

Touch for All?

Claire Tibbetts



Northamptonshire
County Council



Motivation for Research

- Visually Impaired students developing a reluctance to use tactile media.
- Pupil's awareness of difference and desire to conform with their sighted peers. (As young as 5 years old)
- What if all students had touch opportunities planned into their learning? Would normally sighted peers also benefit?

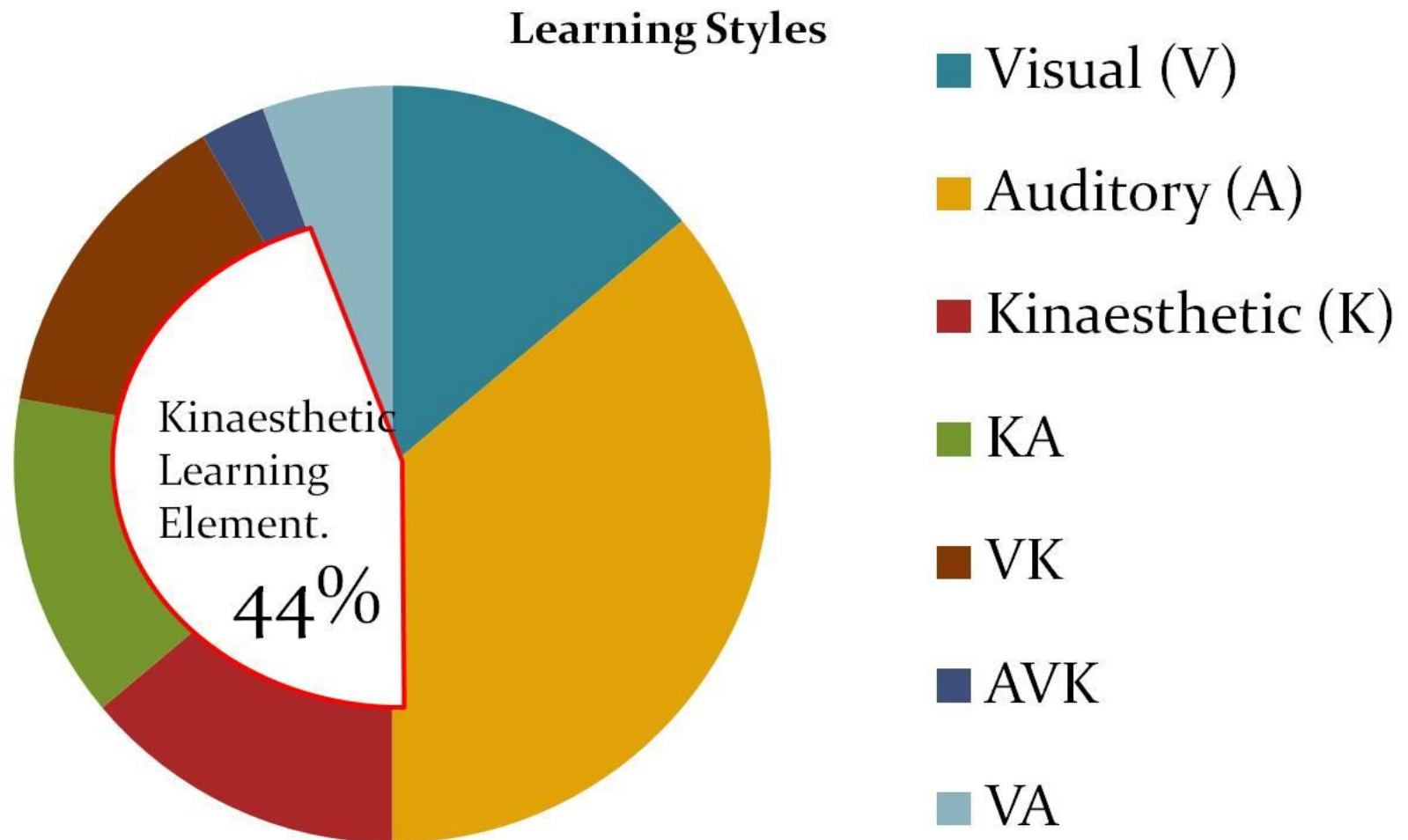
What we already know...

- On average 15% of the pupils in a class will be Tactile (haptic) learners and 25-30% mixed modalities. *Reiff, JC (1992)*
- Potentially, up to 45% of learners may not be reaching their full learning potential if no tactile or kinaesthetic learning opportunity is provided.
- Touch opportunities progressively reduce in the UK education system from the age of 6.

