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RESEARCH ARTICLE

AN EXPERIMENTAL STUDY ON IMPLEMENTING DIFFERENTIATED CLASSROOM MANAGEMENT AT MNUE DIDACTICS CLASSES

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ABSTRACT

Mongolian educational reform's most significant highlight has been the realization of the core concept of a student being "a subject that creates own knowledge", not "an object or a tank to fill up with knowledge". In alignment with this concept and as we renovate our education system, we look back to reflect as well as learn new concepts. Among them is realizing that a student is not just a "subject", but "subject, unique on its own" and "a subject that creates its knowledge by its unique characteristics and differences". This phenomenon is not only inherent to a new era, a new step, or a new wave of educational reformation of Mongolia, but just the beginning of a remarkable change to take place in the future. Our design and methodology followed the principle of the saying, "Look inside your home first before searching out from your neighbors". Following this principle, we tried it at our home institution by offering sections of theory and experiment using differentiated instruction. This finding has led the thinking from the lowest to the highest administration of the educational system/ to correct the past mistakes and to begin implementation of differentiated teaching for the next generations adjusting to their unique characteristics. According to the findings, differentiated teaching has a positive impact on students' learning and it increases their interests towards the lesson, and help develop 21st century skills.

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INTRODUCTION

Our local and foreign researchers found that "the reason for the failure of not having every student study successfully is due to teaching all students with one technique method and not adjusting it to their unique characteristics". This result is a great reminder passed on from our forefathers as they say,

"No person is the same as any other,
No horse has the same steps/walks as the rest".

In an agreement and deep understanding of this, Open Society Forum of Mongolia and its staff offered the idea that the Mongolian National University of Education (MNUE) should implement this to its didactic class. In addition other classes of MNUE and K-12 teachers in professional advancement training will implement differentiated instruction. This will occur within a project of 2 year duration, titled "Differentiated classroom management".

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As soon as the project launched, the MNUE project team started to research local and foreign researchers' perspectives, sources, and findings and developed experimental methodologies in differentiated teaching based on students' unique characteristics and needs. This brought us to test it in several didactic classes. Our design and methodology followed the principle of the saying, "Look inside your home first before searching out from your neighbors". Following this principle, we tried it at our home institution by offering sections of theory and experiment using differentiated instruction. When we experimented with differentiated class management for didactics class we differentiated for content, process, and product. This differentiation considered each student's readiness, interests, and learning styles. We set a goal to train flexible teachers/educators based on the realization that "one size doesn't fit all". To achieve this goal, we implemented the following steps:

- We studied domestic and foreign experts' concepts, perspectives and sources.
- Conduct survey/research on differentiated classroom management and instruction.

- Based on the outcome, we developed methodology to manage a differentiated classroom management and instruction.
- Then we implemented in MNUE didactics class curriculums covering methodologies of differentiated content, process and evaluation, and taught using differentiated classrooms management and instruction.
- In alignment with a conjunction with implementation ongoing evaluation requirement use of differentiated classroom management and instruction which guided basis of our final recommendation.

The significance of the first step in this process was to define the theory and methodological framework of "Perception of differentiated learning for students." This practice defines each student as unique and able to learn. This practice depends on teachers and class management methodologies to implement and teach the students in accordance. Based on our action research, we were able to evaluate class content, process, and evaluation for differentiated didactics class at MNUE. Our findings produced final report and as a result, wrote a report on it. These studies, their progress and outcomes are published to benefit our daily challenges and DI. Our objectives are to recognize and understand that each student requires differentiated instruction strategies in their learning. Our study endorses differentiation to following three reasons:

- To improve the opportunity for each student to succeed in their learning,
- To encourage students to learn using their unique skills and characteristics, and
- To elevate the teaching/learning quality.

