

I've always had a hard time describing my learning style to people when I've been asked. This is because the way I study for myself, and the way I wish class were set up for learning are different. In my opinion, if a class were teaching for students to learn, then I wouldn't have to study at all. Frankly I don't think I study really at all. I mostly am able to commit things to memory easily, and this is reinforced by some repetition or reinforcement by being able to go over the idea in different ways. I like to tell people that I learn by doing, but the truth is that there are a lot of different factors that contribute to my learning that would be described as different learning styles. It honestly feels reductive to separate learning styles into different categories.

My learning style quiz told me that I was a visual learner, but I know for a fact that if I decided to align myself primarily with those study techniques I would super fail my classes all the time. My results didn't have a significant pull towards any one style, and just had a slight majority for visuals. This tells me that I employed lots of different kinds of styles of learning. I'm sure this is true of everyone else too.

I think the thing that actually helps me learn something is when we as students get to engage with the subject in multiple different ways and contexts. When teachers employ this kind of classroom environment they will have the most successful students. One example of this environment is during my freshman year of highschool my science teacher was teaching us about river flow and bank degradation. In order to do this we watched videos explaining how it worked, looked at diagrams, read bits from a textbook, and got to use a water and sand table to simulate our own river. This allowed us to engage with the subject in as many ways as possible, which reinforced it in our minds, and gave us practical application.

My point is that "learning styles" are a bit too simplistic to use as a guide for people, and we should be more focused on application of knowledge than memorization.