Twenty Evidence-Based Strategies for Enhancing Learning

DAVID MITCHELL

Abstract
This paper presents an evidence-based approach to teaching learners with special educational needs and disabilities in inclusive educational settings. The criteria that should be met in research studies are briefly described. This is followed by an overview of evidence-based teaching strategies that have high ratings. A total of 20 strategies are arranged under four headings, according to their predominant underlying assumptions about how learning takes place: social, behavioural, constructivist and mixed.

Keywords
inclusive education, social strategies, behavioural strategies, constructivist strategies, mixed strategies

Introduction

Increasingly, around the world, educators are being expected to draw upon research-based evidence in planning, implementing, and evaluating their teaching. In Europe, for example, since 2010 there has been a project, Evidence-informed Policy and Practice in Education in Europe, with 34 partner organizations from 24 countries, together with four affiliates from outside Europe (see URL: http://www.eipee.eu/ accessed 10 November 2012). This project aims to broker knowledge using common reference tools and approaches, as well as exchanging good practices, data and evidence from relevant European agencies and national-level resources.

The present paper presents a selection of evidence-based teaching strategies that have been found to be effective in teaching learners with special educational needs and disabilities in inclusive educational settings. After out-