**Differentiation by Readiness and Task**

I use for covering the studies of **Asch, Milgram, and Zimbardo**. I use 3 Groups for each…based on Readiness. My students should have already read about each of the studies, but some students have also heard about one or more of these studies in other classes prior to mine. So…when class begins, I ask them to “place themselves” into one of the 3 groups about Asch. I read the “criteria” for the 3 groups, then students get organized. If any group is extremely large, then I just break it down to more manageable groups of 4-5 students. Then I give each group their “task”. They have approximately 10 minutes to complete their task. Then I call on each group…beginning with group(s) 1. They share their information with the class. We then get to hear group 2 responses, and finally group 3. When all 3 groups are completed, it is interesting how most all major points of emphasis have been covered during the discussion! We can normally get though all studies within 50 minutes if we keep up a good pace of discussion.

* **Group 1**:  I remember reading about **Asch**, but honestly don’t remember what he did.
* Task of Group 1:  Complete the details… Who, What, Why, How, When
* **Group 2**:  I know **Asch** was associated with Conformity…but not sure how effective the study was.
* Task: Create a BUMPER STICKER that could quickly summarize the Asch experiment.
* **Group 3**:  I know **Asch**, the details of the study, and the results of the study.
* Task: Relate a potential current day ethical dilemma to the Asch study.

Next topic…

* **Group 1**:  I remember reading about **Milgram**, but honestly don’t remember what he did.
* Task of Group 1:  Summarize in 3 sentences or less the Milgram experiment AND the results.
* **Group 2**:  I know **Milgram** was associated with Obedience…but not sure how effective the study was.
* Task: Develop the “TRUTH” about Milgram. Come up with a list of 5-10 “truth’s” about the Milgram study/results.
* **Group 3**:  I know **Milgram**, the details of the study, and the results of the study.
* Task: Develop a list of “Pro’s and Con’s” (3+ each) from the Milgram research.

Next topic…

* **Group 1**:  I remember reading about **Zimbardo**, but honestly don’t remember what he did.
* Task of Group 1:  Summarize the Zimbardo experiment in 7 words or less.
* **Group 2**:  I know **Zimbardo** was associated with a prison study…but not sure how effective the study was.
* Task: Summarize what went WRONG with the Zimbardo experiment. You can provide several things.
* **Group 3**:  I know **Zimbardo**, the details of the study, and the results of the study.
* Task: Do you think Phillip Zimbardo’s personal behavior during the experiment was ethically appropriate? Explain and give details.

**End of Class discussion question**:

Which study upsets you more… Milgram or Zimbardo? Why?

**One sentence to relate 2 terms… writing assignment to wrap up a set of concepts.** (5 minutes)

Assignment ideas below could be done **individually, in pairs or even small groups**. (Great way to either begin or end class!)

Ask students to **write a sentence demonstrating the relationship between two words**. No definitions are necessary, only an understanding of each term and a sentence that reflects their relationship. If students can write a sentence showing how *population* and *sample* are related, they understand a good deal. When students demonstrate that *social loafing* is related to *diffusion of responsibility* or that *reinforcement* and *extinction* are connected, they have mastered those concepts. Sentences demonstrating the relationship between two words are easy to grade; I give three points for each sentence, one for the correct use of each term and the third for a correct relationship between the two words. They do not earn points if they simply define each concept.

**24 x 7 Technique…** Use for learning or reinforcing a list of info/people/ whatever… Students SHOULD HAVE read about the concepts/people previously. (Great way to check if they actually read)

Divide students into groups of 2-3. Then give them a person or concept. They get 10 minutes to prepare. Each group must write a 7-word summary of their concept on the board, and then present the concept to the class. They have ONLY 24 seconds to present it to the class.  This forces each group to focus on the most important material to remember for that concept/person. Furthermore, other students can take notes on these concepts and they will have a great “study guide” for those concepts. You normally can get through the entire class and have time to spare in a 50-minute period.

**Kahoot… not just for review!**  I use it occasionally for **PRE-ASSESSMENT** (Identifying common student misunderstandings)

Many of us now use Kahoot for review activities, and students tend to love it! (<https://create.kahoot.it>)

I often will use it at the very beginning of the class period (6-8 questions over major concepts). This allows you to customize your presentation to each particular class period. I teach the same subject 6 times a day, and when using Kahoot for PRE-assessment, it is not unusual for me to teach the same material in 3-4 different ways, emphasizing different material or concepts in each period depending on the strengths/weaknesses of the group.