

Teaching and Learning – 5 minutes

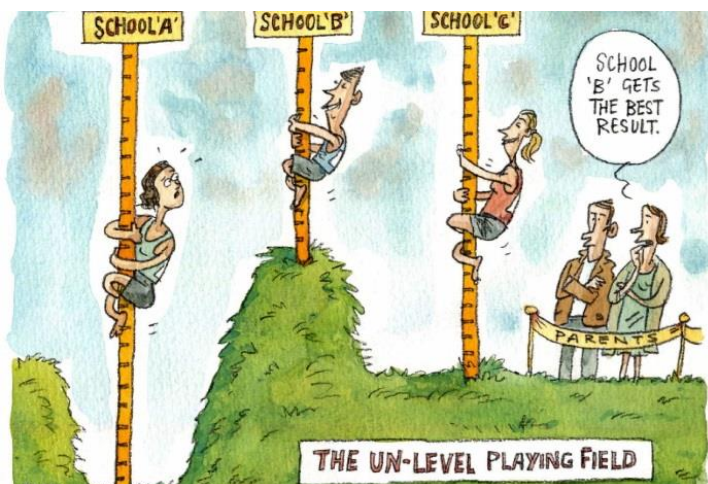
...over a hot brew!

Research, Resilience, and Reflection

Issue 14:



1. In Pictures:



2. Did You Know

Arts Participation:

Key Findings from the EEF:

1. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum than that specific area itself.
2. The research summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.

Cost	Evidence Base	Months Gained
£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3

3. To ponder...

“Teachers should guide without dictating, and participate without dominating.” [C.B. Neblette]

4. Education Research

About Learning Styles

There is a range of different types of learning styles (auditory, visual, tactile or kinaesthetic - Hattie, 2009). However, there is a common belief/myth that students will improve their learning if they are taught in a very particular learning style. Whilst we can benefit from a range of strategies, there is very limited evidence for any consistent set of learning ‘styles’ that can be used reliably to identify genuine differences in learning. In short **learners are very unlikely to have a single learning style** (Vaughan 2017); evidence suggests that it is actually unhelpful to assign learners to groups or categories on the basis of a supposed learning style (impacts recorded are generally low or negative).

The danger of teaching in this manner is that by labelling students as a certain type of learner and changing the teaching style to match this type of learning, we encourage students to develop a fixed mindset (Dweck, 2007).

We know that feedback has a significant impact on learning, contributing a gain of eight months’ worth of learning progress when implemented well (see T&L 1). If a teacher believes that learning styles exist and that they should teach according to them, this could inhibit the teacher’s ability to provide effective feedback that will encourage a growth mindset and thus inhibit student learning. **The impact of feedback to encourage a growth mindset is shown to be especially important for students from disadvantaged settings** (Claro, Paunesku & Dweck, 2016).

[Dr. Catherine Scott](#) summarises the danger in using learning styles within the classroom:

“Rather than being of no particular consequence, the continuing endorsement of ‘learning styles’ wastes teaching and learning time, promotes damaging stereotypes about individuals and interferes with the development of evidence-based best practice. It has no place in education theory and practice that claim to be scientifically based.” (Scott, 2010)

Strong stuff!

