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## **From Conformity to Choice: Investigating the Effects of Learning Style-Based Assessments**

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### **Abstract**

Effective learning environments in modern education depend on an awareness of and ability to accommodate a variety of learning styles. Students have distinct preferences that affect how they take in and process information. These preferences can be related to multiple intelligences such as; verbal, spatial, kinesthetic, interpersonal, intrapersonal, naturalistic, musical or logical. Traditional formative exams frequently use a one-size-fits-all methodology, which may not accurately reflect each student's strengths and talents, despite this variation. This study explores the concept of "unlocking assessment types" to enable students to choose their preferred learning style during the assessment. This study presents a comprehensive assessment framework that incorporates various learning-style-based assessments, applied to 400 students. Utilizing a mixed-methods approach, the research includes a qualitative component in which participants completed a survey to express their preferred assessment methods, alongside a teacher survey designed to evaluate student performance in the classroom. Additionally, a quantitative analysis was conducted to compare students' grades from traditional formative assessments with those derived from learning style-based assessments. The findings reveal a significant difference in student performance and academic achievements between the two assessment strategies, underscoring the critical role of adaptable assessment techniques in enhancing academic achievement and fostering student development.

**Keywords:** Academic Achievements; Formative Assessments; Multiple Intelligences; Performance; Assessment types