**Learning Styles and Exploratory Testing**

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The Felder-Silverman model of learning styles offers valuable insights into the diverse approaches and strategies employed by testers in exploratory testing. By understanding these learning styles, companies can develop effective training programs, identify skill gaps within testing teams, and create a balanced and collaborative testing environment. This article presents the different learning styles, offering simple guidelines for each of them, while also offering arguments on why and how they influence exploratory testing.

The ‘Sensory/Intuitive’ dimension highlights how testers with sensory preferences focus on observations and tangible evidence, while intuitive testers rely on internal models and risk-based approaches. ‘Visual/Verbal’ preferences influence testers' internal mental models, with visual learners relying on diagrams and visual representations, and verbal learners using textual descriptions and conversations. The ‘Inductive/Deductive’ dimension explores how testers gather specifics and generalize them to the application (inductive) or apply general principles and heuristics to specific situations (deductive). Testers' preferences for ‘Active/Reflective’ testing approaches are examined, where active testers conduct hands-on testing experiments while reflective testers carefully plan and execute fewer tests. Lastly, the ‘Sequential/Global’ dimension reveals how sequential learners progress logically, gradually building knowledge, while global learners require critical pieces of information to comprehend the subject and excel at creating complex tests.

The aim of this study is to explore the connection between learning styles and the strategies employed by testers in exploratory testing. By investigating the Felder-Silverman model of learning styles, the researchers seek to gain insights into why testers adopt different approaches when it comes to exploratory testing and to discover methods to improve training, team composition and cohesion and test management based on the five learning styles.

The study adopts a qualitative approach, utilizing the Felder-Silverman model as a reference point for analyzing the learning styles and preferences of testers in the context of exploratory testing. Testers with varying levels of experience were observed and interviewed based on a set of questions to understand their testing strategies, information processing methods, and preferred learning approaches. The researchers also conducted a thorough literature review and analyzed existing resources related to exploratory testing.

The study's findings have important implications for both research and practice in the field of exploratory testing. From a research perspective, further investigation into the specific interactions and combinations of learning styles within exploratory testing is needed. Controlled experiments and empirical studies should be conducted to validate the claims and deepen our understanding. Collaboration and ongoing exploration within the testing community are encouraged to advance knowledge in this area.

From a practical standpoint, the study's insights can be applied to improve training, test management, and team composition in exploratory testing. Tailoring lesson plans and exercises to align with individual testers' learning styles can enhance their skills and effectiveness. Test managers can identify skill gaps within their teams and recruit testers with complementary learning styles to foster a balanced and collaborative testing environment. Testers themselves can leverage their awareness of learning preferences to discover blind spots and explore techniques that align with their strengths, thereby improving their overall testing performance.

Overall, this study's findings provide valuable guidance for future research endeavors and offer actionable recommendations for enhancing training programs, team dynamics, and the overall quality of exploratory testing practices.