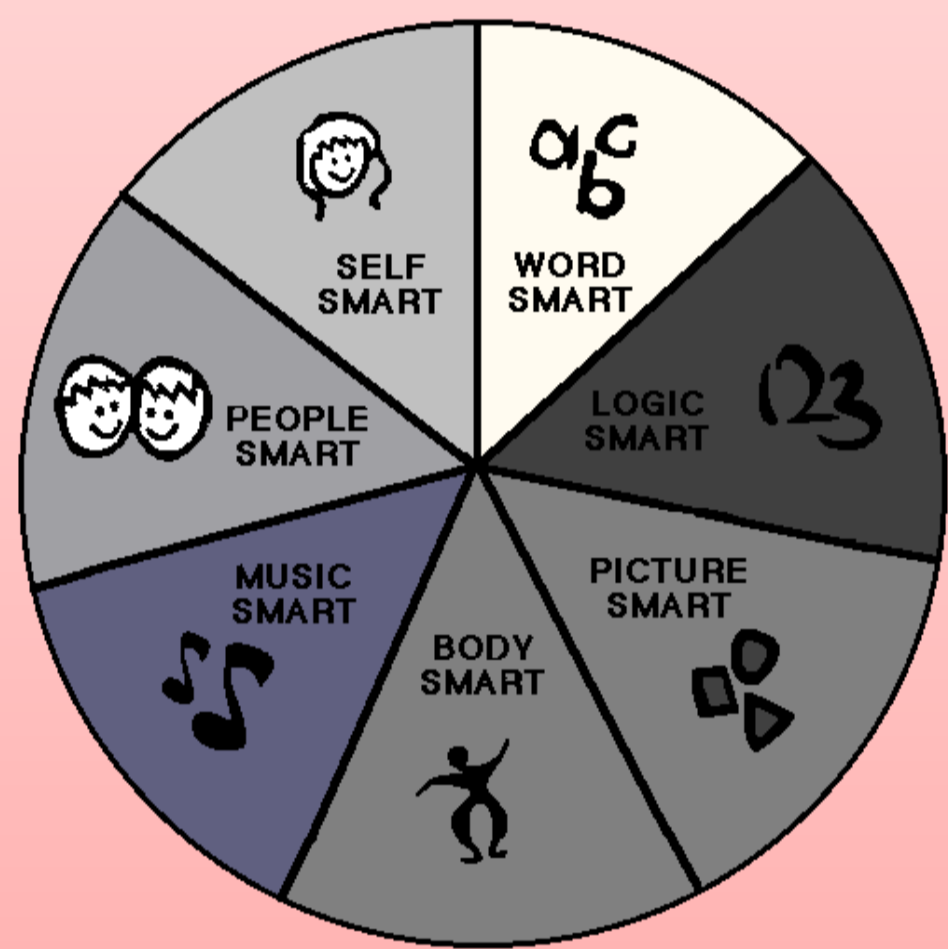
Forms of Differentiation

Research-oriented Learning (B.A.)

Fachbereich 10: Arbeitsgruppe Fremdsprachendidaktik Englisch – ForstA Projekt
Professionalisierung im Umgang mit Heterogenität und Differenzierung im Englischunterricht

Learning Profile Differentiation

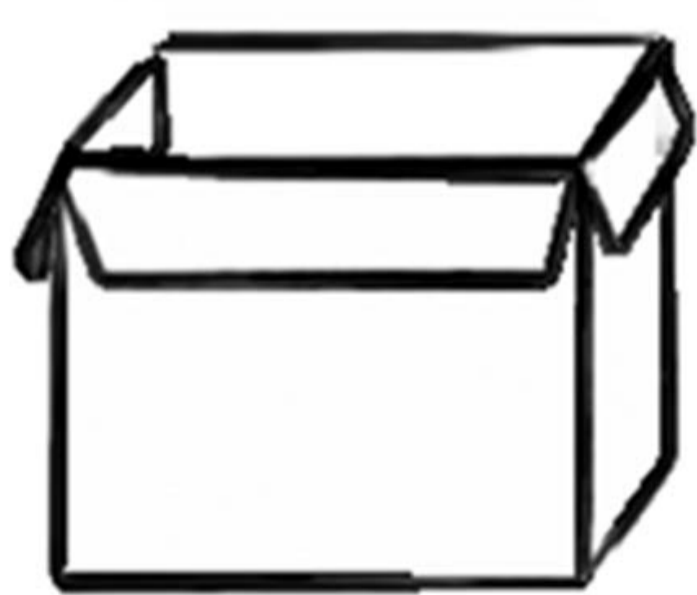
According to David Kolb's learning theory, different people prefer different learning styles (McLeod 2010).



- Accommodating (doing and feeling): People with an accommodating learning style rely on intuition (Kolb calls it 'gut instinct') rather than logic.
- Diverging (feeling and watching): People with a diverging learning style are able to look at exercises, tasks, etc. from different perspectives. This learning style is called 'diverging' since these people perform better in situations that require for example brainstorming.
- Converging (doing and thinking): People with a converging style are good at solving problems and finding solutions to practical issues. They prefer technical tasks, like to experiment with new ideas and to work with practical applications.
- Assimilating (watching and thinking): The approaches of a person with an assimilating learning style are logical. Thus, they organise information in a logical format.

Content Differentiation

Content can be differentiated in response to a student's readiness level, learning profile or interests. It can also be differentiated in response to any combination of readiness, interest and learning profile (Tomlinson 2005).



- Readiness differentiation of content aims at matching the material or information students are asked to learn to a student's capacity to read and understand. In order to differentiate the content in response to a student's readiness teachers have to make sure that materials are at an appropriately challenging level of complexity, independence, pacing and so on.
- Interest differentiation of content involves including ideas and materials in the curriculum that build on current student interest.
- Learning profile differentiation of content implies that a student has a way of „coming at“ materials and ideas that match his preferred way of learning.

Sources:

McLeod, Saul (2010), David Kolb – Learning Styles [Online: <http://www.simplypsychology.org/learning-kolb.html>. 21.06.2012].

Tomlinson, Ann Carol (2005), *How to differentiate instruction in mixed ability classrooms*. New Jersey: Pearson