

Executive Summary

Title of the Work	Improving Pedagogy: The relationship between gender and preferred learning style in Secondary School students.	
Author	Ambi Kiri	Date of Completion (mm/yyyy) 18/1/10
Institutional Contextual Details E.g. Phase (Optional)		
Major Needs Identified	<p>Do boys and girls learn differently? What are the preferred learning styles of boys and girls in Science?</p> <p>How can we implement these preferred learning styles of boys and girls in the Science Faculty?</p>	
Methods used to collect data.	<p>*Questionnaires *Observations *Interviews *Literature Review</p>	
Summary of Major Findings (Or recommendations to others)	<p>In terms of improving pedagogy in the classroom this study makes some simple suggestions for teachers. Such as incorporating a variety of learning methods in their lesson plans to best engage with the majority of students.</p> <p>For Advanced level students and in addressing the differential achievements between male and female students teachers must be aware of the changing needs of their pupils. At Secondary level girls appear to be matching boys achievement because of the variety of methods used but at Advanced level it appears that there is more of a focus on kinaesthetic learning which girls may not respond to as effectively.</p>	
<p>Impact of the Project (And evidence source)</p> <ul style="list-style-type: none"> • Knowledge • Practice • Pupil/Student learning Experience • Pupil/Student Learning Outcomes <p>(What happened as result?)</p>	<p>As a practitioner I have learnt that you should not just match the learning style and stick to it because that's how boys and girls learn but instead also expose the learners to new methods of learning to expand their capabilities as learners.</p> <p>Administer the VARK questionnaire to all learners in the school at year 7 level to inform the students of what their preferred learning style is. This will inform them of the way they learn most effectively. For example if a learner finds out that they are a visual learner then they might benefit from drawing mind maps and pictures to revise with. This will prove to be a better way of memory storage for them and will raise their achievement.</p> <ol style="list-style-type: none"> 1. Males and females do have preferred learning styles. 2. Males tend to favour the quad modal way of learning and benefit from a lesson which uses a variety of learning modes. 	

	<p>Males show an overall preference towards the kinaesthetic approach.</p> <p>3. Females favour the visual learning approach and have a unimodal way of learning. They favour one way of learning compared to the others but do still benefit from having a variety of methods incorporated in to lessons.</p> <p>Improved design of courses and/or curricula to enhance learning might be possible through incorporating an awareness of the relationship between students learning styles and particular disciplines.</p> <p>As a classroom practitioner my research findings have made a difference to how I would approach lesson planning. I was always aware that different learning styles existed among males and females due to the physical difference in structure of the brain for male and female as well as their socialisation process. However one factor which never occurred to me is that if you actually had a thorough knowledge of how males and females learn and match that to your teaching style, then many conflicts in the classroom could be solved to some degree. This is key to differentiation and making information accessible to all learners.</p>
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<p>Other Information</p>	