

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