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Questions; 9 Relating Knowledge Structures to Learning Styles and University Teaching  
10 Illustrating a Complementary Paradigm for Styles Research: From a Third-Person to a Second-Person Perspective  
11 Teaching Secondary Teachers about Style: Should We Do It?; 12 Patterns in Student Learning and Teacher Learning: Similarities and Differences; 13 Enhancing Feedback Practice: A Personal Learning Styles Pedagogy Approach; Part III Personal Diversity: Style Differences in Lifelong Learning and Workplace Contexts; 14 Learning Styles and Personal Pedagogy in the Virtual Worlds of Learning; 15 Cultures of Learning: Cultures of Style  
16 Personalizing Web Environments on Cognitive Style: The Effect on Users' Performance  
17 Improving Business Education for the 21st Century: The Role of Cognitive Styles; 18 Learning-Styles-Based Differentiating Instruction for At-Risk Students: Rationale, Research Documentation, Assessment Tools, and Alternative Approaches; 19 Putting Style Theory into Practice in the UK Secondary School: Inclusive Classrooms for Vulnerable Learners; Part IV Summing Up: The Journey Continues. . .; 20 Researching Style: More of the Same or Moving Forward?; Contributors; Index

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Sommario/riassunto

This volume presents leading edge research and a 'global paradigm' for the theory of style differences in human performance. It extends an understanding of style differences in learning, thinking and behaviour, developing style research methodology, assessment, and applying style in learning.

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