

STUDENTS' PREFERENCE OF LEARNING MODES

DOES IT CORRELATE WITH THEIR LEARNING STYLES?



BACKGROUND

The Covid-19 pandemic brought about an immediate and drastic shift of learning modes from face-to-face to a more online teaching and learning approach.

This study aimed to determine the preferred learning mode of undergraduate health sciences students and ascertain how it correlates with their learning styles

METHODS

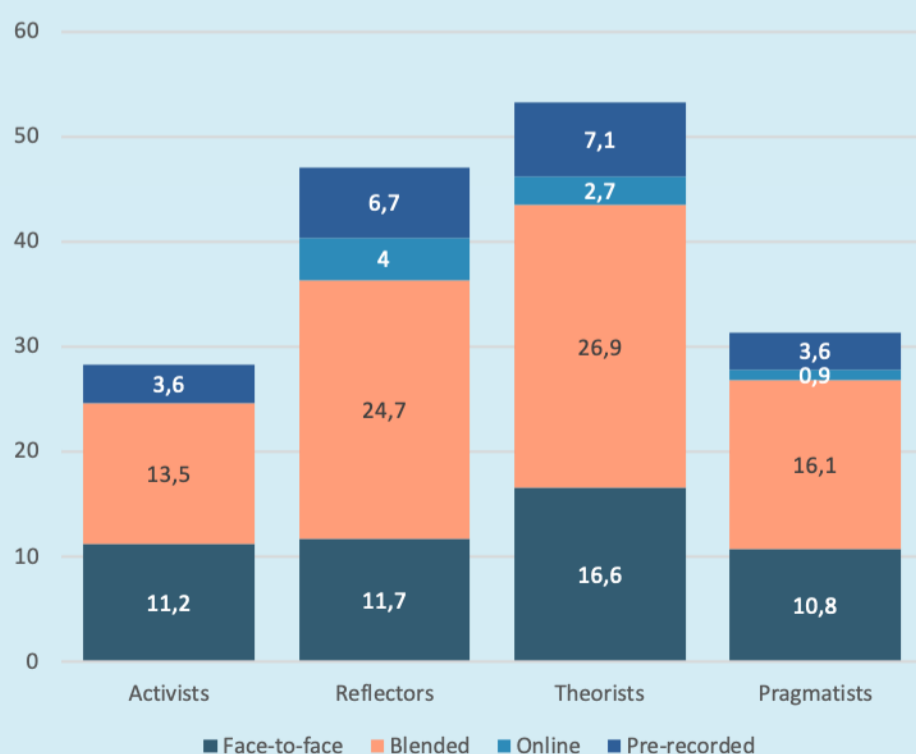
Design	<ul style="list-style-type: none"> Cross sectional Descriptive Analytical component
Study population	<ul style="list-style-type: none"> 2nd to final-year MBChB and allied health students
Assessment tool	<ul style="list-style-type: none"> Voluntary, self-administered Anonymous online Validated questionnaires
Data	<ul style="list-style-type: none"> Analysed by Biostatistics Percentages
Ethics	<ul style="list-style-type: none"> HRSREC approval UFS Authorities Data confidential

RESULTS

223 Students participated

No difference between pre-clinical and clinical years vs preferred learning mode (p=0.93)

Learning styles vs preferred learning modes



LEARNING MODES

FACE TO FACE

In classrooms of clinical areas
Interaction is very important



33,3%

BLENDED

A blend of different approaches with face-to-face and online
Advantages of both



48,0%

ONLINE

Pre-recorded or interactive

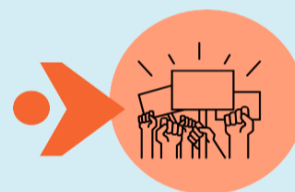


14,2%

4,4%

HONEY AND MUMFORD LEARNING STYLES

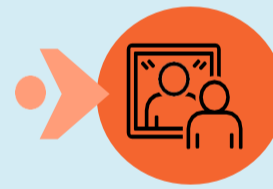
17,7%



ACTIVISTS

Practical and clinical training

29,4%



REFLECTORS

Lectures

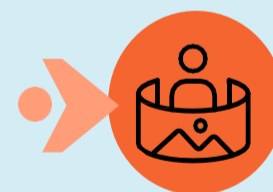
33,3%



THEORISTS

Textbooks and articles

19,6%



PRAGMATISTS

Simulation

Majority of participants preferred face-to-face and blended classes.
Students were represented in all the learning style categories.
No correlation existed between learning style and learning mode.

