



**MAHARASHTRA EDUCATIONAL SOCIETY'S
HUMERA KHAN COLLEGE OF EDUCATION**

**H.K CAMPUS, Adjacent to MHADA Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W)
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NAAC Accredited Grade 'B'

Workshop: Differentiated Instruction & 9E Constructivist Approach

Date: 28th January 2026

Resource person: Asst Prof Shenaz khan

Time: 10:00 a.m. to 12:00 a.m.

Introduction

In the contemporary educational scenario, classrooms comprise learners with diverse abilities, learning styles, interests, and learning paces. To effectively address this diversity, it is essential for teachers to adopt innovative, inclusive, and learner-centered teaching approaches. With this objective, a workshop on **Differentiated Instruction and the 9E Constructivist Approach** was organized on **28th January 2026** for student teachers.

The workshop aimed to enhance pedagogical understanding by emphasizing inclusive instructional practices that address the learning needs of **auditory, visual, and kinesthetic learners**. It underscored the importance of transitioning from traditional teacher-centered methods to **constructivist, activity-based, and experiential learning approaches**. The workshop encouraged participants to actively engage in the teaching–learning process and reflect on how effective lesson planning can significantly improve learner participation and conceptual understanding.

In addition to theoretical inputs, the workshop placed strong emphasis on **hands-on experience**. Student teachers were actively involved in preparing **lesson plans based on Differentiated Instruction and the 9E Constructivist Model**.

The session combined theoretical inputs with practical demonstrations, enabling student teachers to gain clarity on integrating **Differentiated Instruction** with the **9E Constructivist Model**. This integration was presented to foster deep learning, critical thinking, and learner autonomy, thereby enhancing the overall quality of classroom instruction.

Objectives of the Workshop

- To introduce the concept and origin of Differentiated Instruction
- To familiarize participants with different learning styles
- To explain the 9E Constructivist Model and its stages
- To demonstrate the integration of DI with the 9E approach in lesson planning
- To enhance pedagogical competence through activity-based learning

Content Covered

The workshop covered a wide range of concepts related to differentiated and constructivist teaching practices. The major areas discussed are outlined below:

- **Differentiated Instruction (DI):**

The concept, meaning, and origin of Differentiated Instruction were explained in detail.

Emphasis was laid on understanding learner diversity and the need to modify content, process, and learning outcomes according to students' abilities and learning styles.

- **Learning Styles:**

The characteristics and classroom needs of different types of learners were discussed:

- **Auditory Learners:** Learning through listening, discussions, lectures, and verbal explanations
- **Visual Learners:** Learning through pictures, diagrams, charts, videos, and PowerPoint presentations
- **Kinesthetic Learners:** Learning through hands-on activities, role play, demonstrations, and movement-based tasks

Examples of suitable teaching strategies and classroom activities for each learner type were shared.

- **9E Constructivist Approach:**

The origin and significance of the 9E Model of Constructivism were explained, followed by a detailed discussion of its nine stages:

Elicit, Excite, Engage, Explain, Explore, Elaborate, Evaluate, Extend, and Emend.

Each stage was explained with examples to show how learners actively construct knowledge through interaction and experience.

- **Integration of Differentiated Instruction with the 9E Model:**

The workshop highlighted how differentiated strategies can be effectively incorporated at each stage of the 9E model to address learner diversity. Participants were shown how lesson objectives, teaching aids, activities, and assessments can be planned to suit different learning styles.

- **Demonstration of a Differentiated Lesson Plan:**

A model lesson plan was discussed to demonstrate the practical application of DI and the 9E approach. The lesson included the use of audio-visual aids, interactive activities, questioning techniques, and evaluation methods aligned with constructivist principles.

Learning Outcomes

At the end of the workshop, the participants were able to:

- Understand the concept and importance of Differentiated Instruction
- Identify and address the needs of auditory, visual, and kinesthetic learners
- Explain the stages of the 9E Constructivist Approach
- Integrate DI strategies within the 9E lesson plan.

- Design effective, learner-centered lesson plans
- Apply constructivist principles in real classroom teaching

Conclusion

The workshop was highly informative and interactive, enabling student teachers to gain both theoretical knowledge and practical exposure to Differentiated Instruction and the 9E Constructivist Approach. It helped participants recognize learner diversity and the importance of planning inclusive and engaging lessons. The session successfully enhanced pedagogical skills and encouraged reflective teaching practices, contributing positively to professional development.

Photos



