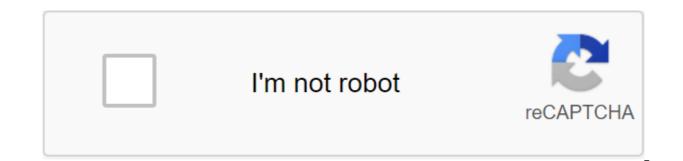
Vak learning styles theory pdf





The VAK learning style uses three main sensory receivers: Visual, Auditory and Kinesthetic (movement) to define the dominant learning style. Sometimes it is known as VAKT (visual, auditory, casticl, and tactile). It is based on modalities - the channels through which human expression can occur, and consists of a combination of perception and memory. VAK is derived from the accelerated learning world and seems to be about the most popular model now because of its simplicity. Although the study showed a link to modalities and learning styles (University of Pennsylvania, 2009), studies have so far failed to prove using their learning style provides the best tools for studying a task or subject. This is probably because it is more a preference rather than a style. Students use all three mechanisms to obtain and learn new information and experiences. However, according to VAK theory or modality, one or two of these styles of getting are usually dominant. This dominant style determines the best way for a person to learn new information by filtering what needs to be studied. This style may not always be the same for some tasks. A student may prefer one style of learning for one task, and a combination of others for another task. Classically, our style of learning is imposed on us throughout life like this: In kindergarten classes up to the third, new information is presented to us kinestheically; Classes from 4 to 8 are visually represented; while grades 9 are in college and in the business environment, the information is presented to us mainly through auditory means such as lectures. According to the VAC theorists, we should present the information using all three styles. This allows all students the opportunity to participate, no matter what their preferred style may be. While there is some evidence for the modality of specific strengths and weaknesses (Rourke, et al. 2002), what has not been found to be consistent with the learning style to individual strength of learning improves their learning abilities. For example, one study (Constantinidou and Baker, 2002) found that visual representation using images is beneficial for all adults, regardless of high or low-learning preference for visual imaging. Indeed, it is especially beneficial for those who prefer oral processing. Hints for recognizing and implementing the three styles of VAK auditory students often speak to themselves. They are often better off talking to a colleague or tape recorder and hearing what has been said. To integrate this style into the learning environment: Start new material with a brief explanation of what's to come. They will finish with a summary of what has been covered. It's an old adage to tell them that they to bend over, teach them, and tell them what they have learned. Use the Socrates method by lecturing, interrogating students to extract as much information as possible from them, and then fill in the gaps with your own experiences. Include auditory activities such as brainstorming, buzzing groups or Jeopardy. Leave plenty of time to take stock of the activity. This allows them to make connections of what they relied on and how it relates to their situation. Students have verbalization issues. Develop an internal dialogue between you and your students. Visual students have two sub-channels - linguistic and spatial. Students who are visually linguistic like to learn in writing, such as reading and writing assignments. They remember what was recorded, even if they don't read it more than once. They like to write instructions and pay more attention to lectures if they watch them. Students who are visually spatial usually have difficulty with written language and are better with diagrams, demonstrations, videos and other visual materials. They easily visualize faces and places using their imagination and are rarely lost in a new setting. To integrate this style into a learning environment: use graphs, diagrams, illustrations, or other visual aids. Include contours, concept maps, agendas, handouts, etc. for reading and taking notes. Include a lot of content in the handouts for rereading after the training session. Leave the white space in the handouts for notes. Offer questions to help them stay alert in their auditory environments. Post a flip chart to show what will come and what has been submitted. Highlight the key points to signal when to take notes. Eliminate potential distractions. If possible, to supplement the text information with illustrations. Make them draw pictures in the fields. Do students imagine a topic or have them act out of a subject. Kinestonians are best suited when touching and moving. It also has two subchannels: kineston (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. Listening to lectures, they may want to take notes in order to move their hands. When reading, they like to scan the material and then focus on the details (get the bigger picture first). They usually use colored lighters and take notes by drawing pictures, diagrams, or drawing. To integrate this style into the learning environment: Use actions that get students and move. Play music, when appropriate, during