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Self-Study Inquiry in Individualized Instruction

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Self-Study Inquiry in Learning Preference & Differentiation

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Research Questions

- 1. How does an awareness of student learning styles affect teacher lesson planning and the development of different activities and teaching methods?
 - 2. How can a teacher simultaneously engage students with a wide variety of ability levels in the same classroom?

Genevieve's Classroom: Differentiated Instruction Methodology:

Genevieve used students' assignments from the first unit to diagnose their ability levels. She then created a unit that incorporated effective differentiation strategies such as offering options and using open-ended questions.



Two bunnies created by students to represent Lennie from *Of Mice and Men*.

| Create a soundtrack to go along with the novel. Provide written explanation for why each song is relevant to a particular character or event. | Create a facebook page for either Curley, George, or Curley's wife. | Watch the film Forrest Gump. Create a one-page reflection relating a character in Forest Gump to a character in Of Mice and Men. | Keep a reading journal, taking time to reflect or comment on the events in the chapters as you read. This should be your response to the test rather than a summary of the plot. | Create a detailed diorama of a scene from the novel. Provide an explanation of the significance of the scene. |
|--|---|--|--|--|
| Develop a set of 20 tweets to track either Lennie or George's journey throughout the novel. | Rewrite the end of the novel in detail. | Read The Grapes of Wrath or Cannary Row. Using similarities within the novels, explain what image of America and Americans is Steinbeck trying to deliver? | Research John Steinbeck, and create a poster or Power Point presentation that details his life and work. | With a partner, create a board game based on Of Mice and Men. The game must be able to be played by at least 4 players. It will be played by classmates not in your group. |
| Create a collage, using magazine, not internet, pictures that reflect people, places, and events of the novel. You must write an explanation for each picture. | Make a stuffed rabbit that is representative of Lennie as a character. | Read the poem "To a Mouse." Relate the poem to the novel and explain why you think Steinbeck chose to title his novel after this poem. | Write an epilogue to the story. What happens to Geoge? Where does he end up in life? Does he ever achieve his dreams? | Compose a song from the perspective of one of the characters in the novel. Make sure that it demonstrates his/her perspective, feelings, fears, etc. It will be performed for the class. |
| Create 5-6 one-page journal entries from Lennie's perspective concerning George. | Develop 20 higher-level analysis questions (how, why, under what circumstances, etc.) over the entire novel. You must provide answers. | Create a poster that shows the common migrant worker during the Great Depression. Research the background these men usually came from. Label his characteristics, and compare him to Slim or George. | With a partner, start a supported class debate whether or not George acted appropriately in his final scene with Lennie. | Research the treatment of the mentally handicapped through American history. How would Lennie have been treated? Report your findings in a poster with text and visuals. |

Jaclyn's Classroom: Learning Styles Methodology:

Students completed a learning style inventory. Then , Jaclyn used this information to tailor her lessons to students' visual, auditory, and kinesthetic learning preferences. She implemented a variety of activities to meet their needs.

| Learning Style Inventory | | | | | | |
|--|--|---------------|--------------|---------|--|--|
| | | | | | | |
| Name Date | | Birth date | | | | |
| To ga eam | tions: in a better understanding of yourself as a learner, you need to evalu or process information. By doing so, you will be able to develop stra earning potential. The following evaluation is a short, quick way of a | ategies w | hich will en | hance | | |
| | Place a check ✓ in the appropri | riate box | after each | stateme | | |
| This 2 | 4-item survey is not timed. | C. Contractor | 8 | | | |
| Answer each question as honestly as you can. | | Offern | Sometimes | Seldom | | |
| 1. | I can remember more about a subject through the lecture method with information, explanations and discussion. | | | | | |
| 2. | I prefer information to be written on the chalkboard, with the use *of visual aids and assigned readings. | | | | | |
| 3. | I like to write things down or to take notes for visual review. | | | | | |
| 4. | I prefer to use posters, models, or actual practice and some activities in class. | | | | | |
| 5. | I require explanations of diagrams, graphs, or visual directions. | | | | | |
| 6. | I enjoy working with my hands or making things. | | | | | |
| 7. | I am skillful with and enjoy developing and making graphs and charts. | | | | | |
| 8. | I can tell if sounds match when presented with pairs of sounds. | | | | | |
| 9. | I remember best by writing things down several times. | | | | | |
| 10. | I can understand and follow directions on maps. | | | | | |
| 11. | I do better at academic subjects by listening to lectures and tapes. | | | | | |
| 12. | I play with coins or keys in pockets. | | | | | |
| 13. | I learn to spell better by repeating the words out loud than by writing the word on papers. | | | | | |
| 14. | I can better understand a news article by reading about it in the paper than by listening to the radio. | | | | | |
| 15. | I chew gum, smoke, or snack during studies. | | | | | |
| 16. | I feel the best way to remember is to picture it in your head. | | | | | |
| 17. | I learn spelling by "finger spelling" words (in the air with or without my eyes closed). | | | | | |
| 18. | I would rather listen to a good lecture or speech than read about the same material in a textbook. | | | | | |
| 19. | I am good at working and solving jigsaw puzzles and mazes. | | | | | |
| 20. | I grip objects in my hands during learning period, | | | | | |
| 21. | I prefer listening to the news on the radio rather than reading about it in the newspaper. | | | | | |
| 22, | I get information on an interesting subject by reading relevant materials. | | | | | |
| 23. | I feel very comfortable touching others, hugging, handshaking, etc. | | | | | |
| 24. | I follow oral directions better than written ones. | | | | | |

"Flashcards, memory game, guided notes. — I'm very visual and by doing these activities I learned the material better"

— Jose

"Guided notes – <u>saw</u> it on board, <u>listened</u> to you talk, <u>wrote</u> notes" – Ana



Preliminary Findings

Our teaching was greatly influenced by our awareness of both the students' learning preferences and ability levels.

Through implementing a variety of individualized activities and assignments, students were more engaged, seemed to enjoy the class more, and enhanced their achievement.

