



## Learner and Teacher Agency

### **Questivities™ Differentiated Instruction**

1. List differentiation strategies that you use or know about.
2. Suggest at least 3 ways in which a differentiated classroom differs from an undifferentiated classroom?
3. What would happen if all students in a given year level had more or less the same abilities, interests and learning styles?
4. Would you rather work well above your ability, just above your ability, at your ability or below your ability?
5. How do you feel about assessing different products against the same criteria?
6. Which aspect of Differentiated Instruction (Content, Process, Product, Learning Environment) do you think is the most important for your discipline?
7. Why is Differentiation even more important in the second decade of the 21<sup>st</sup> century?
8. How is Differentiated Instruction like a rainbow, a fire or a glass of wine?
9. Active Questioning: (Choose one)
  - Make a list of questions that a student might ask you about Differentiated Instruction
  - Make a list of questions that a parent might ask you about Differentiated Instruction
  - Make a list of questions that a colleague might ask you about Differentiated Instruction

Reference: Coil, C. (1999). *Teacher's Toolbox*, Melbourne: Hawker Brownlow Education.

© J. Farrall and AISSA 2017. Updated 2018.