events. Use colored markers to highlight key moments on flip charts or white boards. Give frequent stretching breaks (brain breaks). Leave the toys like Koosh Balls and Play-Dough to give them something to do with their hands. To emphasize the point, provide gum, candy, fragrances, etc., which provide gum, candy, fragrances, etc., which provides a cross-connection of smell (flavor) (flavor) (flavor) (flavor) at hand (smell can be a powerful signal). Leave high lighters, colored pens and/or pencils. Guide students through visualizing complex tasks. Make them transfer information from text to another environment, such as a keyboard or tablet. WAC Review Free WAC Poll. Links to Konstantinidou, F. and Baker, S. (2002). The incentive of modality and verbal achievement in normal aging. Brain and language, 82 (3), 296-311. Rourke, B., Ahmad S, Collins, D., Heyman-Abello, S., and Warriner, E. (2002). Children's Olinical/Children's Neuropsychology Review, 53, 309 x 339. University of Pennsylvania (2009). Visual students convert words into pictures in the brain and vice versa, says psychology research. ScienceDaily. Received on July 10, 2011, from theories of which are aimed at taking into account differences in people's learning styles, are among a number of competing and contested theories that aim to take into account differences in people's learning. Many theories share the assumption that people can be classified according to their style of learning, but differ in how proposed styles should be defined, classified and evaluated. The general idea is that people differ in how they learn. The idea of individualized learning styles became popular in the 1970s and greatly influenced education, despite the criticism that this idea received from some researchers. Proponents recommend that teachers conduct needs analysis to evaluate their students' learning styles and adapt classroom learning methods to best match each student's learning style. Although there is ample evidence that people express preferences as to how they prefer to receive information, several studies have not found in the use of learning styles in education. Critics say there is no consistent evidence that defining an individual student's teaching style and teaching for specific learning styles yields better results for students. They often call it neuromite in education. There is evidence of empirical and pedagogical problems in forcing one-on-one learning tasks. Well-thought-out studies contradict the widespread grid hypothesis that a student will learn best if taught by a method deemed appropriate for a student's teaching style. They also show that teachers cannot accurately assess the teaching styles by scientists who have reviewed extensive research. In an article published in 2015, It concludes: The theories of learning styles have not materialized, and we have a responsibility to make students aware of this. [2]:269 [2]:269 Models there are many different models of learning styles; 71 different models were identified in one literary review. Here are just a few models: 166-168. David Kolb's model, David A. Kolb, is based on his empirical model of learning, as explained in his book Experimental Learning The Kolb model describes two related approaches to learning experience: specific experience and abstract conceptualization, as well as two related approaches to transforming experience: reflexive observation and active experimentation. modes in response to situational requirements; they form a learning cycle from experience to observation to conceptualization to experience. For training to be effective, as Kolb postulated, all four approaches must be included. As people try to use all four approaches, they can tend to develop strengths in a single experience-capture approach and one experience of transforming the approach, leading them to a preference for one of the following four learning styles: 11:127127 12 Placement Concrete Experience Active experiment: strong in practical actions (e.g. Physiotherapists) Converger Abstract Conceptualization Active Experiment: strong in the practical application of theories (e.g. engineers) Diverger social workers) Assimilator - Abstract conceptualization - Reflexive observation: strong inductive thinking and the creation of theories (e.g. philosophers) the Kolb model has generated an inventory of the style of learning, the method of evaluation used to determine the style of learning. According to this model, people may be preferred for one of four styles - Accommodation, Convergence and Assimilation - depending on their approach to learning in the experimental Kolb learning model. Although the Kolb model is widely accepted with substantial empirical support and has been revised over the years, a 2013 study noted that Kolb's Learning Style Inventory, among its other flaws, incorrectly dichotomizes people on abstract/specific and reflective/action dimensions of empirical learning (in much the same way as the Myers-Briggs indicator does in a different context) and suggested instead treating these measurements as continuous rather than dichotomic/binary variables. Peter Honey and Alan Mumford model Peter Honey and Alan Mumford adapted the empirical model of Kolb's