

Personal Learning Style, Self Concept And Mission

Posted on October 9, 2019

This reflection examines my preferred ways of learning, my self-concept as a student, and the mission I want education to serve in my life. The original essay identifies reading and writing as my strongest preference and explains that books, note-taking, interpretation, and written expression have increased my knowledge and confidence. That personal experience remains important. However, the idea that every learner has one fixed “learning style” that teachers should match is not strongly supported by research. The VARK categories—visual, auditory, reading/writing, and kinesthetic—can describe preferences, but evidence does not show that students consistently learn better when instruction is tailored to a single labeled style. My preference for reading and writing should therefore guide useful study choices without becoming a limit on my ability to learn through discussion, images, demonstration, practice, or experience. (Coffield et al., 2004; Education Endowment Foundation, 2025; Pashler et al., 2008)

Justification of My Learning Preference

I learn effectively when I can read a text slowly, identify its structure, make notes, and rewrite important ideas in my own words. Reading allows me to pause, return to a difficult passage, compare sources, and observe vocabulary and sentence structure. Writing forces me to organize thought. An idea that feels clear in my mind may reveal gaps when I attempt to explain it on paper. This process supports spelling, academic language, interpretation, and memory.

Calling reading and writing “the most effective” method for everyone would be too broad. It is especially useful for tasks involving literature, theory, argument, and written assessment. A laboratory procedure, pronunciation task, musical performance, or physical skill may require observation and practice. Effective learning depends on the content and goal as well as personal preference. (Pashler et al., 2008)

Learning Styles Versus Learning Strategies

The VARK model can help students reflect on how they like information presented, but preference is not the same as a scientifically fixed style. The Education Endowment Foundation’s current review reports very limited evidence for grouping learners or matching teaching to supposed [learning styles](#) and warns against labels that lead students to believe they cannot learn in other ways. Preferences can change with the situation and over time. (Education Endowment Foundation, 2025; Pashler et al., 2008)

It is more useful for me to speak of learning strategies. Reading, summarizing, retrieval practice, discussion, diagrams, examples, feedback, and application are tools that I can select according to the task. A flexible learner builds a larger toolkit rather than protecting one preferred method from challenge. (Coffield et al., 2004; Kolb & Kolb, 2005)

Why Reading Supports My Development

Reading exposes me to ideas beyond my immediate experience. Through history, literature, science, philosophy, and professional texts, I encounter different arguments and ways of interpreting the world. Reading also develops patience. Complex material cannot always be understood quickly, and learning to remain with uncertainty has strengthened my academic discipline.

Active reading is more effective than moving my eyes through pages. I preview headings, identify the author's purpose, ask questions, mark important claims, and record points that need verification. After reading, I try to explain the argument without looking at the text. If I cannot, I return and revise my understanding.

Why Writing Supports My Development

Writing turns information into a form that can be examined. Notes help me select what matters, while essays require a thesis, evidence, organization, and revision. Written reflection also reveals how my values and assumptions influence interpretation. When I revise, I learn that the first version of an idea does not have to be final.

Writing should not become copying. Transcribing a paragraph can create the feeling of work without requiring retrieval or understanding. I learn more when I paraphrase accurately, create questions, compare ideas, and write from memory before checking the source. Citation and academic integrity remain part of the learning process because they distinguish my analysis from another author's work.

Limits of Reading and Writing Alone

A strong preference can become an avoidance strategy. I may choose to read more when I actually need to practice speaking, apply a method, ask a question, or test myself. Reading about swimming does not produce the bodily skill of swimming. Reading a language does not automatically create fluent listening and conversation. A written plan does not replace performance under real conditions. (Kolb & Kolb, 2005)

To become a capable scholar and teacher, I need multimodal learning. Discussion helps me respond to unexpected questions. Visual models clarify relationships. Teaching another person tests whether I understand. Practical experience shows whether a theory works outside the page. My reading and

writing preference should provide a foundation for these activities rather than an excuse to avoid them. (Kolb & Kolb, 2005)

My Self-Concept as a Scholar

The original essay describes me as a successful scholar because reading and writing have expanded my knowledge. I value that positive self-concept, but success should not be defined as already knowing a great deal. A scholar remains teachable, recognizes uncertainty, and changes an opinion when evidence requires it. Confidence is useful when it supports effort; it becomes harmful when it prevents correction.

