



## Differentiation

### Differentiating Process

Process is the way new material is presented, the activates in which students engage, the questions that are asked, teaching methods and the thinking processes developed in the students.

The process of learning for any student is how they will interact with the curriculum content to arrive at personal understanding. Process may be thought of as the thinking processes the student employs in that interaction and differentiating process involves encouraging the use of higher-level thinking processes.

Teachers can make the following modifications to effectively differentiate curriculum process.

1. Higher Levels of Thinking: The methods used should stress use rather than acquisition of information; students should apply information to new situations, use it to develop new ideas, evaluate its appropriateness, and use it to develop new products.
2. Open-Endedness: Activities should include a greater percentage of open activities - those for which there is no predetermined right answer and which stimulate further thinking and investigation.
3. Discovery: Activities should include a greater percentage of situations in which students use their inductive reasoning processes to discover patterns, ideas and underlying principles.
4. Evidence of Reasoning: Students should be asked to express not only their conclusions but also the reasoning that led to them.
5. Freedom of choice: Students should be given freedom to choose, when possible, what to investigate and how to study in order to increase their interest in learning.
6. Pacing and Variety: Rapid pacing, when appropriate, in presenting new material and use of a variety of methods maintains student's interest and accommodates different learning styles.



### **Differentiating Content**

1. Content is the ideas, concepts, descriptive information and facts presented to the student in a variety of forms. There are a number of general modifications that can be made to curriculum content to create differentiation.
2. Abstractness: The main focus of discussions, presentations, materials, and study should be on concepts and generalizations that transfer within and across disciplines. Facts and concrete information are intended as examples or illustrations of the abstract ideas.
3. Complexity: The abstract ideas presented should be as complex as possible as determined by the number and complexity of concepts involved, the number and complexity of relationships between concepts, and the number and diversity of disciplines that must be understood to comprehend the idea.
4. Variety: Variety means enrichment, inclusion or ideas and content areas not taught in the regular curriculum.
5. Study of Methods: Gifted students should study the methods of inquiry used by scholars in different disciplines and should practice using these methods, learning a variety of techniques.
6. Organization and Economy: Knowledge is increasing and changing rapidly and students' time in school is limited. Therefore, every learning experience should be the most valuable possible. Economy requires organization of content around key concepts or ideas to facilitate transfer of learning, memory, and understanding of abstract concepts and generalizations.
7. Study of People: Gifted students need to study creative and productive individuals to enhance their potential for learning to deal with their own talents and possible successes.