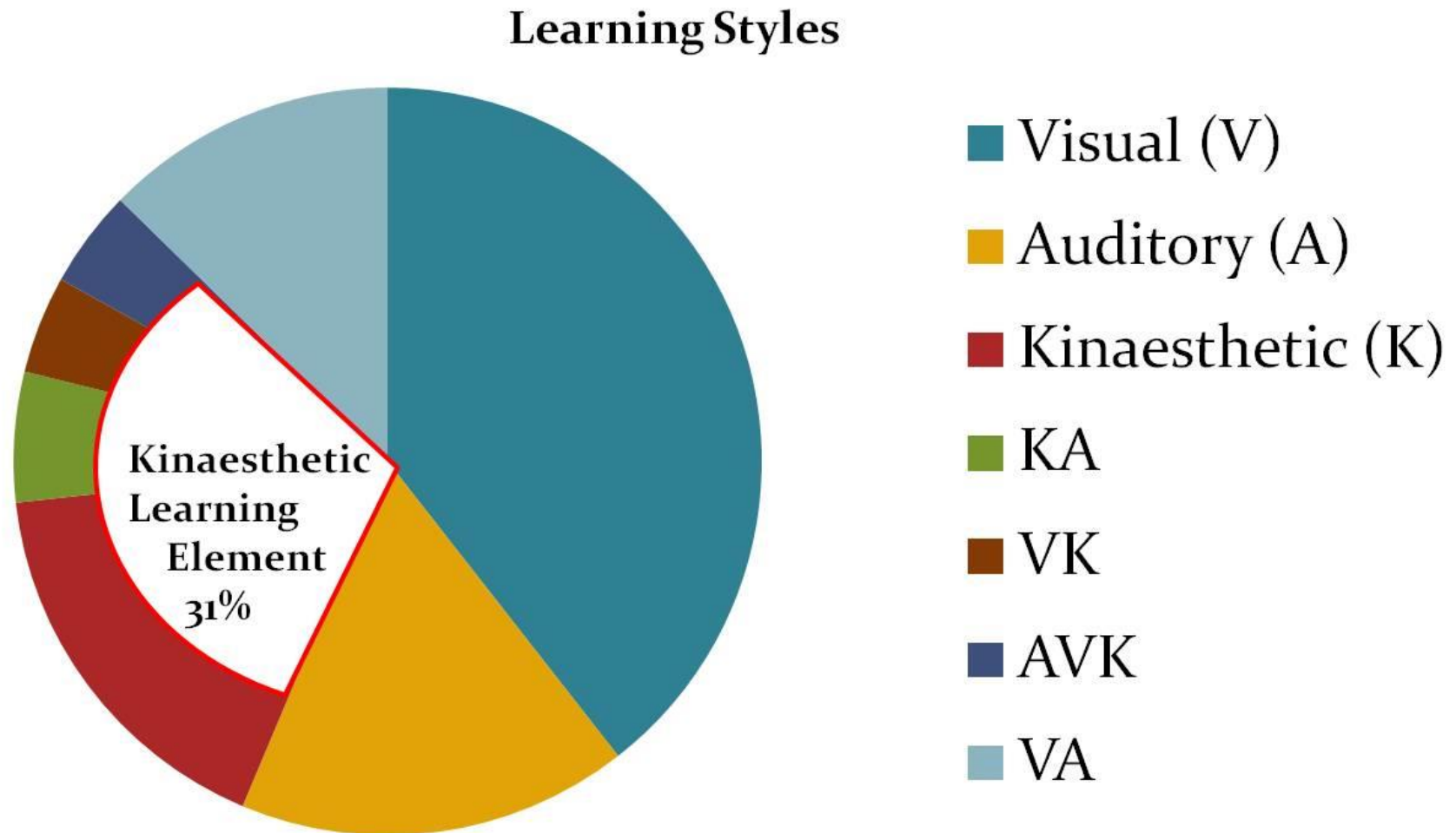
Questions to answer...

- What is the make-up of learning styles in today's Primary classroom?
- What impact does touch have on our learners?
- What do others say about learning styles and intelligence?

