

Predominance of kinesthetic learning among health sciences undergraduate students

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Abstract

INTRODUCCIÓN: The promotion of effective learning at the university level requires adaptation to the evolving circumstances characterizing contemporary student populations. The distinct learning styles adopted by students can exert a substantial impact on their approach to various academic tasks and activities, both within and outside the classroom.

OBJETIVOS: The aim of this study was to determine the most common learning styles among Health Science students and identify differences based on their degree programs.

METODOLOGÍA: This cross-sectional, descriptive study was conducted during the academic year 2022-2023 and involved students enrolled in the Nursing, Physiotherapy, and Podiatry programs at the University of León. Data collection involved the utilization of a self-administered questionnaire encompassing sociodemographic inquiries and the administration of the VAK Learning Styles Test. Analysis of variance among the groups was performed with ANOVA.

RESULTADOS: A total of 247 students participated (16.6% nursing, 56.3% physiotherapy, and 27.1% podiatry). The mean age of the participants was 21.7 ± 4.5 years. The análisis revealed that a substantial majority of the student cohort (50.6%) exhibited kinesthetic learning preferences, followed by visual learners (15.4%), and auditory learners (15.4%). Notably, a proportion of students presented mixed learning styles, with the most prominent combination being kinesthetic and visual learning. When examining specific programs, Nursing and Physiotherapy students predominantly adopted visual learning as their secondary preference, while among Podiatry students, auditory learning emerged as the second most frequent choice. These distinctions achieved statistical significance when compared across the academic programs ($p=0.007$).

CONCLUSIÓN: In this study, students pursuing Health Science degrees displayed a pronounced predilection for kinesthetic learning. Multiple studies underscore the potential impact of technology on the learning methodologies employed by present-day generations.

Citation

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