

# Self esteem

Education



How self-esteem enhanced through differentiated instruction The self-esteem of a or at large, in the room, can be enhanced in a number of ways through differentiated instruction. This is as seen through Tomlinson's works where the learner is of central importance in the entire teaching or learning process, and the learner's interests are put first. This is to say that the teacher usually has little to do with the interests of the learner but rather acts as a vessel to fulfill the needs of the learners in the process of instruction. Tomlinson states that learning is a process that a teacher facilitates by ensuring that there is consistency in the construction and development of a learner's capacity. This is to mean that a teacher is meant to make the process of instruction as appealing as possible so that learners or students are motivated (Tomlinson n. d.). The motivation is all part of learning and draws learners to work towards a given goal that the learner or the teacher may set. Differentiated instruction ensures that a student feels empowered to face his or her own fate rather than surrender to fate and feel powerless, which takes the thrill of learning away from the student. It is through this that learning gains and sustains it appeal creating a positive way of thinking in students and drawing them close to the process of learning. In addition, differentiated instruction creates a variety of means through which students can learn by looking directly at the needs of the students. As such, the needs of the students are met by having the content that allows students to make sense of concepts and skills, as well as demonstrate learning. Differentiated instruction allows numerous means of content delivery for students to acquire their skills and content, all based on their levels and abilities in the acquisition of knowledge and its application. As such, the application of technology builds the self-esteem of students in <https://assignbuster.com/self-esteem-essay-samples-3/>

the differentiated approach of instruction in that it there are alternate routes and choices to content delivery (McQuarrie and McRae 2010). It is through this that students have their needs met by allowing teachers and instructors to use the different means in order to cater for all learners. Through this, students feel appreciated and capable of achieving the set goals and create a positive attitude towards themselves that only they can limit themselves. Also, in reference to the provision of feedback to students, differentiated instruction allows the teacher to build up the self-esteem of students by providing feedback in the appropriate way. In giving feedback, the teacher should use a goal-oriented approach rather than a person-oriented approach to give feedback. This shows an interest in having the students making it in on their own and achieving their goals rather than an evaluation on a persona level. Evaluation and provision of feedback on a personal level reduces the levels of self-esteem in students as they remain afraid to show their true selves and their capabilities (Watson n. d.). As a result, differentiated instruction creates room for goal motivation and personal attachment to education is eliminated. Differentiated instruction creates room for customization of students' learning in relation to how it is planned. In this case, all learning materials and resources, as well as methods are tailored to meet the needs of the students at an individual level, instead of the class as a whole. It also allows structuring of assignments creating high expectations within students, which eliminates a burden from the students. As a result, students take their studies with a boost of self-esteem in believing that they can make it, especially now that a huge chunk of the troubling part of education has been eliminated (Wizzley, n. d.). Application of the differentiated instruction leads to improved academic achievement in <https://assignbuster.com/self-esteem-essay-samples-3/>

school, which is good for students at any level. This is because achievement is a crucial component that directs how students and any individual regards himself or herself. By achieving highly, students gain high regard towards themselves; thus building their self-esteem thanks to differentiated instruction. Differentiated instruction also builds the self-esteem of students by having applying appropriate assessments and evaluations that are suited to their needs. As such, multiple assessment methods ensure that learners choose methods that promote personal success; thus giving students numerous options for success. In conclusion, differentiated instruction enhances student self-esteem in many ways that allow students to view themselves in high regard. These include high success rates, appreciation at a personal level, setting goals and teaching methods. The above are, in addition to tailored assessment and content delivery, methods that are suited to accommodate the needs of every student. References Watson, S. (n. d.), Improving Self-Esteem. Retrieved from <http://special.education.com/od/characterbuilding/a/esteem.htm> Wizzley (n. d.), Improve Students' Self-Esteem with Differentiated Instruction Interventions. Retrieved from <http://wizzley.com/self-esteem-and-differentiated-instruction-interventions/> Tomlinson, C. (n. d.), Dr. Carol Tomlinson, Invitations to Learn and Differentiated Instruction. Retrieved from <http://www.nvcc.edu/loudoun/cte/id62.htm> McQuarrie, L. and McRae, P. (2010). A provincial perspective on differentiated instruction: The Alberta Initiative for School Improvement (AISI). Retrieved from <http://www.ccl-cca.ca/pdfs/JARL/Jarl-Vol3Article4.pdf>