**Are learning preferences really a myth: exploring the mapping between study approaches and mode of learning preferences**

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Extension for article from original congress submission

The original congress article focused on pilot study validating the study approach inventory as a tool for identifying students VARK preferences.

The updated article has a very different focus on whether there is evidence of conversion between strength of students’ self-reported preferences and their approach to studying. The shift was considered necessary in order to position the article more clearly in the current debate regarding the presence (or lack thereof) of evidence for learning preferences. The article contributes to this debate by

This resulted in fully updated literature review, results and discussions sections. The main tools used for measuring study preferences and VARK learning preferences are identical to the tools used in the original article, but the analysis used on the data (t-tests vs exploratory factor analysis) is different to reflect the change of focus and the methodology section was also amended to reflect that.

Furthermore, the sample size for the updated article has been nearly doubled to ~90 observations compared to the original 51 students as more data was collected from UG students.

The only section that remains similar is the section outlining the learning framework although that was also updated to reflect the latest thinking about learning and teaching.

Overall, as a result of the change of focus, the extended article is at least 70% different from the original IMEKO congress submission.