training. First, they renamed the stages into a learning cycle according to management experience: experience review, experience and planning for the next steps. (14):121-122 Second, they these stages up to four learning styles, named: 14:122-124 Activist Reflector Theorist Pragmatic These four styles of learning are supposed to have acquired preferences that adapt, either by their death or through altered circumstances rather than fixed personality characteristics. The Honey and Mumford Learning Style Inventory, inviting managers to fill out a checklist of work-related behaviors without directly asking managers how they learn. Once self-assessments have been completed, managers are encouraged to focus on strengthening underutilized styles so that they are better prepared to learn from a wide range of everyday experiences. The MORI survey, commissioned by the Tuition Campaign in 1999, found that Honey and Mumford LSH were the most widely used system for assessing preferred learning styles in the local government sector in the UK. (quote necessary) Learning Modality by Walter Burke Barbe and colleagues proposed three teaching methods (often defined by the acronym VAK): 16 Visualization of modality of auditory modality of Kineseska Modality Description Of learning Visual fornic / tactile image gestures Listening to body movements Rhythms Sculpture Object manipulation of Tone Pictures Positioning Chants and colleagues reported that learning techniques of force can occur independently according to their studies, are visual or mixed), they can change over time, and they become integrated with age. They also noted that the strengths of learning differed from preferences; a person's preferences for modality may not correspond to his empirically measured power of modality. This gap between strengths and preferences

was confirmed by a follow-up study. However, some scientists have criticized the VAK model is nothing more than a pseudoscience or psychological urban legend. Neil Fleming's VAK/VARK model of the VARK model and his colleagues argue that the use of the VARK model and his colleagues argue that the use of the VARK model is nothing more than a pseudoscience or psychological urban legend. Neil Fleming's VAK/VARK model of the VARK model and his colleagues argue that the use of the VARK model and his colleagues argue that the use of the VARK model is nothing more than a pseudoscience or psychological urban legend. inventory 22 has expanded into earlier concepts of sensory conditions, such as the VAK Barbe model and his colleagues and representative systems (VAKOG) in neuro-linguistic programming. Four sensory ways in Fleming's model: 24 Visual Learning Hearing Learning Physical Learning Social Learning Fleming argued that visual students have a preference to see (visual aids that present ideas using techniques other than words such as graphs, diagrams, symbols, etc.). Subsequent studies of neuroimaging have shown that visual students convert words into images in the brain conversely, but some psychologists argue that it is not Learning styles, rather, is an example of the ability to appear as a style. In addition, Fleming argued that hearing students are best taught through listening (lectures, discussions, tapes, etc.), and tactile/pinetic students prefer to learn from experience - moving, touching and ingesting (active world research, science projects, experiments, etc.). Students can use the model and inventory to determine their preferred learning style and are said to improve their style and are said to improve their learning style and are said to improve theimprove their learning preferred way of learning; Some people may have a mixture that makes up their preferred style of learning. Anthony Gregoric's model describing different learning styles rooted in how people acquire and bypass information in different ways. This model claims that a person's abilities are the basis of his or her specific strengths of learning, or learning styles. In this model there are two perceptions: specific random and consistent. Specific representations include the registration of information through five senses, while abstract perception involves an understanding of ideas, gualities and concepts that cannot be seen. As for the two abilities of the order, a consistent order involves organizing information piece by piece and without any specific order. The model argues that both perceptions of guality and both ordering abilities are present in each person, but some gualities and streamlining abilities are more dominant in certain individuals. There are four combinations of perceptual gualities and abilities and abilities are more dominance: specific sequential, abstract random, abstract sequential and specific random. The model assumes that people with different combinations learn differently - they have different strengths, different things are difficult for them, and they ask different guestions throughout the learning process. The validity of Gregorka's model was guestioned by Thomas Rayo and Albert Wiswell after experimental trials. Grigork argues that his critics have scientifically limited views and that they mistakenly reject mystical elements of the spirit that can only be