

Research Consensus Statements

All4Ed developed **20** research consensus statements about adolescent learning and development

- **22** researchers endorsed the consensus statements.
- The **Science of Adolescent Learning Consensus Report Series** expands on the research supporting each statement implications of the research for practice & policy.



Science of Adolescent Learning Report Series

1

How Body and Brain Development Affect Student Learning



2

Risk Taking, Rewards, and Relationships



3

Valuing Culture, Experiences, and Environments



4

How Identity and Empowerment Influence Student Learning

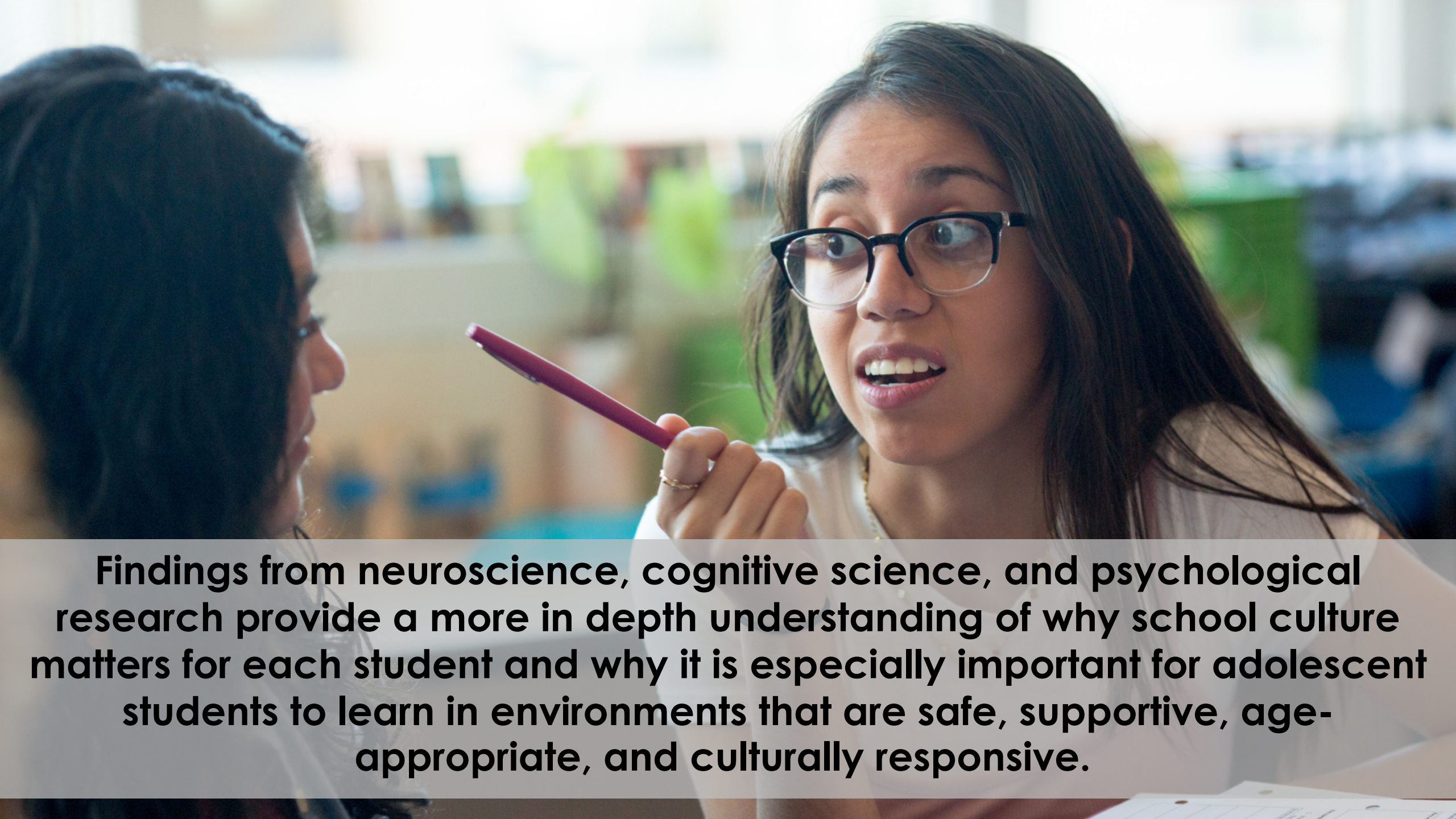




Report 3: Valuing Culture, Experiences, and Environments

Report topics include:

- Culture Matters in Adolescent Education
- Connecting School Environments to Broader Contexts
- The Influence of Technology
- How Stress Affects Learning and Development
- Poverty and Socioeconomic Status
- The Effects of Inequality, Bias, and Discrimination



Findings from neuroscience, cognitive science, and psychological research provide a more in depth understanding of why school culture matters for each student and why it is especially important for adolescent students to learn in environments that are safe, supportive, age-appropriate, and culturally responsive.

Key Themes of Report 3

1

As adolescents continue to develop their own identities along a number of dimensions and seek to understand the complex social systems and societies around them, educators and leaders must ensure that adolescent learning environments connect meaningfully to their cultural values and community experiences.

Key Themes of Report 3

2

When the brain reacts to stress, it can reduce an individual's capacity to remember concepts and adapt to social situations, such as confrontations, effectively. Stress affects the learning of adolescents in particular because the brain structures involved in stress regulation still are developing.

Key Themes of Report 3

3

Historically underserved and marginalized students often experience additional learning obstacles as a result of stressful experiences related to poverty and inequity. Discrimination, bias, microaggressions, and stereotype threat can also affect the learning and outcomes of historically underserved students, regardless of their socioeconomic status or academic ability.



Multiple environmental factors such as community values and social expectations of poverty, prejudice, and inequity—influence classrooms, schools, and student learning. Today’s learning environments also include online social contexts as today’s adolescents increasingly use technology to build relationships.