I see myself as a developing scholar who has established some effective habits and still needs greater consistency, breadth, and critical discipline. This description allows pride in progress without pretending that development is complete. My identity is not determined by one grade or one difficult subject.

Self-Efficacy and Evidence of Progress

Self-efficacy is confidence in the ability to organize and perform actions required for a specific task. It grows through successful practice, observing effective models, encouragement, and learning to interpret difficulty without panic. My confidence in reading and writing has increased because I have completed assignments, received feedback, and seen improvement.

Confidence should be connected to evidence. I can compare earlier and later writing, monitor comprehension, track completed work, and identify whether feedback has been applied. Feeling confident without preparation is not enough, while one anxious moment does not prove inability.

My Definition of Success

Academic success includes knowledge, but it also includes curiosity, ethical use of information, communication, perseverance, and contribution. A high mark achieved through memorization and forgotten immediately is less valuable than durable understanding. Success also includes asking for help before a problem becomes unmanageable and supporting other learners without doing their work for them.

My long-term goal of becoming a lecturer gives education a social purpose. Teaching is not merely demonstrating knowledge in front of less knowledgeable people. It involves designing explanations, listening to students, evaluating evidence, giving fair feedback, and creating conditions for independent learning.

Knowledge and Social Contribution

The original essay states that reading and writing can enlighten society. This ambition is meaningful, but it requires humility. Education does not give me the right to assume that communities are ignorant or that my preferred theories automatically solve their problems. Social contribution begins with listening, understanding context, and working with people rather than speaking for them.

Writing can contribute by clarifying complex issues, challenging misinformation, preserving experience, and proposing evidence-based change. It also carries responsibility. Inaccurate claims can spread harm, especially in health, law, and public policy. Scholarship should be careful about sources and transparent about uncertainty.

The Success Cycle

The original essay proposes four steps: evaluation, planning, implementation, and monitoring. This cycle remains a practical framework. Evaluation identifies the current situation and the evidence available. Planning selects a goal and strategy. Implementation turns the plan into behavior. Monitoring checks whether the strategy produces improvement. Reflection then feeds the next evaluation. (Kolb & Kolb, 2005)

The cycle should include adjustment. A plan that is not working should not be repeated merely because effort has already been invested. Monitoring may reveal that the goal was too broad, the strategy mismatched the task, the schedule unrealistic, or outside support necessary. (Kolb & Kolb, 2005)

Evaluation

Before beginning a learning task, I identify what I already know, what the assignment requires, and which parts are uncertain. I examine the grading criteria and available time. Diagnostic questions or an initial attempt can reveal gaps more accurately than reading everything from the beginning.

Planning

I divide the task into manageable actions and choose methods connected to the outcome. For an essay, I plan research, outline, drafting, and revision. For an examination, I use retrieval and practice questions rather than rereading alone. The plan includes rest and realistic deadlines because exhaustion reduces learning quality.

Implementation

Implementation requires beginning even when motivation is imperfect. I reduce distractions, work in focused periods, and record unresolved questions. Consistency is more reliable than waiting for inspiration. During implementation, I remain open to changing the order when new evidence appears.

Monitoring and Reflection

I check progress through self-testing, feedback, comparison with criteria, and explanation in my own words. Monitoring asks whether learning is durable, not merely familiar. Reflection identifies what I will repeat, stop, or change during the next task.