Preferred Learning styles of Year 6 Pupils – School A

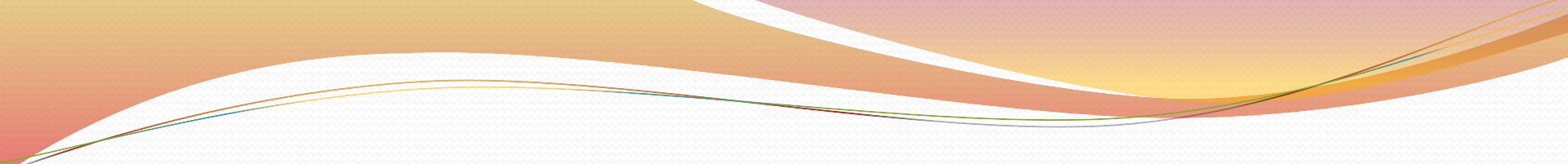


Preferred Learning styles of Year 6 Pupils – School B



video

- Vimovie1 ok for powerpoint.avi



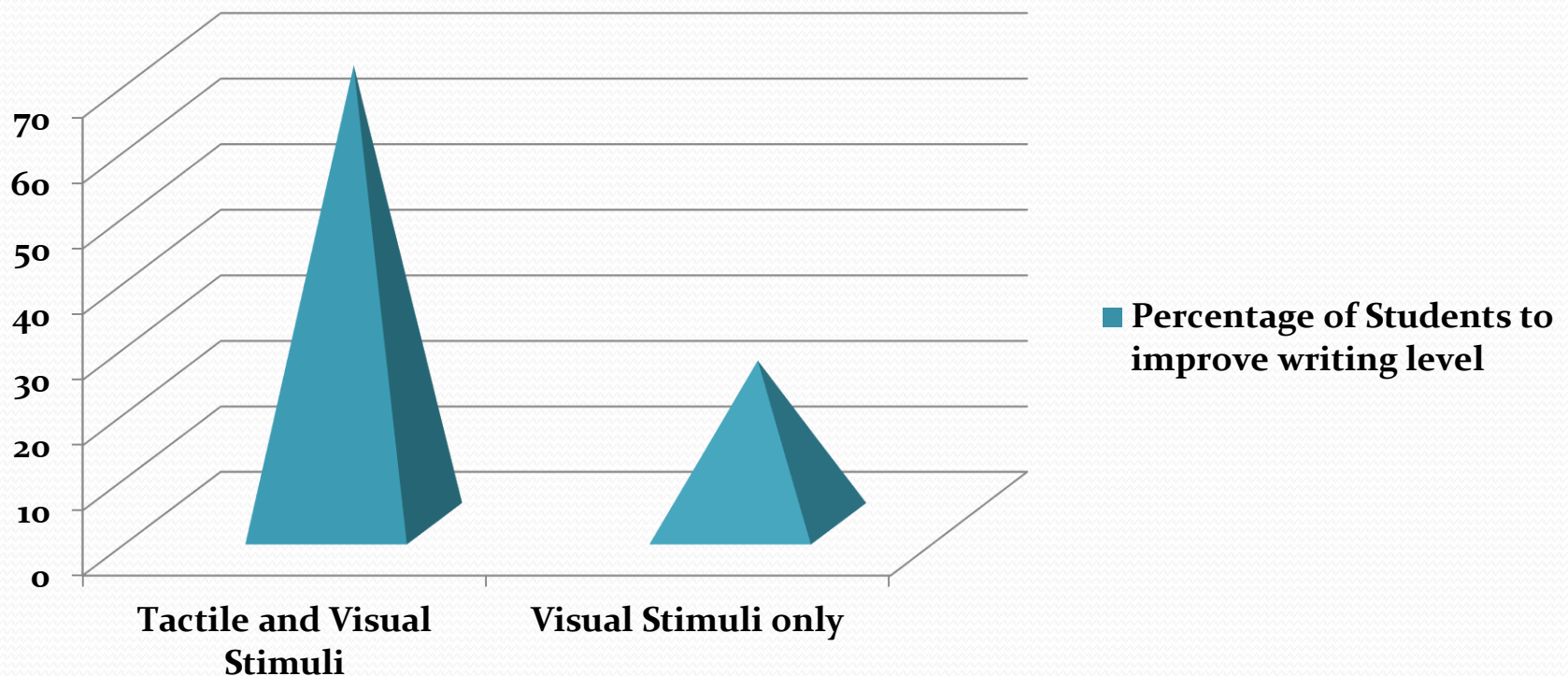
“Tell me and I forget,
teach me and I may remember,
involve me and I learn.”

*English translation of the Xunzi by HH Dubs (1928 –
originally written as Chinese proverb in 818 AD)*

