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Titolo	Learning Styles, Classroom Instruction, and Student Achievement // edited by Daniel H. Robinson, Veronica X. Yan, Joseph A. Kim
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Descrizione fisica	1 online resource (80 pages)
Collana	Monographs in the Psychology of Education, , 2662-7582
Disciplina	370.152 370.1523
Soggetti	School psychology Educational psychology Social psychiatry Teachers - Training of Learning, Psychology of Motivation (Psychology) in children School Psychology Educational Psychology Clinical Social Work Teaching and Teacher Education Learning Theory Motivation Psicologia de l'aprenentatge Motivació de l'aprenentatge Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. The Importance of Examining Possible Educational Myths in an Era of Fake News -- Chapter 2. What Are Learning Styles and How Did They Get Started -- Chapter 3. The Widespread Belief in and Uses of Learning Styles -- Chapter 4. A Systematic Review of Learning Styles in Academic Journals -- Chapter 5. Reconceptualizing Learning Styles -- Chapter 6. Consequences of Endorsing the Learning Styles Myth --

## Chapter 7. Possible Consequences Associated with the Use of Learning Styles -- Chapter 8. Future Directions in Research and Practice of Learning Styles.

### Sommario/riassunto

The book examines the history of learning styles, including their widespread acceptance and endorsement in educational settings. In addition, it explores both the support of and opposition to learning styles by academics. The book discusses cases for and against learning styles and offers a systematic review of empirical evidence. It describes consequences of promoting learning styles in the classroom and offers insights into future directions in research and practice. The book offers a critical examination that adds to the broader discussion of what is truthful and what is fake news in education. Key areas of coverage include: History of learning styles. Widespread belief in and uses of learning styles. Review of recent learning styles coverage in academic journals. The case for learning styles. The case against learning styles. Consequences associated with using learning styles. Learning Styles, Classroom Instruction, and Student Achievement is an essential resource for researchers, professors, and graduate students as well as teachers and educational professionals in such varied fields as clinical child and school psychology, educational psychology, social work, public health, teaching and teacher education, and educational practice and policy.