My Experience With *The Tempest*

The original reflection uses a class exercise based on Shakespeare's *The Tempest*. Students read a selected passage and translated its meaning into their own language, identifying themes and literary features. This activity suited my reading and writing preference because it required close attention to vocabulary, imagery, character, and argument. (Shakespeare, 2015)

The word "translate" in this context means interpret and paraphrase rather than convert between languages. Successful paraphrase required preserving the original meaning without copying its wording. The activity showed me that comprehension is active: I had to make choices about emphasis and justify them with evidence from the play. (Shakespeare, 2015)

What the Exercise Revealed About Me

I was comfortable examining the text privately and writing an interpretation. I was less comfortable presenting an uncertain idea before the class. This revealed that my preference can support depth while also allowing me to delay public communication. A scholar or lecturer must be able to speak, respond, and revise ideas in conversation.

The exercise therefore encouraged me to add oral explanation and peer discussion to my reading process. Explaining a passage aloud exposed assumptions that remained hidden in writing. Listening to another interpretation showed that a text can support multiple readings when each is grounded in evidence.

My Values

My learning mission is shaped by curiosity, integrity, respect, persistence, and service. Curiosity keeps education from becoming only a route to credentials. Integrity requires accurate citation and honest representation of what I know. Respect recognizes that classmates and authors may interpret differently. Persistence allows me to work through difficulty, while service connects learning with the needs of others.

Values become meaningful through behavior. Integrity is demonstrated when I acknowledge a source, not when I merely claim to value honesty. Respect appears in listening and fair criticism. Persistence includes revising a weak draft instead of defending it because it is mine.

My Personal Mission

My mission is to develop knowledge and communication skills that allow me to understand complex issues, continue learning, and help others learn. I want reading to broaden my perspective and writing to make my thinking useful and accountable. I also want to become flexible enough to use discussion, visual representation, practical experience, and technology when they better serve the task.

The mission includes lifelong learning. Becoming a lecturer would not end my education. Teaching requires continuous engagement with research, changing students, new tools, and criticism. The teacher who stops learning eventually teaches certainty rather than inquiry.

An Improved Action Plan

I will continue using reading and writing while adding strategies supported by learning research. Before reading, I will set questions. After reading, I will retrieve the main ideas without the text. I will space review over time and mix related problem types rather than complete all practice in one block. I will seek feedback early enough to use it.

Each week, I will explain one concept aloud, create one visual relationship such as a map or diagram, and apply one idea to a practical example. This plan strengthens weaker modes without abandoning my preference. Progress will be monitored through completed work, self-testing, feedback, and reflection. (Kolb & Kolb, 2005)

Technology and Reading/Writing

Digital tools can support annotation, reference management, accessibility, and revision. Search functions help locate terms, while text-to-speech can combine reading with listening. However,

constant notifications and rapid switching can weaken attention. I need intentional limits so technology serves the task rather than fragments it.

Generative artificial intelligence may help brainstorm questions or provide feedback, but it should not replace my reading, reasoning, or authorship. I must verify claims, protect private information, and follow academic rules. A polished AI-produced paragraph is not evidence that I have learned the underlying idea.

Conclusion

Reading and writing are my strongest learning preferences because they allow careful examination, note-taking, interpretation, and revision. They have increased my confidence and contributed to my self-concept as a developing scholar. Research does not support treating VARK categories as fixed types or matching all teaching to one style, so I should describe this as a preference and strategy rather than a permanent limit. My success cycle of evaluation, planning, implementation, monitoring, and adjustment helps convert intention into progress. The *Tempest* exercise confirmed my strengths in close reading while showing the need for discussion and oral explanation. My mission is to use knowledge with integrity, remain open to multiple methods, and eventually support other learners as a thoughtful lecturer and lifelong student. (Coffield et al., 2004; Education Endowment Foundation, 2025; Kolb & Kolb, 2005; Pashler et al., 2008)

References

- Coffield, F., Moseley, D., Hall, E., & Ecclestone, K. (2004). *Learning styles and pedagogy in post-16 learning: A systematic and critical review*. Learning and Skills Research Centre.
- Education Endowment Foundation. (2025). *Learning styles*. Teaching and Learning Toolkit.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193–212.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105–119.
- Shakespeare, W. (2015). *The Tempest* (V. M. Vaughan & A. T. Vaughan, Eds.). Arden Shakespeare.