

Implications of Differentiated Instruction for Students' School-Related Self-Efficacy, Motivation, Engagement and Achievement

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Differentiated Instruction

Goal: To enable all students to access classroom curriculum (Watts-Taffe et al., 2012).

Definition: Teachers respond to students' readiness, interests, and learning preferences by adapting content, learning activities, and ways of representing learning, according to learning needs (Heacox, 2012).

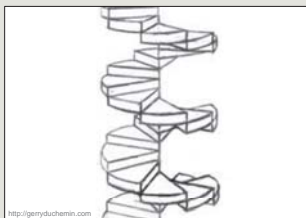
Framework:

1. Create a supportive learning community (Margolis & McCabe, 2006)
2. Learn about your students as individuals (Stranhan et al., 2012)
3. Adapt so that learning is relevant, challenging, and respectful for all students (Heacox, 2012)

Purpose

To identify the relationship between differentiated instruction and achievement with internal qualities of the student, such as self-efficacy, motivation, and engagement.

Hypothesis: Differentiated instruction promotes a positive learning feedback loop in which differentiation enables all students to be successful, which improves student self-efficacy, and in turn student motivation. As a result of an increase in self-efficacy and motivation, students experience more productive forms of engagement and continued success.



Evidence Base

Research supports that differentiated instruction improves student academic achievement (Levy, 2008; Rock et al., 2008).

Self-efficacy: a person's judgment as to whether or not they can perform a task (Bandura, 1977; Schunk, 1991).

- Success experiences (achievement) increase self-efficacy
- Heightened self-efficacy sustains motivation and improves skill development
- Self-efficacy is a predictor of academic achievement

Self-efficacy and, in turn, motivation are heightened most when students are given goals that are proximal, specific, and moderately challenging.

Differentiation provides an appropriate level of challenge and meaningful learning for each student, encouraging engagement and supporting all students to experience success (Lorsbach & Jinks, 1999).

Logic Model

Relationship between differentiated instruction, achievement, self-efficacy, motivation & engagement = **POSITIVE FEEDBACK LOOP**

1. Differentiated instruction supports student achievement
2. Academic self-efficacy increases
3. Academic motivation improves
4. Students engage with material at higher levels of reasoning
5. Students experience improved achievement (success)

Implications

Differentiated instruction is not only important for the performance of a student in a given class for a given time, but can have long-term effects on self-efficacy, motivation and achievement.



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