

# Standards Unit

## IMPROVING DIFFERENTIATION IN BUSINESS EDUCATION

### TOPIC 1: WHAT IS DIFFERENTIATION?

#### 'WHICH TEACHING METHODS DIFFERENTIATE BEST?' ANSWER SHEET

##### Activity 2: Answer sheet

As the categorisation of any teaching method depends on exactly how it's used, the following answers are only suggestions and assume the method is used in a conventional way. The task objective is not so much for you to get the 'right' answers as to explore which methods differentiate best, and how to differentiate better. It's particularly difficult to be firm about which methods should be in Category B.

Note that the categories use the word 'can'. 'Can differentiate well' is not the same as 'Does differentiate well' in every context and circumstance. No method will differentiate well if it's used badly!

##### A. Can differentiate well

Assertive questioning  
 Buzz group (assertive style)  
 Learners create a leaflet or poster  
 Individual writing task for learners – depends on the task though!  
 Worksheet  
 Formative tests and quizzes  
 Experiment/practical 'discovery style'  
 Learners create a handout  
 Case studies  
 Visits or visitors  
 Explaining tasks

Learner presentation

Guided discovery.

##### B. Can differentiate reasonably well

Teacher or trainer questions with 'wait time'

Buzz group

Paired-learner practice

Pair checking

Trainer or teacher-led whole-group discussion

Researching – this works better if you can discover less-skilled learners, or those not working well, and give them the help they need.

##### C. Does not differentiate well

Teacher or trainer talk/lecture

Teacher or trainer questions, learners answer

Teacher or trainer demonstrates

Learners watch a video or film

Past-paper exam questions - though this could differentiate well if you graduated the questions well and used those of varied difficulty, allowing all learners to succeed and all to be stretched

Tests and quizzes

Experiments/practical 'recipe style'

Reading