



Why is GRT necessary and what difference does it make

Teachers have long been struggling with the different backgrounds, ability levels, physical challenges, internet connections, motivations, interests and personalities of their students. They are certainly aware of the different approaches and styles students need to address information and retain the important bits, especially when we consider the information flood we are all experiencing.

We believe that only by using multiple senses to teach one concept or lesson and by applying different strategies we stand a chance at succeeding in maximizing the potential of our students.

The Golden Ratio Teaching offers teachers the opportunity to first get an idea about how varied the learning preferences of their students are (via the learning styles questionnaire and the guide for reading its results in order to shape up the teaching offer to be strategically more effective) and then select and combine various tools in order to respond adequately to the learning needs.

What we suggest with the “learning styles” questionnaire is a tool to establish some patterns and learning preferences, raise awareness on those and help teachers consider teaching in a variety of ways.

The so-called “learning styles” theory is only one of the various existing theories and approaches in this area and we should be aware that meaning, context and organization of the material are as important as the style we use to present them. Still, years of research have shown that whatever learning style or combination of styles a person might have, it is important for him/her to be subjected to different approaches in order for retention and comprehension to be given a greater chance.

The questionnaire on the “learning styles” should by no means be used for labeling students, but rather for focusing their attention on the variety of methods they can exploit to tackle a topic or learn new facts.

In annex 1 we provide information about “What are the different learning styles and why are they important for the optimal teaching approaches?”, a “Guide for the use of the questionnaire” as well as the questionnaire itself.

Using the GRT tools makes a difference with students, because it brings to their schooling experience new activities and stimuli, which activate their learning potential and create the links between the different bits and pieces of scientific content and concepts, making sure that those concepts are understood and the knowledge is retained much longer than via traditional teaching.

Teachers can check the difference GRT makes by comparing the results achieved by classes, which are using GRT enhanced teaching and such that are subjects of traditional teaching.





In order to further support the self-monitoring and self-management of students, as well as the sense of ownership of their learning results, the teachers can propose a key competence self-assessment questionnaire, which students can use in order to consider the progress they are making and the pace at which their confidence level is growing. A questionnaire, which can be used for the purpose, is provided in annex 2.

