THE DEMARCATION OF COGNITIVE AND LEARNING STYLE: MYTH OR REALITY AS AN IMPEDIMENT IN EDUCATIONAL RESEARCH

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Abstract
The fields of cognitive, and learning style research received criticism for their overlapping cognitive, and learning style theory, issues of valid and reliable measures, and potential contribution in applied educational practices. The present review identified differences in their nature, and provided directions for future research in both constructs to make the learning process more fruitful for students in schools, across all levels of education. The need and importance of incorporating both constructs at individual, and group level learning situations, is empirically evident in different studies. The congruence of cognitive or learning style, and the learning environments have boasted significant positive effects on students’ academic performance, overall learning, and overall well being. The advancements in the field of information technology, and interactive environments have made matching hypothesis a reality, to deal students according to their learning and cognitive style.

Keywords: Potential of Cognitive Style, potential of learning style, vailidity of style research, the importance of style research, the future of style research, implications of style research

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