This experimental study was conducted on the needs basis of implementing the concept of differentiated instruction, which was first introduced by Carol Ann Tomlinson, Professor at the University of Virginia, and John Hattie, Professor of Education and Director of the Melbourne Education Research Institute at the University of Melbourne, Australia, Academician Badrakh Jadamba and Professor Sh.Ichinkhorloo at Mongolian National University of Education among many other researchers. This study of differentiated instruction is original and innovative in Mongolia combining international expertise and Mongolian traditional teaching philosophy. It is also the first time effort in the country to implement differentiated classroom management at didactics classes at the Mongolian National University of Education.

MATERIALS AND METHODS

Conceptual and theoretical framework: Who is the learner from the Mongolian worldview?

Fathers' sons are not the same
Fingers of hands are not equals
/Mongolian proverb/

First there is ONE and it becomes TWO and all in all THREE"
"This is one UNIVERSE"

Universe is holistic and everything, for instance a learner is the "one" (person) in which the particular features are scattered, from the general realistic point of view.

From a specific point of view, the learner is a combination of intelligences in which the "one" is accumulated Table 1. The table shows that from the general realistic point of view, MAN* with One specific feature is the **"**one "with the combinations or "one bodgali". From a specific point of view EVERYONE with specific features is "bodgali" or "bodgali one". The learner's particular features are his/her distinctive features, differences and diversity. It was described by our ancestors as saying "Father's sons are not the same and fingers are not equal" and was passed on to us. Mind is nature and intelligence is nurture. The learner's particular features are his/her distinctive features, differences and diversity. It was described by our ancestors as saying "Father's sons are not the same and fingers are not equal" and was passed on to us.

The one has the structure of the \context\, environment, being combination. It is "arga" side. "Action" \"gene*"\ is the joiner of the "one" and "bodgali*"\"body*\, the learner's life or existence and it is "arga bilig" approach . "Bodgali*"\"body*\ is consciousness or the learner's "inner man" and it is "bilig".

The learner's one bodgali is like the following triple structure:

Mind - ability to think; the part of a person that makes them able to be aware of things, to think and to feel: conscious\ subconscious mind; the element of a person that enables them to be aware of the world and their experience, to think, and to feel; the faculty of consciousness and thought; a person's ability to think and reason; the intellect; intelligence; the particular way that sb think; brain; thoughts; memory.

"Bodgali - Action* - One *" (3),
"Gene - Body - One*" (4)

Mental – [usually before noun] relating to the mind; relating to disorders of the mind; connected with or happening to the mind; involving the process of thinking; the mental process of remembering; connected with the state of health of the mind. Bodyincludes face, age, height, chest, all the parts of body, flesh, physical appearance, vigor, hands, legs, blood type, DNA, health, appearance and etc. Soul means opinion, thinking, courage, willingness, desire, interest, truthfulness, truth, wishes and etc. Mind is bilig, consciousness, thinking, opinion, thoughts , memory, wisdom and etc. Intelligence – the ability to acquire and apply knowledge and skills; the ability to learn, understanding and to think in a logical way about things; the ability to do this well.

"mind – mentality – intellegence"

Robert Sternberg's triarchic theory of intelligence describes three distinct types of intelligence that a person can possess. These three types are practical intelligence, creative intelligence, and analytical intelligence. Practical intelligence related to contextual sub theory (adaptation, selection and shaping). Creative intelligence is connected with experiential sub theory (novelty, automation). Analytical intelligence connects with componential sub theory (Met components, performance and knowledge acquisition). "General intelligence, also known as g factor, refers to the existence of a broad mental capacity that influences performance on cognitive ability measures. Charles Spearman first described the existence of general intelligence in 1904. According to Spearman, this g factor was responsible for all performance on mental ability tests" .

