Learning styles of Paramedical students of Kashan University of Medical Sciences (2005)

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**Background:** Every one has a preferred style of learning. Although teachers should adapt their teaching method with their students’ learning styles, it seems that in most cases this fact is disregarded which in turn may decrease the quality of teaching and consequently educational goals.

**Objective:** To determine the learning styles of paramedical students in Kashan University of Medical Sciences.

**Methods:** In this descriptive-analytical study, 130 nursing, midwifery and allied health students were investigated. For data collection a standardized questionnaire according to Joy Ried model was used. The questionnaire consisted of 30 questions in six learning domains of visual, tactile, auditory, group learning, individual learning and class participation and was justified by Likert scoring scale.

**Results:** From 130 participants, 32.3% were male and 67.7% were female and 45.4% were nursing students, 40% were health students and 14.6% were midwifery students. Minimum mean score (29.2) and maximum mean score (38.7) were respectively related to group learning and class participation. There was no significant difference in learning style scores based on sex and field of study.

**Conclusion:** Considering the obtained results showing the variety of learning styles and their differences, all teachers are advised to avoid limiting their teaching method to just one method and to use various techniques compatible with the type of teaching materials.

**Key Word:** Learning style, Student, Teaching method, Education

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