

## Impact of VARK Learning Model at Tertiary Level Education

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**Abstract :** Individuals are generally associated with different learning styles, which have been explored extensively in recent past. The learning styles refer to the potential of an individual by which s/he can easily comprehend and retain information. Among various learning style models, VARK is the most accepted model which categorizes the learners with respect to their sensory characteristics. Based on the number of preferred learning modes, the learners can be categorized as uni-modal, bi-modal, tri-modal, or quad/multi-modal. Although there is a prevalent belief in the learning styles, however, the model is not being frequently and effectively utilized in the higher education. This research describes the identification model to validate teacher's didactic practice and student's performance linkage with the learning styles. The identification model is recommended to check the effective application and evaluation of the various learning styles. The proposed model is a guideline to effectively implement learning styles inventory in order to ensure that it will validate performance linkage with learning styles. If performance is linked with learning styles, this may help eradicate the distrust on learning style theory. For this purpose, a comprehensive study was conducted to compare and understand how VARK inventory model is being used to identify learning preferences and their correlation with learner's performance. A comparative analysis of the findings of these studies is presented to understand the learning styles of tertiary students in various disciplines. It is concluded with confidence that the learning styles of students cannot be associated with any specific discipline. Furthermore, there is not enough empirical proof to link performance with learning styles.

**Keywords :** learning style, VARK, sensory preferences, identification model, didactic practices

**Conference Title :** ICAELS 2019 : International Conference on Adult Education and Learning Styles

**Conference Location :** Prague, Czechia

**Conference Dates :** September 05-06, 2019