discerned by a thin human instrument. The cognitive approaches of Anthony Grashi and Cheryl Richmann in 1974 formulated a scale of Graschi-Reichman's training style. It was designed to analyze students' attitudes and how they approach learning. The test was designed to provide understanding how to approach the curriculum for college students. Grasha's backstory was in cognitive processes and survival methods. Unlike some cognitive styles that are relatively unbiased. Grasha and Richman distinguish adaptive and non-adaptive styles. The names Grasch and Riechmann's learning styles are: by avoiding engaging in competitive closely dependent independents eager to explain why ability tests, school grades, and classroom performance are often unable to determine real abilities, Robert Sternberg listed various cognitive aspects in his book Thinking Styles. Several other models are described in books that Sternberg has co-edited, such as Perspectives of Thinking, Learning and Cognitive Styles. In the 1980s, the National Association of Secondary School Principals (NASSP) formed a task force to study learning styles. The task force identified three broad style categories - cognitive, affective and physiological - and 31 variables, including perceptions of strengths and preferences from the VAK model, Barbe and his colleagues, but also many other variables such as the need for structure, types of motivation, time of day preferences, and so on. They defined the learning style as gestalt is not a mixture of related characteristics, but larger than any of its parts. It is an integral part of internal and external operations based on neurobiology, personality and human development and reflected in the behavior of students. Cognitive styles are the preferred ways of perceiving, organizing, and retention. Affective styles represent the motivational aspects of personality learning; each student has a personal motivational approach. Physiological styles of bodily conditions or predispositions, including sex-related differences, health and nutrition, as well as reactions to physical environments such as preferences for levels of light, sound and temperature. According to the NASSP task force, styles are hypothetical designs that help explain learning (and learning). They suggested that it was possible to recognize an individual student's learning style by observing his or her behaviour as a result of what has been tested. Inventory The Learning Style Inventory (LSI) style assessment methods are associated with the David A. Kolb model and are used to determine a student's learning style. Previous versions of LSI have been criticized for problems. Version 4 of the Learning Style Inventory replaces the four learning styles of previous versions with nine new learning styles initiation, experience, pondering, analyzing, thinking, deciding, acting, and balancing. LSI is designed to help employees or students understand how their learning style affects problem solving, teamwork, conflict resolution, communication, and career choices; Develop greater learning flexibility Find out why teams work well or badly together; A completely different inventory of learning styles is associated with the binary division of learning styles developed by Richard Felder and Silverman. In Felder and Silverman's model, learning styles are a balance between pairs of extremes, such as Active/Reflective, Sensing/Intuitive, Verbal/Visual and Sequential/Global. Students receive four points describing these balances. Like the LSI mentioned above, this inventory contains reviews and resumes for teachers. The NASSP Learning Style Profile (LSP) is a second-generation tool for diagnosing students' cognitive styles, perceiving responses, and learning and learning preferences. LSP is a diagnostic tool designed as a basis for a comprehensive style assessment with students in the sixth and twelfth grades. It was developed by the National Association of High School Directors Research Division in collaboration with a national task force of training style experts. The profile was developed in four phases with initial work done at the University of Vermont (cognitive elements), and St. John's University (physiological/environmental elements). To ensure the reliability of the design and sub-scale independence, rigorous checks and regulatory studies have been carried out using factor-analytical methods. LSP contains 23 scales representing four higher-order factors: cognitive styles, perception reactions, research preferences and educational preferences (affective and physiological elements). LSP scales: analytical skills, discrimination skills, skills classification, sequential processing skills, simultaneous processing skills, memory skills, communication skills: visual, perceptual response: emotional, persistent orientation, verbal orientation of risk, verbal-spatial preferences, manipulative preferences, preference for study time: early morning, preferences in relation to posture, preferenc styles include Neil Fleming's VARK questionnaire and Jackson's training style profiler. Many other tests have gained popularity and different levels of trust among students and teachers. In the Different tried to suggest how the theory