

# Forms of Differentiation

Research-oriented Learning (B.A.)

Fachbereich 10: Arbeitsgruppe Fremdsprachendidaktik Englisch – ForstA Projekt  
Professionalisierung im Umgang mit Heterogenität und Differenzierung im Englischunterricht



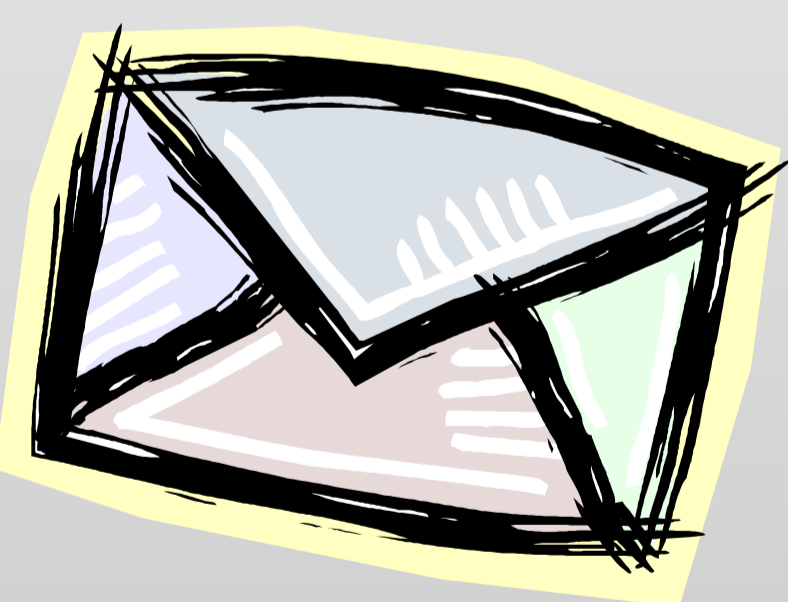
## Process Differentiation

According to Tomlinson, process means sensemaking or, opportunity for learners to process the content or ideas and skills to which they have been introduced (Tomlinson 2005).

Any effective activity is essentially a sensemaking process, designed to help a student progress from a current point of understanding to a more complex level of understanding. Students process and make sense of ideas and information most easily when their classroom activities

- are interesting
- call on the students to think at a high level
- cause the students to use a key skill to understand a key idea

What makes activities differentiated is that the teacher offers various ways to make sense of what is important.



## Product Differentiation

Many students can show what they know far better with a product than in a written test (Tomlinson 2005).

Therefore, in a differentiated classroom, teachers may replace some tests with rich product assignments, or combine tests and product options so the broadest range of students has a maximum opportunity to think about, apply, and demonstrate what they have learned (Tomlinson 2005). The core product can be differentiated according to the students' readiness, interest and learning profile.

### Sources:

McLeod, Saul (2010), *David Kolb – Learning Styles* [Online: <http://www.simplypsychology.org/learning-kolb.html>. 21.06.2012].  
Tomlinson, Ann Carol (2005), *How to differentiate instruction in mixed ability classrooms*. New Jersey: Pearson