Table 1. Learner's particular features (B.Jadamba , 2019)

Learner	
from the general realistic perspective	From a specific realistic perspective
"one"	Bodgali (intellegences)
1 - i0 \1 – i Тэг\	Bod - Bodi
One Man* \Нэгэн хүн*\	Man One* \Everybody, Person One*\
One Bodgali * \One – Gene* - Body*\	Bodgali One* \Gene – Body - One*\
MAN* with One specific feature	EVERYONE with specific features \ONE*\

Picture 2. Learner, the "bodgali one" and its structure and components

	Body	Face, age, height, chest, all the parts of body, flesh, physical appearance, vigor, hands, legs, blood type, DNA, health, appearance…different
	Soul	opinion, thinking, courage, willingness, desire, interest, truthfulness, truth, wishes…different
	Mind	Bilig, consciousness, thinking, opinion, thoughts , memory, wisdom...different

Table 2. Inventory of mind and intelligence dimensions and an integrated perspective

Theory Comparison	General mind theory \ Spirman, 1904 \	Multiintelligence theory \ H. Gardner, 1983, 1993, 1999 \	The Triple Theory of Mind B.Jadamba /1985/	The "one * bodgali" theory of intelligence
The same thing	Intelligence is a broad concept.	Mind is more than we can define in today's IQ.	Mind is a broad meaning with a triple structure	The mind is syndrome in which one is accumulated at its level,
The differences	It is considered that the intelligence can be measured by IQ /by the one/	The intelligence is considered multiple. Therefore, it cannot only be defined by IQ. People can be differed by their intelligences 9 (+1) or "7 + 1 +1"	People's every intelligence process has three common aspects	The mind is as the unity of three things: one, specific features scattered in, or "one *" bodgali which is the personage of one.
Features	Payd attention to the "one",from the approach of "arga" and criticized the multiple intelligence	Payd attention to multiintelligence "bodgali" from the approach "bilig" and criticized the general mind.	The "one *" of the mind is its progression and function but multiple intelligences are its triple structure	It consideres in the unity of "arga" and "bilig". Therefore, it includes the theories of intelligence that has developed so far, such as the theory of general intelligence, multiintelligence, and the triple theory of intelligence.
Significance	It gives the opportunity to define people's mind in a scientific way first	Identifies opportunities for equality and equity by eliminating discrimination in interpersonal relationships.	Clarifies the relationship between the general and multiple intelligence theories	The method takes into account environment and Man in their integration, and gives the first formulation of the triple structure: "arga-arga bilig-bilig"

Image result for Charles Spearman first described the existence of general intelligence. Charles Spearman first described the existence of general intelligence in 1904. According to Spearman, this g factor was responsible for overall performance on mental ability tests. ... The idea is that this underlying general intelligence influences performance on all cognitive tasks.

Diagnose students: Gardner's multiple intelligence theory helps us how to organize classroom teaching by students unique characteristics and needs. Therefore, Gardner 's multiple intelligence test, and survey to aware students' readiness, interest and learning profile were given to MNUE students in 2018-2019.

Picture 3

The students' number participated in the survey of MNUE by branch schools

School of Mathematics and Natural sciences -60 students
School of Humanities and Social sciences -272 students
School of Physical education-104 students
School of Educational studies-106 students
Teachers School -98 students
School of Pre-school education-210 students
Teachers school in Arkhangai province-101 students

Picture 4

Result of the survey

Yes No

The picture shows that the maximum feature is for the intrapersonal learner and the minimum answer of yes the musical or rhythmic learner.

•The Linguistic Learner.
•The Logical or Mathematical Learner.
•The Musical or Rhythmic Learner.
•The Visual or Spatial Learner.
•The Kinesthetic Learner.
•The Intrapersonal Learner.
•The Interpersonal Learner.
•The Naturalist.

