

Abstract

Is it possible to engage all learners in one single classroom? I have found that each year the students come from many different backgrounds, various readiness levels, learning profiles, and interests. There is a struggle to meet the needs of so many variances in one class period day after day. I implemented differentiation strategies into the design of my curriculum to increase engagement, intrinsic motivation, and ownership of projects. My action research project involved eighteen students at Coronado High School, a public school located in Coronado, CA. The research involved one animation class spanning the course of twenty two weeks which included various skill building exercises and two large final animation projects. The students in the class were introduced to differentiation by using their individual learning styles to design their own projects based on background, interest, and skill level. The students provided feedback through exit cards, interviews, drawings, reflection books, and simple animations. The data from such was evaluated and I was able to conclude there was a growth in student motivation, project quality, engagement for content, and pride in the final product. We are not reaching all students through a one size fits all mentality classroom. To meet the needs and effectively engage and challenge all students in the classroom implication of differentiation is a must.