Poster: Differentiation: Finding Every Student’s Genius to Improve the Learning Process

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Differentiation: Finding Every Student’s Genius to Improve the Learning Process

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ABSTRACT
By incorporating the principles and practices of differentiated instruction into classroom teaching, educators can create effective learning environments for all students. This PowerPoint 2007 template is designed to help educators create a personalized learning environment for students. This template allows educators to insert text, photos, and graphics. This template allows educators to insert text, photos, and graphics. This template allows educators to insert text, photos, and graphics.

MULTIPLE INTELLIGENCES TESTING
Where does your true intelligence lie? This quiz will tell you where you stand and what to do about it. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, place an “X” in the column that best fits your response. Then, add up the numbers in each column. Use a blank to indicate that a statement does not apply to you. The results will tell you where your greatest intelligence lies.

1. I’d rather dance a step than give someone verbal directions.
2. I can’t seem to read the numbers on a clock.
3. I can add or multiply in my head.
4. I work better with calculations and computers.
5. I try to stay away from physical activity.
6. I like to stay away from physical activity.
7. I enjoy mathematics that comes with new gadgets or appliances.
8. I like to work on a puzzle.
9. I enjoy mathematics that comes with new gadgets or appliances.
10. I’m not good at understanding or learning new ideas or concepts.
11. I like to work on a puzzle.
12. I enjoy mathematics that comes with new gadgets or appliances.
13. I’m not good at understanding or learning new ideas or concepts.
14. I like to work on a puzzle.
15. I enjoy mathematics that comes with new gadgets or appliances.
16. I’m not good at understanding or learning new ideas or concepts.
17. I often see patterns and relationships between words and letters and can visualize them.
18. I enjoy mathematics that comes with new gadgets or appliances.
19. I’m not good at understanding or learning new ideas or concepts.
20. I like to work on a puzzle.
21. I enjoy mathematics that comes with new gadgets or appliances.
22. I’m not good at understanding or learning new ideas or concepts.
23. I often see patterns and relationships between words and letters and can visualize them.
24. I enjoy mathematics that comes with new gadgets or appliances.
25. I’m not good at understanding or learning new ideas or concepts.
26. I often see patterns and relationships between words and letters and can visualize them.
27. I enjoy mathematics that comes with new gadgets or appliances.
28. I’m not good at understanding or learning new ideas or concepts.
29. I am sensitive to the moods of others.
30. I have a good sense of what others think of me.

MULTIPLE INTELLIGENCES TESTING

DIFFERENTIATING WITH MULTIPLE INTELLIGENCES

CONCLUSIONS
If all teachers would differentiate their lessons, student success rates could hit an all-time high. Not only would student attention increase, but teacher enjoyment would improve as well. Carol Ann Tomlinson highlights qualities of a differentiated classroom:

- “Student differences are studied as a basis for planning”
- “Assessment is ongoing and diagnostic to help teachers understand how to make instruction more responsive to learner needs”
- “Many instructional arrangements are used”
- “Student readiness, interest, and learning profile shape instruction”
- “Multi-option assignments are frequently used”
- “Multiple materials are provided”
- “The teacher facilitates students’ skills at becoming more self-reliant learners” (Tomlinson 1999, 36)

Teachers are charged to go to all people everywhere and teach them through whatever methods are necessary. Educators must recognize that to teach all regardless of age, race, disability, socioeconomic status, or other differences may mean different in our head-on first and our lessons second.

REFERENCES


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