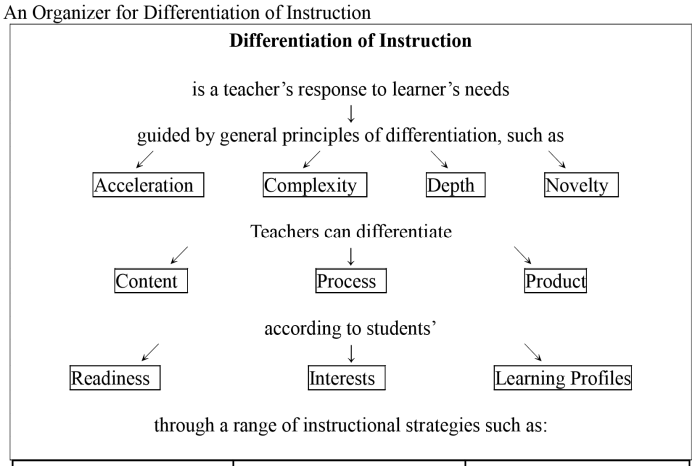
Table 3. Result of the survey by of branch schools of MNUE /compiled by teacher B.Zolzaya/

№	Schools	Students' number	Linguistic Learner	Logical or Mathematical Learner	Musical or Rhythmic Learner	Visual or Spatial Learner	Kinesthetic Learner	Intrapersonal Learner	Interpersonal Learner	The Naturalist
1	School of Mathematics and Natural sciences	60	373	421	234	442	423	462	428	443
2	School of Humanities and Social sciences	272	1967	1580	1378	2044	1937	2200	2062	1893
3	School of Physical education	104	610	595	483	712	821	788	794	689
4	School of Educational studies	106	744	647	544	758	786	873	870	797
5	Teachers School	98	801	916	806	799	840	1022	890	906
6	School of Pre-school education	210	854	800	798	972	981	1051	1013	934
7	Teachers school in Arkhangai province	101	637	525	486	700	732	763	733	712
	Yes	951	5986	5484	4729	6427	6520	7159	6790	6374

Table 4. School of Humanities and Social sciences students' multiple forms of intelligence

Profession	Course	Number of students	Abilities							
			1	2	3	4	5	6	7	8
H.CL	1	9	61	34	55	61	64	78	74	56
H.EL	1	14	114	89	83	102	92	113	114	108
H.GL	1	2	19	17	14	19	19	18	16	18
H.HI	1	3	23	21	14	26	26	24	26	30
H.HS	1	3	24	16	12	23	18	29	21	22
H.JL	1	5	35	20	22	39	32	37	38	31
H.JS	1	13	96	80	74	114	105	110	113	111
H.KL	2	1	4	8	12	11	6	8	11	5
H.ML	1	24	184	167	139	201	173	201	214	178
H.RE	1	10	79	68	61	84	72	86	84	80
H.RL	1	2	15	11	13	13	14	19	22	13
H.SC	1	6	38	30	22	40	43	59	37	39

An Organizer for Differentiation of Instruction



Giving students access to varying complexity of content by using a variety of support systems, such as computer programs or adult mentors; Teaching key concepts or principles instead of facts or details; Presenting information through diverse modalities; Extending content from most basic to more sophisticated or advanced; Using varied text and supplementary materials to increase chances of reaching all students.	Using different levels of activities in which students master content or skills with different levels of support, challenge, or complexity; Allowing students with like interests to work together to explore topics of particular interest to them; Encouraging students to make sense of the content in their preferred learning styles; Engaging students in activities that match their current level of understanding and skills; Grouping students flexibly in classroom activities.	Allowing students to work alone or in small groups on their assigned products; Encouraging students to create their own product assignments as long as the assignments contain required elements; Helping students to structure their own product assignments based on students' attributes; Allowing students to develop products using multiple forms of intelligence; Varying the amount or difficulty of the assignment to be accomplished based on students' capacity.

Adapted from California Department of Education GATE Standards (2004), Carol A.

