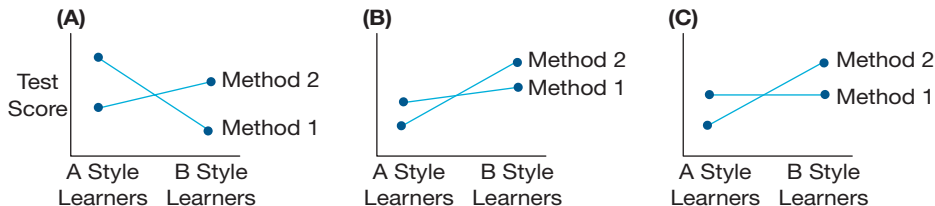


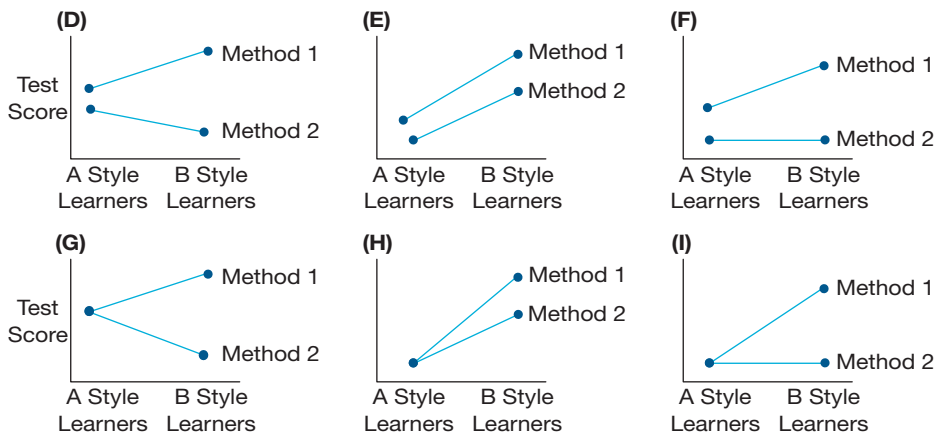
Acceptable Evidence

In examples A, B, and C, the learning method that optimized the mean test score of one kind of learner is *different* from the learning method that optimized the mean test score of the other kind of learner.



Unacceptable Evidence

In examples D through I, the *same* learning method optimized the mean test score of both kinds of learners, thereby precluding the need to customize instruction.



■ **Figure 14.5:** Acceptable and unacceptable evidence for the learning-styles hypothesis. In each of the hypothetical experiments, participants were first classified as having Learning Style A or B and then were randomly assigned to Learning Method 1 or 2. Later, all participants took the same test. The learning styles hypothesis is supported if and only if the learning method that optimized the mean test score of one group is different from the learning method that optimized the mean test score of the other group, as in (A), (B), and (C).