Differentiation

Environment — Conducive atmosphere

Content — What they learn

Process — How they learn

Product — Show what they learned

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TeachingTorah.net is a computer program which uses differentiated instruction

A prerequisite for **differentiating content** is to determine what the students mastered previously. This knowledge allows teachers to construct a plan to ensure the success of all students.

The program has four ways to assess students' skills:

1. Skills assessment by way of a Google Form
2. Questions embedded into each teacher video
3. Students apply their knowledge in a *pasuk* (verse), by decoding each line in a Chumash (Bible) table
4. Students show their mastery of the *pasuk* (verse) by creating a video, which includes reading and translating the *pasuk* (verse)

Once a full determination is made of the students' abilities, a decision can be made as to what **content** the student should learn.

Some options in the TeachingTorah website are:

1. Students learn skills (in isolation) by watching teacher-created videos
2. Students reinforce their skills (in context) by watching student-created videos
3. Students develop in the application of skills by working on the Chumash (Bible) Table
4. Students demonstrate mastery of the application of skills by creating Chumash (Bible) videos.

Since each student excels in their own way of learning, the TeachingTorah website enables the teacher to **differentiate the process** of learning.

High student motivation and focus allows for teachers' flexibility in the classroom.
The independent work allows the teacher to:

1. Work with small groups of students grouped by learning style or skills
2. Supervise multi-sensory learning stations
3. Give a student a personalized lesson or assessment

Since the students are developing and producing content with the intent of teaching others on multiple levels, the **differentiation** of their **products** is important.

Some of the options to **differentiate the product** are:

1. Creation of multi-level videos, using the rubric as a guide
2. Working on a collaborative or individual Chumash (Bible) table
3. Taking a TeachingTorah assessment
4. Being assessed privately by the teacher

When students are uniting to create multi-level products to assist other students, an **environment** that promotes **differentiation** results.

What I am hoping for the future

1. To have many schools create significant content for Chumash (Bible) enabling TeachingTorah to be a student-created Khan Academy for Torah Skills and content.
2. The levels of the student-created content should serve all levels of school age children, ranging from K-12
3. Branch out to other Judaic subjects, such as:
   a. Navi
   b. Mishnah
   c. Gemara
   d. Ivrit
   e. History
   f. Halacha

Student engagement

My students love creation and self-expression. Even the children whom others would call, "struggling and unmotivated", are asking permission to work on their video. Students, who have a tendency for complacency, are asking for clarity in minutia that they would not have thought about if not for the videos. Students who previously felt that Torah skill learning was boring and irrelevant are now looking forward to the learning process.

Student Empowerment

The culture of the classroom has changed from teacher-lead to team-lead. The videos that the students create are first shown to the class, after which they discuss the content and skills of the *pasuk* (verse). The class then talks about the technical items they enjoyed about their peer's presentation. Presenters have mentioned the pride they felt, stemming from the positive attention they received.

Acquisition and Retention:

Students are able to master content and skills in a more efficient manner using this system above other systems. Students have been able to apply the skills they have learned better than previously.