of learning style could be used in the classroom. Two such scientists are Rita Dunn and Kenneth Dunn, who rely on the approach to learning styles will inevitably differ among students in the classroom, Dunn and Dunn say teachers should try to make changes to their class that will be useful for each learning style. Some of these changes include redevelopment of premises, the development of small group methods and the development of contract packages. The reorganization of the class involves finding dividers that can be used to organize the room creatively (e.g., having different training stations and classrooms), cleaning the floor area, and incorporating student thoughts and ideas into the design of the class. Dunn and Dunn's contract packages are educational plans that are used: a clear statement about the need for learning; multi-sensory resources (hearing, visual, tactile, kinesthetic); Activities through which information can be re-mastered can be used creatively; Sharing creative projects in small groups At least three small group methods; preliminary test, self-check and post-test. Another scientist who believes that learning styles and memory. It bases its work on three premises: Teachers can be apprentices and teachers.- We're all. Everyone can learn under the right circumstances. Learning is fun! Make it attractive. (page needed) Sprenger details on how to teach in visual, auditory, or tactile/kinesteric ways. Techniques for visual learners include ensuring that students can see words written using images, and drawing timelines for events. Methods for hearing students include repeating words aloud, small group discussion, debate, taping, oral reports, and oral interpretation. Methods for tactile/kynesetic learners include practical activities (experiments, etc.), projects, frequent breaks to movement, visual aids, role-playing, and excursions. Using different teaching methods from each of these categories, teachers serve different learning styles simultaneously, and improve learning by challenging students to learn differently. James W. Keefe and John M. Jenkins have incorporated the learning style assessment as a key component in their school model. The six main elements are the culture and context of personalized learning. Cultural components include the role of the teacher, the characteristics of student learning and the collegiate - create the basis of personalization and ensure that the school values a caring and collaborative environment. Contextual flexible planning and a genuine assessment is to establish a personalization structure. According to Keefe and Jenkins, cognitive and learning style, more than any other element other than the role of teacher, provides the basis for an individual approach to learning: for teaching and accommodating students, for properly retraining a student's cognitive skills, for adaptive learning evaluation. Some students respond best in learning evaluation best in learning environments by analysing their perception preferences and environmental style: most individualized and personalized learning methods reflect this view. Other students, however, need help to function successfully in any learning environment. If the boy cannot cope with the usual instructions, improving his cognitive skills can make a successful achievement possible. Many of the learning problems of students that style diagnostics attempts to solve are directly related to elements of the human information processing system. Processes such as integration and information search, are internal to the system. Any hope for improving student learning necessarily includes understanding and applying the theory of information processing. Evaluating a learning style can provide a window to understand and manage this process. At least one study evaluating teaching styles and learning styles, however, found that congruent groups do not have significant differences in achievement from incompatible groups. In addition, the learning style in this study varied according to demographics, especially age, indicating a change in learning style as the person gets older and has more experience. While significant age differences did occur, as well as no experimental manipulation of the class assignment, the results do call into question the purpose of congruent classroom learning styles. 122 Education researchers Eileen Carnell and Caroline Lodge concluded that learning styles are not fixed and that they depend on circumstances, goals and conditions. Theories of learning style have been criticized by many scientists and researchers. Some psychologists and neuroscientists have questioned the scientific basis for separating students based on the style of learning. According to Susan Greenfield the practice is nonsense from a neuroscientific point of view: Humans have evolved to build a picture of the world through our senses, working in unison, using the tremendous interconnectedness that exists in the brain. christine Harrington argued that because all students are students are students and teachers must teach general education research skills. Many educational psychologists have shown that there is little evidence of the effectiveness of most training style models, and