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Notice for the PhD Viva-Voce Examination

Mr Titus Anto (Registration Number: 1980801), PhD scholar at the School of Education, CHRIST (Deemed to be University), Bangalore will defend his PhD thesis at the public viva-voce examination on Tuesday, 10 September 2024 at 10.30 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

Title of the Thesis	:	In-Service Teachers' Differentiated Instructional Strategy and Students' Reflective Thinking and Empowered Learning
Discipline	:	Education
External Examiner (Outside Karnataka)	:	Dr Vijaya Kumar R Associate Professor School of Education Pondicherry University RV Nagar, Kalapet Pondicherry, Tamil Nadu
External Examiner (Within Karnataka)	:	Dr G Vishwanathappa Professor Regional Institute of Education University of Mysore Mysuru, Karnataka - 570006
Supervisor	:	Dr Peter M V Assistant Professor School of Education CHRIST (Deemed to be University) Bengaluru – 560029 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru
Date: 31 August 2024



Registrar

ABSTRACT

Every educational program aims at the comprehensive growth and development of learners. Education policymakers and teachers who are part of any education system have a pivotal role in providing an environment that empowers learners. Thinking pervades all spheres of human action and the ability to think reflectively differentiates man from other animals. Psychological theories have proved that, in a classroom, each learner is unique and has different learning profiles, i.e., learning style, intelligence preference, culture and gender. This research was conducted to measure the influence of differentiated instructional strategy of in-service teachers as a pedagogy on students' reflective thinking and empowered learning. The researcher developed and standardized a module with 16 lesson plans on English grammar and poetry integrating essential components of reflective thinking and empowered learning into differentiated instruction. Randomly selected samples of this research consisted of 100 students of standard 9, boys and girls, from an English medium ICSE school in the urban district of Bangalore. After a try-out of the lessons on 25 samples, the researcher taught the lessons through differentiated instruction within 3 months.

Through control and experimental groups, pre-test and post-test design, data were collected through (1) a questionnaire to measure the level of reflective thinking and (2) 'Learner empowerment measure.' Data analysis of the pre and post-test scores of the experiment group shows a significant impact of differentiated instruction on all four components of reflective thinking of students, i.e., Understanding, Habitual Action, Reflection and Critical Reflection; and on the components of empowered learning of students, i.e., Meaningfulness, Competence, Impact and Choice irrespective of the difference in the gender. The results indicate that differentiated instruction could be implemented in schools as an instructional method to include all types of students and respect their diversity.

Keywords: Reflection, Thinking, Empowerment, Learning, Differentiation, Instruction

Publications:

1. Titus, A., & Muttungal, P. V. (2023). Empowered learning in school: A scoping review. *International Journal of Evaluation and Research in Education*, 12(2), 729-738.
2. Titus, A., & Muttungal, P. V. (2024). Reflective thinking in school: a systematic review. *International Journal of Evaluation and Research in Education*, 13(2), 742