I personally believe that learning styles, whether visual, auditory, kinesthetic, or otherwise, affect how we process and retain information. As someone who learns best through visual and hands-on engagement, I’ve come to understand that how I receive feedback or instruction matters just as much as the content itself. In both artistic development and personal growth, recognizing one’s mindset and learning preferences is essential to cultivating resilience and long-term improvement. That’s why, in some ways, I disagree with the article on learning styles. I feel as though there is an inherent flaw within the interpretation the writer has of the researchers' data, as well as a fundamental flaw in the retrieval of that date. This flaw is present in the fact they initiated a closed vacuum test, trying to isolate variables in an artificial way that doesn’t reflect how people actually learn in real-life, dynamic settings. Learning isn’t something that happens in a sterile lab, it happens in classrooms, studios, conversations, and everyday experiences. To try and evaluate such a flexible, individualized process using rigid, one-size-fits-all experiments feels fundamentally misguided. So while I agree that learning styles shouldn’t be treated as a strict science or used to label students permanently, I do believe they hold value in helping people understand how they learn best, and in making education more inclusive, intuitive, and effective as a whole.