Reading Response #1

“Stop propagating the learning styles myth” by Paul A. Kirschner dives into the idea of learning styles and how this is a myth that is not supported by any type of scientific research. Kirschner states that just because people have different preferences for a type of learning style that doesn’t necessarily mean that person will experience more efficient learning through that learning style. He stresses the importance of not conflating preference for a certain learning style as being the most efficient learning method. He believes the solution to the myth of learning styles would be for teachers, administrators, and researchers to become more educated and understand most of these beliefs that they circulate are in reality not supported by any type of scientific evidence.

The strength of this paper lies in pointing out the lack of true scientific validity in most of the studies that state learning styles are real. This is the best way to disprove and cast doubt onto such a wildly accept myth that has gained so much traction. The author states his case in a methodical process of explaining the true situation regarding learning styles and how they do not accurately explain the learning process. The weakness of the paper would probably be the lack of elaboration on why learning styles are so commonly believed by people. It doesn’t take into account that most people may have genuinely believed to have experienced a more efficient learning experience as a result of certain learning styles. Being able to address and better explain this phenomenon may help to further solidify the argument being presented by the author.

After thoroughly reviewing this reading, I believe there may be some type of further and more elaborate explanation on the phenomenon of learning styles and why so many people around the world have adopted and begun to sincerely believe in its validity. Although there is no solid research that may be able to truly back up the claim of learning styles, I believe there are further avenues open to better explore this myth. More specifically, understanding when learning styles may have improved a learning experience in order to pinpoint why they may have seemed successfully in that particular situation. Being able to determine that will make it possible to refine the idea of an efficient learning and teaching experience. This reading obviously is closely tied to many of the other readings we have explored so far, due to the scientific approach taken in order to explain the way learning and teaching truly function and what factors work to either enhance or diminish a good learning experience. In order to understand what constitutes an efficient learning experience it is necessary to learn what are ways in which they are made inefficient. In this way this reading compliments many of the other readings.