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## Valuing Learning Styles' Role in Stimulating Positive Learning Experiences

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# VALUING LEARNING STYLES' ROLE IN STIMULATING POSITIVE LEARNING EXPERIENCES

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## LITERATURE REVIEW

**"Learning styles are characteristic ways of perceiving and processing information." (Bart, 2013)**

- *"The four resulting learning styles are divergers, assimilators, convergers, and accommodators." (Manolis, 2013)*
- *"Matching students' learning-style with complementary instruction improves academic achievement and student attitudes towards learning." (Hermond, 2013)*
- *"Some learning style researchers have investigated the degree to which consistent patterns of learning style preferences distinguish high, middle, and low achieving students." (Collinson, 2000)*
- *"The perceptual preference items cover items related to one's auditory, visual, tactile, and kinesthetic preferences." (Hermond, 2013)*

## RESEARCH QUESTION

**What are the significances, students' preferences, and teachers' strategies in relation to learning styles?**

## METHODOLOGY

- The **purpose** of my literature review was to research articles on learning styles in all content areas within grades K-8.
- A study was included in this literature review as if it was an investigation of the significance, preferences, and teachers' strategies towards learning styles.

## CONCLUSION

**"The basic idea of learning styles is that different people have different ways of learning, and if instruction is matched to the individual's style, he or she should learn better." (Bishka, 2010)**

## RESULTS AND FINDINGS

### Similarities and Differences

- *Learning based on experience is an important factor on how humans develop.*
- *This learning is attempting to eliminate the traditional "lecture style" learning.*
- *Experiences are based on participation and motivation.*

### What's Missing?

- *Limited information in regards to differentiation or multiple intelligences.*

### Theory Related Material

- *"An effective teacher is one whose pupils learn what they should while under his/her tutelage." (Finn, 2010)*
- *Socio-economical deficiencies play a factor in students' poor performance more than teaching instruction and learning environment.*