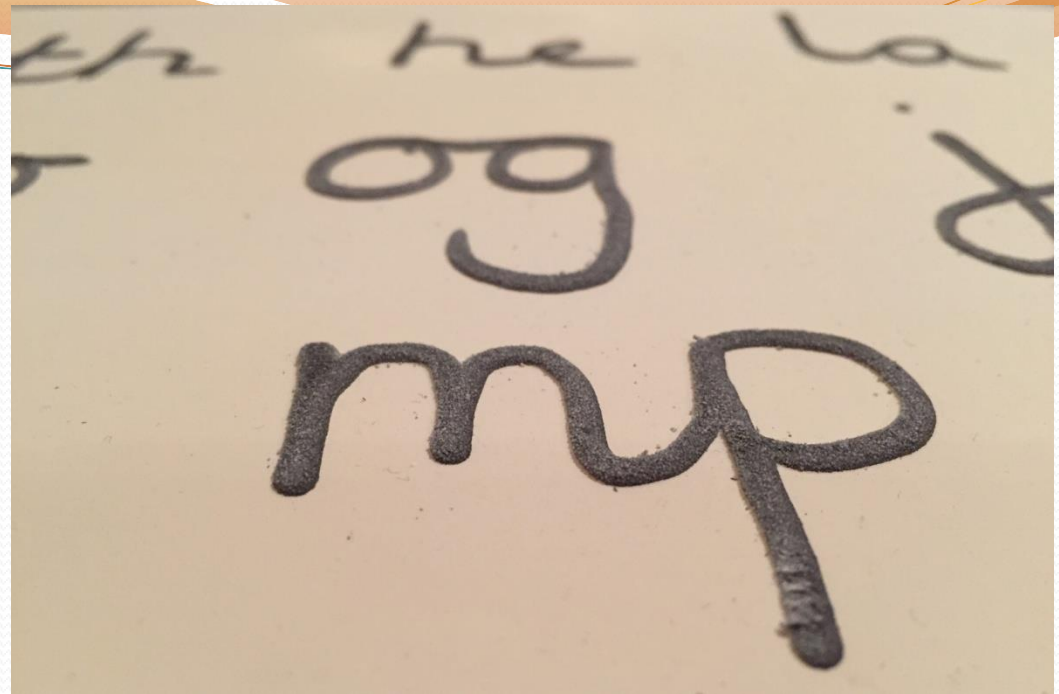
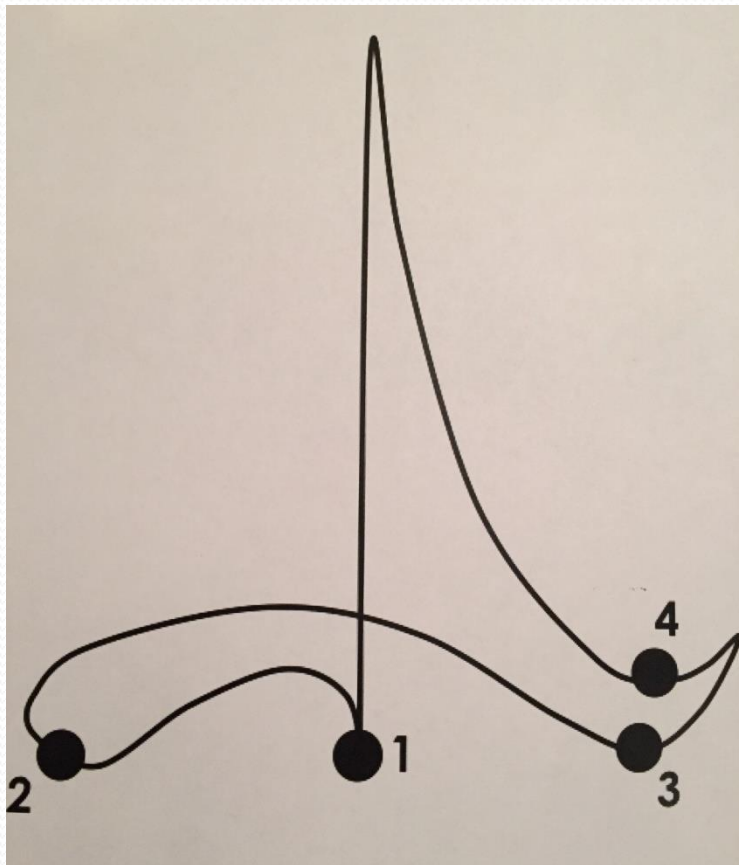
“Children need stimulation and
intellectual challenges, but they must
be actively involved in their learning,
not responding passively.” *Healy, J (1990)*

Visual and Tactile vs Visual only Stimuli

Percentage of Students who achieved a higher writing level compared to previous assessment



Tactile Input



Haptics for
Handwriting and
Music

Recommendations based on findings...

- Pupils to identify learning style strengths by exploring all methods of learning.
- Touch = Enrichment for all and motivation and accelerated progress for some.
- Providing opportunities for all learning styles (VAK) provides inclusion for all, not just students with VI.

Next Steps...

- VI pupil attainment when touch opportunities are provided for one Vs Attainment when touch is provided for all students.
- Does true inclusion impact attainment for the Visually Impaired student?

Final Thoughts...

- *“No two brains are exactly alike; thus, no enriched environment will completely satisfy any two people for an extended period. Challenge and interactivity are essential.” Abbott, J. (2002)*