

# Forms of Differentiation

Research-oriented Learning (B.A.)

Fachbereich 10: Fremdsprachendidaktik Englisch

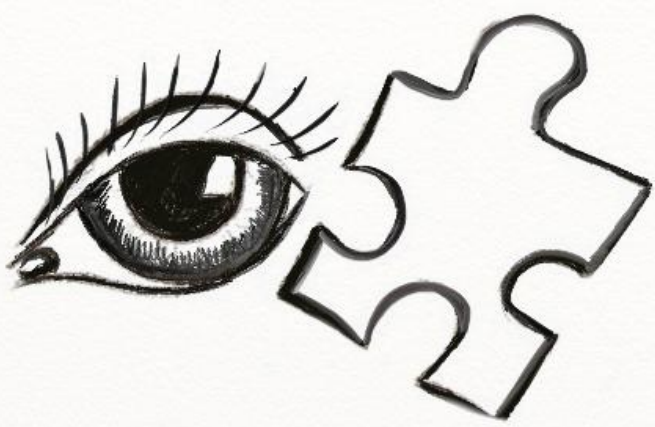
Heterogenität im Englischunterricht: Differenzierung als Notwendigkeit und Chance

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## Learning Styles

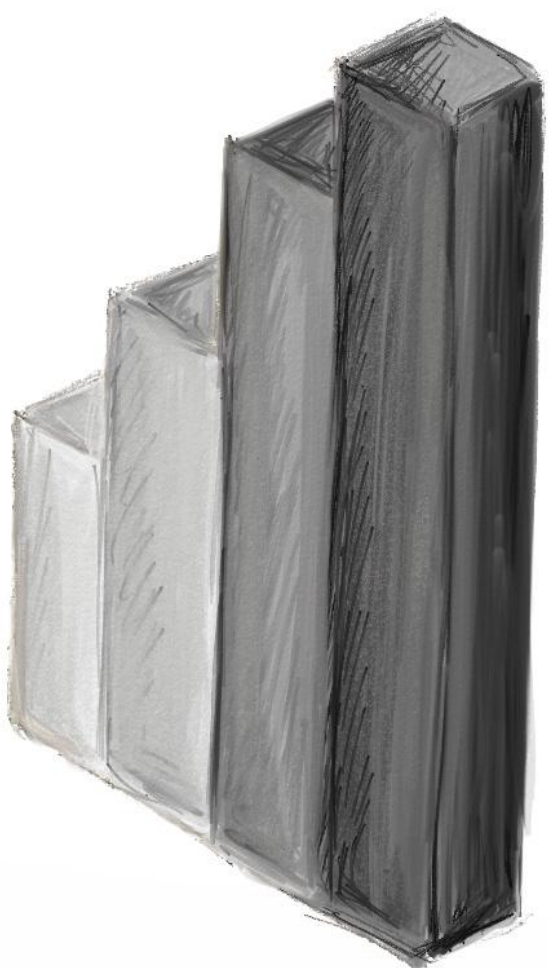
According to David Kolb's learning theory, different people prefer different learning styles (McLeod 2010).

- Accommodating (doing and feeling): People with an accommodating learning style rely on intuition (Kolb calls it 'gut instinct') rather than logic.
- Diverging (feeling and watching): People with a diverging learning style are able to look at exercises, tasks, etc. from different perspectives. This learning style is called 'diverging' since these people perform better in situations that require for example brainstorming.
- Converging (doing and thinking): People with a converging style are good at solving problems and finding solutions to practical issues. They prefer technical tasks, like to experiment with new ideas and to work with practical applications.
- Assimilating (watching and thinking): The approaches of a person with an assimilating learning style are logical. Thus, they organise information in a logical format.



## Level of Performance

Differentiation according to the pupils' individual level of performance is one of the most basic opportunities to differentiate. This kind of differentiation becomes more and more important today with regard to *Gesamt-* and *Oberschulen*, as the levels of performance are highly heterogeneous. To be able to take the individual levels into account, it is essential that teachers diagnose these levels thoroughly as otherwise the result will be that the students feel unchallenged or overtaxed. To achieve a differentiation between levels of performance, teachers need to open up the organisation of their lessons (Trautmann & Wischer 2011: 5). Furthermore, teachers can provide different learning goals for their pupils (ibid.: 6), which might lead to the creation of individual portfolios with tasks and texts according to the pupils' level of performance.



Sources:

McLeod, Saul (2010), *David Kolb – Learning Styles* [Online: <http://www.simplypsychology.org/learning-kolb.html>. 21.06.2012].

Trautmann, Matthias & Wischer, Beate (2011), *Der Vielfalt mit Vielfalt begegnen. Praxis Schule 1*, 4-7.



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