besides the fact that models often rest on dubious theoretical grounds. According to professor of education Stephen Stahl, the complete inability to find that the assessment of children's learning styles and conformity to teaching methods has any impact on their learning. Education professor Guy Claxton questioned how useful learning styles such as VARK are, especially since they can tend to label children and therefore limit learning styles are useful in producing student performance, but also her more serious concern that the use of classroom learning styles can lead students to develop self-limiting implicit theories about themselves that can become self-fulfilling prophecies that are harmful rather than beneficial, with the aim of serving student diversity. Some studies have shown that long-term retention can be better achieved in conditions that seem more difficult, and that teaching students only in their preferred style of learning is not effective. Psychologists Scott Lilienfeld, Barry Beyerstein and colleagues listed as one of the 50 great myths of popular psychology the idea that students learn best when teaching styles are consistent with their teaching styles, and they summarized some of the relevant reasons for not believing this myth. Criticism made by Coffield et al. In 2004, authors from the University of Newcastle-upon-Tyne criticized most of the basic tools used to define a human learning style. During the review, Frank Coffield and his colleagues selected 13 of the most influential models from the 71 models mentioned on the page. They studied the theoretical origins and terms of each model, as well as a tool that was supposed to evaluate people according to the learning styles defined by the model. They analyzed the author's claims (s), external studies of these claims, and independent empirical evidence of the relationship between the style of learning identified by the instrument and the actual teaching of students. Coffield's team found that none of the most popular learning style theories were properly tested as a result of independent research. One of the most widely known theories evaluated by Coffield's team was the Dunn and Dunn learning styles. This model is widely used in schools in the United States, and 177 articles have been in peer-reviewed journals with a reference to this model. [1]:20 [1]:20 The conclusion of Coffield and his colleagues was that despite a large and evolving research programme, strong claims of impact were questionable because of limitations in many supporting studies and the lack of independent research on the model. Coffield's team argued that another model, Gregorc Style Delineator Anthony Gregorica, was theoretically and psychometrically flawed and not suitable for personality assessment. Mark K. Smith's Colt model criticized and considered some of the criticisms of the Kolb model in his article David A. Kolb on Experimental Learning. According to Smith's research, there are six key issues related to the model: the model does not adequately address the reflection process; The claims he makes about the four styles of learning are extravagant; It does not sufficiently mention the facts of different cultural conditions and experiences; The idea of steps/steps is not necessarily true; It has only weak empirical evidence; The relationship between learning processes and knowledge is more complex than the flask draws it. Kolb's most recent work, guoted by Smith, was written in 2005, and he doesn't talk about changes in the 2015 edition of Kolb's 2015 book Experimental Learning. Other critics of Coffield and his colleagues and Mark Smith are not alone in their judgments. In 2005, the British think tank Demos published a report on learning styles prepared by a group chaired by David Hargreaves, which included Usha Goswami of the University of Cambridge and David Wood of the University of Nottingham. The Demos report states that the evidence for teaching styles is highly variable, and that practitioners were by no means always frank about the evidence of their work. In 2005, John Geake, Professor of Education at Oxford Brookes University and a researcher at Oxford Brookes University's Centre for Functional Magnetic Resonance Imaging, commented: We need to be extremely careful when moving from lab to class. We remember things visually and auditoryly, but the information is not determined by how it was received. The work of Daniel T. Willingham, a cognitive psychologist and neuroscientist, argues that there is not enough evidence to support a theory describing differences in learning styles among students. In his 2009 book Why Students Don't Love School, he argued that the theory of cognitive styles should have three features: It should consistently attribute to a person the same style, it should show that people with different abilities think and learn differently. and it should show that people with different styles on average do not differ in abilities. He came to the conclusion that there are no theories critical characteristics, not necessarily implying that cognitive styles do not exist, but rather stating that psychologists have not been able to find them. In a 2008 Video on YouTube titled Learning Styles