Some strategies used broadly
• Curriculum Compacting
• Flexible Grouping
• Independent Projects/Study
• Interest Centers/Groups
• Jigsaw Assignments/Activities
• Learning Centers/Stations
• Learning Contracts
• Literature Circles/ Writing Workshops/ Socratic Seminars
• Mentorship/Apprenticeship
• Tic-Tac-Toe Assignments/Activities
• Tiered Assignments/Anchor Activities
• Web Quests

Result of the survey by of branch schools of MNUE /compiled by teacher B.Zolzaya/. The table above illustrates the general number all the branch school students participated in Gardner's multiple intelligence tests. Although, intrapersonal learners are dominated in MNUE, branch school students have very different types from each other depending on their professions. We analyzed the students' intelligence abilities of the same school and found that they are obviously different because of their classes. For instance, in the school of Humanities and Social sciences, students of language teachers class developed interpersonal and linguistic styles while the history students acquired the protect nature and intrapersonal abilities or in the school of Mathematics and Natural sciences, students of Mathematics and IT developed Logical or Mathematical ability when chemistry students have intrapersonal ability. Table 4. School of Humanities and Social sciences students' multiple forms of intelligence. The table demonstrates that students of one school are different intelligence abilities depending on their professions. Even though the students in the same class /profession/ have different intelligence abilities. Table 5. Multiple forms of intelligence of five students with the same profession. Student 1 has intrapersonal, student 2 logical or mathematical, student 3 visual or spatial, student 4 musical or rhythmic and student 5 has intrapersonal abilities.

Survey of students' readiness, interest and learning profile: This survey is given in Google form with 12 close and 5 open questions. 307 students of MNUE participated. 16 students from IT class, 81 students from Teachers school and 210 students from school of pre-school education Picture 5

The survey sheet: Next pie charts show the result of 124 students of the school of pre-school education /made by teacher Sh. Tserennadmid/ from the previously mentioned 307 students of MNUE. Picture 6 Students' readiness: The above picture illustrates the students' understanding rates of learning through play. Overview, the most students (58.2%) answered that they do not know, 31.3% of them have medium, 8,5% have a good understanding and 2% said that they have a very good understanding. Picture 7 Students' interest: The pie chart shows that 23.4% of all students have interest in foreign language learning, 20.2% do art and 16.9% like music. Picture 8 Students' hobby. The chart of students' hobby demonstrates 15% of all students prefer to read books, travel and sport while 9.4% like dancing, 5.6% singing, 11.3% listening to music, 5.6% talking with people and 7.5% drawing, collecting, and crafting. Picture 9 Which circumstance is better for you when you accomplish your assignment? The pie chart above shows the students' assignment accomplishment. 33.1% of all students prefer working with small groups, 25.8% working with large groups, 21.8% with partner and 16.1% working alone. Picture 10

What is your learning modality?

The pie 10 shows the learning style of the students. 53.2% of all the students learn better by doing experiment, 26.6% by acting, 15.3% visual learners and the least of the students are auditory learners.

Picture 11: Learning environment survey: What kind of learning environment do you prefer?. The students' answer on the question what kind of learning environment is the best for them. 51.6% prefer to learn in silent environment, 44.4% do not care the environment.

Picture 12 Types of assignments. What kinds of assignments do you like fulfill?

Picture 13: Types of writing assignments: What types of writing assignments do like accomplish?

The pie chart shows the students' preferred writing assignment types. 40.3% love to state something, 22.6% like to present something by visuals and graph while 22.6% prefer to express by design.

Picture 14: Types of verbal assignments: What types of verbal assignments do like accomplish?

