

Different Ways of Knowing (Comprehensive School Reform)

Elementary School



Different Ways of Knowing has limited evidence of effectiveness for elementary school comprehensive school reform, according to the Comprehensive School Reform Quality Center* (CSRQ).

Middle/High School

Different Ways of Knowing has not been assessed by CSRQ for comprehensive school reform in middle/high school.

K-12 Meta-Analysis



Different Ways of Knowing has the greatest need for additional research in elementary and secondary schools, according to Dr. Geoffrey Borman.**

About Different Ways of Knowing

Different Ways of Knowing is based on a curriculum that uses the performing, visual, literary, and media arts to provide students with different ways to understand themselves and their surroundings.

More on these reviews

For more on the reviews of Different Ways of Knowing, read the CSRQ review of elementary school comprehensive school reform and the Borman K-12 meta-analysis. Links to the CSRQ and Borman reviews are available on the BEE.

More on Different Ways of Knowing

For more information on Different Ways of Knowing, visit www.differentways.org.

*** The Comprehensive School Reform Quality Center (CSRQ)**

The CSRQ was established at the American Institutes for Research through a grant from the US Department of Education and operated from 2003 to 2006. The CSRQ reviewed research on comprehensive school reform models. See www.csrq.org.

****Dr. Geoffrey Borman**

Dr. Geoffrey Borman is a researcher at the University of Wisconsin. He published a review of research on the achievement effects of comprehensive school reform as follows:

Borman, G., Hewes G., Overman, L., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research*, 73, 2, 125-230.

The Best Evidence Encyclopedia (BEE)

For other reviews of research on education programs, see the Best Evidence Encyclopedia homepage at www.bestevidence.org.

