



Learning stations: differentiating instruction

Differentiating Instructions

- Differentiating Instructions means **adapting the environments, the paths and the didactic approaches** to the needs, the potentialities and the expectations of the learners.

Different Learning Styles = Different Learning Needs

Ways of Differentiating Instruction

According to Tomlinson (1999),
teachers can differentiate instruction
through four ways:



1. Content – what the student learn

Different levels of students' knowledge about the lesson topic (some students are completely unfamiliar with the concepts, some students may have partial mastery)

How?

Differentiate the content by designing activities for groups of students that cover various levels of Bloom's Taxonomy



2. Process – how the student learn

- ✓ Each student has a preferred learning style and should receive **learning material according to own style**
- ✓ Not all students require the same amount of **support from the teacher**
- ✓ Students could choose to work in **pairs, small groups, or individually.**

How?

Work in pairs, small groups, or individually;
provide different type of sources to learn from (video, texts..)



3. Product – how the student demonstrate results

The product is what the student creates at the end of the lesson to demonstrate the mastery of the content. This can be in the form of tests, projects, reports, or other activities.

How?

Complete activities that show mastery of an educational concept in a way the student prefers, based on learning style.



4. Environment – where the student learn

The conditions for optimal learning include both **physical** and **psychological** elements. A **flexible** classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work.

How?

Examples of a safe and supportive learning environment:

- > Allow reading the assignment in groups or individually
- > Discuss characteristics of teamwork and develop sense of community.
- > Create quiet spaces with no distractions
- > Nurture social emotional learning (SEL)



Activity: Learning stations

Choose 2 of these learning stations based on your preferences. Go to the table and start the activity. When you are finished, move on to the next table that you have chosen.

- **Table CONTENT:** Go on Thinglink, learn and test your knowledge
- **Table PROCESS:** In group, read the text and answer the questions posed.
- **Table PRODUCTS:** Watch the video . Then, answer the questions in your favourite way (a collage, a drawing, recording a video, storytelling etc...) uploading your result on Padlet.
- **Table ENVIRONMENT:** In group, discuss the questions in the middle of the paper. Keep track of your conversation by taking notes on the paper.

→ More detailed instructions about each table are provided in the table itself

The backpack and the bin

What is/are the things that you liked or inspired you about the exercise?

Put them in your backpack!



What things you don't like about your current teaching practices and you would like to change or stop doing?

Throw them in the bin!