The chart shows survey of verbal assignments' types of the students. They said that 41.9% liked interview, 24.2% role play, 18.5% debate and 8.9% speech presentation. In the student readiness, interests, and learning profile questionnaire, students' preferences are working in a quiet environment with a small group, and like experimental and writing assignments, so we need to consider that when planning learning through play theory and methodology lessons, setting up their environment, organizing lessons, and encourage students to create their own products. Before the experimental lessons throughout MNUE we analyzed 52 didactic lessons curriculums covering content, methodology and evaluation if its PLO and SLO connected to the consideration of students' differences and their learning needs in the alignment with the organizer for differentiated instruction. Then we implemented in MNUE didactics class curriculums covering methodologies of differentiated content, process and evaluation, and taught using differentiated classrooms management and instruction. Based on the outcome, we developed methodology to manage a differentiated classroom management and instruction using the following strategies. Table 6. Strategies That Support Differentiated Instruction (in alphabetical order)

RESULTS

At the end of all these surveys we organized experimental lessons throughout MNUE and found that differentiated instruction has the following impact on students' learning. However the problem was that teachers somehow latched onto a specific aspect of differentiation without embracing the entire picture (Fleming & Baker, 2002; Haycock, 1998; Walker, 2001). Following Tomlinson's (1995) work, Haycock (1998) found that few teachers made use of task or input differentiation which enabled learners to choose from different

designated stimulus materials, activities or tasks according to their particular interests, needs or preferences. Rather, most teachers used the same stimulus and set of activities with the whole class and apparently relied upon differentiating outcome to address students 'diverse interests and needs.

- Each student is a teacher.
- All students are *participators,* and they all *practiced* and have a *progress.* (3P theory of B.Jadamba)
- Time is not wasted.
- Teacher have opportunity assess each student individually then each team too.
- Each student works independently.
- Each student prepared to the presentation independently.
- These lessons build positive collaborative work environment.
- Each team has common goal for cooperation.
- They can work on the same contents.
- Each team worked together collaboratively.
- Gaps can be filled.
- Misconception can be cleared up.
- Important concepts can be reinforced.
- It was good if the team is heterogeneous.
- We could develop 21st century skills of students through differentiated instruction.

Conclusion

According to the views of the students and teachers, it can be said that differentiated education has a positive effect on students' learning. While some students stated that they consolidated their knowledge, others stated that they improved their knowledge and learned at such a level that they can even teach other people. Given the complexities of planning and implementing differentiated instruction, an attempt to meet the students' diverse needs requires subtle understanding and application of both the subject knowledge and differentiated instruction. The nature of teachers 'differentiation of instruction is inevitably determined by a combination of teachers 'knowledge about students 'differences, teachers 'pedagogical skills in modifying instruction, teachers 'instructional efficacy in trying diverse interventions to empower every student's learning, and teachers' willingness to accept the responsibility for making a "consistent" effort to modify content, process, and/or products in response to learning readiness, and interest of academically diverse students. Further, these combined factors inevitably reflect on students 'learning experiences.

There is neither a specified rule for constructing whole-group instruction so as to be responsive to individual students 'needs in a mixed-ability classroom, nor a specific formula that can be applied to diverse scenarios. Teachers must routinely scrutinize their own teaching by asking why differentiation is important for their mixed-ability classes, what they can do to reach students with diverse academic needs in the same classrooms, and how they can differentiate instruction to facilitate the development of students 'multiple intelligences. Student academic performance is largely influenced by classroom practices that teachers implement (Wenglinsky, 2000). The attention paid to improving the test scores of low-performing students may actually reduce their overall performance and knowledge over time (Bainbridge & Lasley II, 2002). On the other hand, a focus upon the difficulties of learners can reinforce deficit models and have an overwhelmingly negative effect upon how a learner's potential is defined by teachers (O'Brien & Guiney, 2001). Teachers must do things right but rather do the right things. Teachers must keep highly alert to students 'reactions and continually reflect on what is being differentiated as well as maintain a positive learning attitude toward improving their knowledge and skills about differentiated instruction. As summarized by Gay (1988) in the following: Effective educational program planning for diverse learners is informed by the fact that these students bring to school a great variety of interests, aptitude, motivation, experiences, and cultural conditioning.

These determine how, not whether, students can or cannot learn… Educators must also assume that students can learn, hold them accountable for high quality performance and design and implement programs to facilitate this achievement. (p. 328)

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