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Learning Styles Theory: Could Students' Learning Preferences Make STEM Subjects Easier to Learn?

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ABSTRACT This paper focuses on exploring how the learning process is perceived by the students. The researchers have chosen Kolb and VARK learning models, in order to identify the participant cohorts' preferred learning pathways, so the researchers can clearly understand their expectations, strengths and preferences utilising the evidence-based inquiry method. The results indicate that none of the two learning models applied can in actuality include all the broad range of learning expectations of the students, regardless of their age. Youngsters seem to be more aligned with the active learning mode, while older students can perform better with more abstract concepts. The geographic origin seems not to have any noticeable impact on the learning styles preferences of the students participating in these trials.