

## Learning styles

Unclear impact for very low cost based on insufficient evidence

The idea underpinning learning styles is that individuals all have a particular approach to or style of learning.

### Implementation cost



### Evidence strength



### Impact (months)



## Technical Appendix

The lack of identified studies that tested learning styles approaches rigorously mean that the security of the evidence around Learning Styles is rated as extremely low. For topics with extremely low evidence, a month's progress figure is not displayed. No studies were identified that met the pre-specified inclusion criteria.

The criteria used to judge the inclusion of a study are:

- The population sampled involved early years and school age learners from 3-18 learning in their first language.
- The intervention or approach being tested was educational in nature, including named or clearly defined programmes and recognisable approaches classifiable according to the Toolkit strand definitions (e.g. peer tutoring or small group teaching). The intervention or approach is undertaken in a normal educational setting or environment for the learners involved, such as a nursery or school or a typical setting (e.g. an outdoor field centre or museum).
- A valid comparison was made between those receiving the educational intervention or approach and those not receiving it.
- Outcomes include the assessment of educational or cognitive achievement which reports quantitative results from testing of attainment or learning outcomes, such as by standardised tests or other appropriate curriculum assessments or school examinations or appropriate cognitive measures.
- The study design provided a quantitative estimate of the impact of the intervention or approach on the educational attainment of the sample, calculated or estimated in the form of an effect size (standardised mean difference) based on a counterfactual comparison.

For the full details of the Toolkit inclusion and exclusion criteria, see page 4 of the [Protocol and Analysis Plan \(https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF\\_Evidence\\_Database\\_Protocol\\_and\\_Analysis\\_Plan\\_June2019.pdf\)](https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF_Evidence_Database_Protocol_and_Analysis_Plan_June2019.pdf).