

O'Connor, Noreen, 2006, *The Revised Primary Curriculum, 1999: Teaching and learning Styles; assessing a Project.*

ABSTRACT OF DISSERTATION

Learning style, in general terms, can be described as the preferred method by which people go about the learning process. In recent years much research has been carried out in this area and much debate has taken place as to the value, or otherwise, of taking learning style into account when educating children.

This dissertation seeks to analyse learning style theory, consider the whole area of multiple intelligences in relation to this and assess some of the criticisms levelled at the theory by experts in the field. This is followed by a consideration of the Revised Curriculum for Irish Schools, 1999, and recent developments in teaching, following the introduction of this curriculum. The ultimate focus of the dissertation is an assessment of a project, FIS, introducing film to primary school children, with particular regard to its value as an educational tool, taking into account teaching and learning styles.

The literature review looks at research into learning style theory and criticisms levelled at the theory. Attention is also given to studies into teaching styles and how these can be adapted to suit the needs of the pupil body. The Revised Primary Curriculum for Irish Schools (1999) is examined in relation to teaching and learning and the value of project work as a teaching and learning tool is also assessed. The rationale underlying educational research in general and the research pertaining to this dissertation specifically is discussed. The research instrument used is a survey distributed to teachers involved in the FIS project.

The study highlights the need for teachers and pupils to be more aware of teaching and learning styles and how this can impact on student learning. It also indicates the value of adequate training for teachers when implementing a project such as FIS and, consequently, the need for an effective system that allows teachers to access this training. The study also highlights a number of challenges facing those who opt to include activities such as the FIS project in their teaching repertoire.