

## Learning Preference in Nursing Students at Boromarajonani College of Nursing Chon Buri

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**Abstract :** Exposure to different learning experiences contributes to changing in learning style. Addressing students' learning preference could help teachers provide different learning activities that encourage the student to learn effectively. Purpose: The purpose of this descriptive study was to describe learning styles of nursing students at Boromarajonani College of Nursing Chon Buri. Sample: The purposive sample was 463 nursing students who were enrolled in a nursing program at different academic levels. The 16-item VARK questionnaire with 4 multiple choices was administered at one time data collection. Choices have consisted with modalities of Visual, Aural, Read/write, and Kinesthetic measured by VARK. Results: Majority of learning preference of students at different levels was visual and read/write learning preference. Almost 67% of students have a multimodal preference, which is visual learning preference associated with read/write or kinesthetic preference. At different academic levels, multimodalities are greater than single preference. Over 30% of students have one dominant learning preference, including visual preference, read/write preference and kinesthetic preference. Analysis of Variance (ANOVA) with Bonferroni adjustment revealed a significant difference between students based on their academic level ( $p < 0.001$ ). Learning style of the first-grade nursing students differed from the second-grade nursing students ( $p < 0.001$ ). While learning style of nursing students in the second-grade has significantly varied from the 1st, 3rd, and 4th grade ( $p < 0.001$ ), learning preference of the 3rd grade has significantly differed from the 4th grade of nursing students ( $p > 0.05$ ). Conclusions: Nursing students have varied learning styles based on their different academic levels. Learning preference is not fixed attributes. This should help nursing teachers assess the types of changes in students' learning preferences while developing teaching plans to optimize students' learning environment and achieve the needs of the courses and help students develop learning preference to meet the need of the course.

**Keywords :** learning preference, VARK, learning style, nursing

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