Record Nr. UNINA9910817281103321 Bad education: debunking myths in education // edited by Philip Adey **Titolo** and Justin Dillon Pubbl/distr/stampa Maidenhead, Berkshire;; New York,: Open University Press, 2012 **ISBN** 1-283-96129-6 0-335-24602-8 9780335246021 9780335246014 033524601X 9781283961295 Descrizione fisica 1 online resource (xxv, 297 pages) Disciplina 371 Soggetti Education - Research Charter schools Education - Aims and objectives Teaching Learning Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Includes bibliographical references and index. Nota di bibliografia Nota di contenuto Bad Education: Debunking myths in education; Contents; Notes on contributors; Foreword; Introduction; Part 1: School organization; 1 Are there 'good' schools and 'bad' schools?; 2 Is vocational education for the less able?: 3 Grouping pupils by ability in schools: 4 Class size: is small better?; 5 Supporting learning?: How effective are teaching assistants?; Part 2: Teaching methods; 6 Traditional versus progressive education; 7 Synthetic phonics: the route to reading?; 8 Is informal education better than formal education?; 9 The social and emotional aspects of learning (SEAL) 10 Computers good, calculators bad?Part 3: Learners; 11 Left-brain. right-brain, brain games and beanbags: neuromyths in education; 12

From fixed IQ to multiple intelligences; 13 Learning styles: unreliable, invalid and impractical and yet still widely used; 14 'TV is bad for children' - less emotion, more science please!; 15 Playing with

emotions: why emotional literacy trumps emotional intelligence; 16 The dyslexia debate; Index

Sommario/riassunto

As Ben Goldacre's Guardian Bad Science column debunks popular scientific myths, this book aims to do the same for education myths and unjustified claims.