

1. Record Nr.	UNINA9910705080503321
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Titolo	Differentiated Instruction in Teaching from the International Perspective : Measurements, cross-country comparisons, development over time, and importance for students' academic engagement // Ridwan Maulana, Michelle Helms-Lorenz
Pubbl/distr/stampa	Groningen : , : University of Groningen Press, , 2023
Descrizione fisica	1 online resource (320 pages)
Disciplina	371.102
Soggetti	Teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	This book reports findings based on a largescale project on differentiated instruction across various education systems documenting evidence of its measurement, differences, changes, and links with student engagement. We document empirical findings of differentiated instruction practices in secondary education across diverse countries/education systems, covering student, teacher, school, and education system/country levels. Classroom observations and student surveys, both collected in authentic classrooms, are the core measures of inquiry used. Findings on similarities and differences in differentiated instruction practices, changes over time, links with student engagement, and the role of some personal and contextual factors, contribute to advance the knowledge base particularly in the field of teaching effectiveness, learning environments research, and differentiation in education. Findings are relevant for research, practice, and policy.