

Can Learning styles impact Learning outcomes?

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Received: September 24, 2019; **Published:** October 01, 2019

Volume 4 Issue 2 September 2019

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“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein’s quote is an eye-opener for instances whenever learners are to be assessed for having achieved desired learning outcomes.

When it comes to teaching and learning, each student is unique. Students use all their senses to take in information that is provided to them. From visual learning, to auditory learning to kinesthetic learning styles, students can have preferences in how they learn best [1].

While there is no qualm about the exact definitions for learning styles, there is however a debate about people’s learning styles becoming apparent as a result of their internalization of the environment. The fact that while most people show same learning styles for a long period of their lives, different contexts may precipitate different learning styles in the same individual over a period of time, thereby questioning the stability of learning styles [2].

Renowned Psychologist Howard Gardner’s theory about Multiple Intelligence stands true till today. This theory highlights the cognitive perspective of learning and learners. The mathematical-logical, the verbal-linguistic, the musical-rhythmic, the bodily-kinaesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist and the existential intelligences, may exist separately or in a combination [3-4].

Learning must cater to the varying learning styles for achieving desired learning outcomes. Teachers must keep this in mind when designing curricula and planning assignments. Expecting same results from all students will not be rational if the teaching material was not designed to cater to individual learning styles.

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Citation: Dr. Sobia Haqqi. “Can Learning styles impact Learning outcomes?” *Current Opinions in Neurological Science* 4.2 (2019): 49.