

Research Summary

Summary Title	
Balancing approaches: revisiting the educational psychology research on teaching students with learning difficulties	
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http://www.acer.edu.au/documents/AER_48-BalancingApproaches.pdf	
Category	Subcategory
Student support	Special learning needs
Abstract	
<p>Ellis reviews the research from the field of educational psychology on teaching students with learning difficulties. The review aims to identify effective teaching practices for students with learning difficulties and offers detailed information on a range of teaching methods that have been utilised and found to be effective. The review is divided into five sections:</p> <ol style="list-style-type: none">1. Section 1. Introduction –deals with the purpose and structure of the review.2. Section 2. Key issues in learning difficulties research – this section outlines issues that need to be considered when reviewing research in this field.3. Section 3. Research into effective teaching practices for students with learning difficulties – a discussion on the research dealing with effective teaching approaches for students with learning difficulties. Ellis presents an overview of the two dominant theories in the field of psychology dealing with learning: and then discusses the research findings on effective teaching for students with learning difficulties.4. Section 4. Two keys effective teaching approaches for students with learning difficulties – explains two key effective teaching methods or approaches for students with learning difficulties.5. Section 5. Bridging the gap between constructivist and direct instruction methods –discusses the case for a balanced approach to teaching, reviews the research evidence concerning the impact of balanced programs for students, presents the key components of effective classroom practice, and outlines the implications of the findings of his review for mainstream teacher training and practice.	
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