

Perception Differences of DI Philosophy and Practices among Teachers in Primary and Secondary Education

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Abstract

Teachers' thoughts, ideas and beliefs influence their performances and actions in practices (Warde, 2005; Schatzki, 1996). An online survey of incorporating 1048 primary and 1357 secondary school teachers was constructed to investigate the differences of perceptions of their DI philosophy and practices. In addition to respondents' background information, DI-Quest instrument was the main instrument to collect data. Data were analyzed quantitatively using descriptive statistics and a two-way ANOVA. The results showed teachers in primary education had higher level of perceptions in growth mindset, ethical compass and output=input while teachers in secondary education had higher score on flexible grouping and adaptive teaching to students' readiness, interests and learning profiles. Moreover, no gender differences were found in growth mindset, ethical compass, flexible grouping and output=input, but male teachers' perceptions of adaptive teaching were more significant than females. Educational level differences were found only in flexible grouping and output=input. The perceptions of teachers with a bachelor degree were significantly positive than teachers with a degree under the bachelor. Additionally, all interaction effects were non-significant.

Keywords: Differentiated instruction, perception differences, philosophy and practice, Primary and secondary education;