Don't Exist, Willingham wrote, Good learning is good learning, and teachers don't need to adapt their learning styles of individual students. In 2019, the American Association of Anatomists published a study that examined whether learning styles affect the final results of anatomy courses. The study found that even when they were told that they had a certain style of learning, students who used their theoretically dominant learning style did not have more success in the course; specific learning strategies that are not related to the learning style have been positively correlated with the final class of the course. In late 2009, the journal Psychological Science (APS) published a report on the scientific validity of teaching practices. The panel of experts who wrote the article. led by Harold Pashler of the University of California, San Diego, concluded that an adequate assessment of the learning style hypothesis - the idea that optimal learning style hypothesis - the idea that optimal learning styles - requires special study. Specifically, students must be grouped into the type of learning style that is evaluated (e.g. visual students vs. oral students), and then students in each group must be randomly assigned to one of the teaching methods (such as visual instruction), so that some students will conform and others will be incompatible. At the end of the experiment, all students must take the same test. If the learning style hypothesis is correct, for example, visual students should learn better through the auditory method. As the report revealed, the team found that studies using this important research design were virtually non-existent in the literature of learning styles. In fact, the team was able to find only a few studies with this research design, and all but one of these studies had negative findings, meaning they found that the same teaching method was higher for all kinds of students. Examples of such negative findings include studies by Laura Massa and Richard E. Mayer, as well as more recent studies conducted after the 2009 review. In addition, the team noted that even if the necessary conclusion was reached, the benefits should be large, not just statistically significant, before it could be recommended. in the style of learning as cost-effective. That is the cost of the cost and classifying students by their learning style and then providing individual learning should be more useful than other activities (e.g. individual learning, post-school recovery programs, etc.). As a result, the team concluded: There is currently no adequate evidence to justify the inclusion of assessments of learning styles in general education at have a strong evidence base, the number of which is growing. The article drew criticism from some advocates of learning styles. The Chronicle of Higher Education reported that Robert Sternberg of Tufts University opposed the work: Some of the most cited researchers on teaching styles, Mr. Sternberg points out, do not appear in the newspaper's bibliography. The accusation was also discussed by science, which reported that Pasler said: That's right... most evidence is weak. The Chronicle reported that even David A. Kolb partially agreed with Pashler; Kolb said: The document correctly mentions the practical and ethical problems of sorting people into groups and labeling them. Tracking in education has a bad history. Subsequent criticisms of the A 2015 Review paper examined learning style studies completed after the 2009 APS critique, and focused on studies that used experimental methods advocated by Pashler et al. Subsequent studies concluded that learning styles did not affect student retention, while another explanation, double coding, had a significant impact on it and had more potential for practical application in the classroom. A 2017 study from the UK found that 90% of scientists agreed that there were major conceptual flaws in learning style theory, but 58% agreed that students learn better when they receive information in their preferred teaching style, while 33% said they used learning styles as a method last year. It concluded that it might be better to use methods that are clearly effective. See also the Philosophical portal Barnum effect - The tendency to interpret vague statements as meaningful statements. Constructivism (philosophy of education) - philosophical point of view about the nature of knowledge; Theory of Knowledge Improvement Memory Meta Learning Meta-Knowledge - Thinking, Thinking Higher Order Montessori Education - Method of Learning Multisensory Learning Personality Test 16PF Personality Questionnaire Big Five Personality Traits - Personality consisting of five broad aspects of the EVALUATION OF THE DISC - Behavior Assessment Tool based on the theory of DISC Speed Learning Theory of Intelligence, proposed by Howard Gardner Working Memory - Cognitive System of Temporary Information Links - b d f h j j k l Coffield, Frank; David Moseley; Elaine Hall; Catherine Ecclestone (2004). Learning style and pedagogy in learning after 16 years: systematic and critical review (PDF). London: Learning and Skills Research Centre. ISBN 1853389188. OCLC 505325671. 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