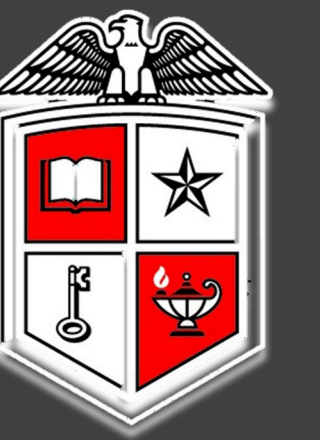


# An Examination of Undergraduates Enrolled in Introduction to Agricultural Education

## Using Kolb's Nine Learning Style Patterns

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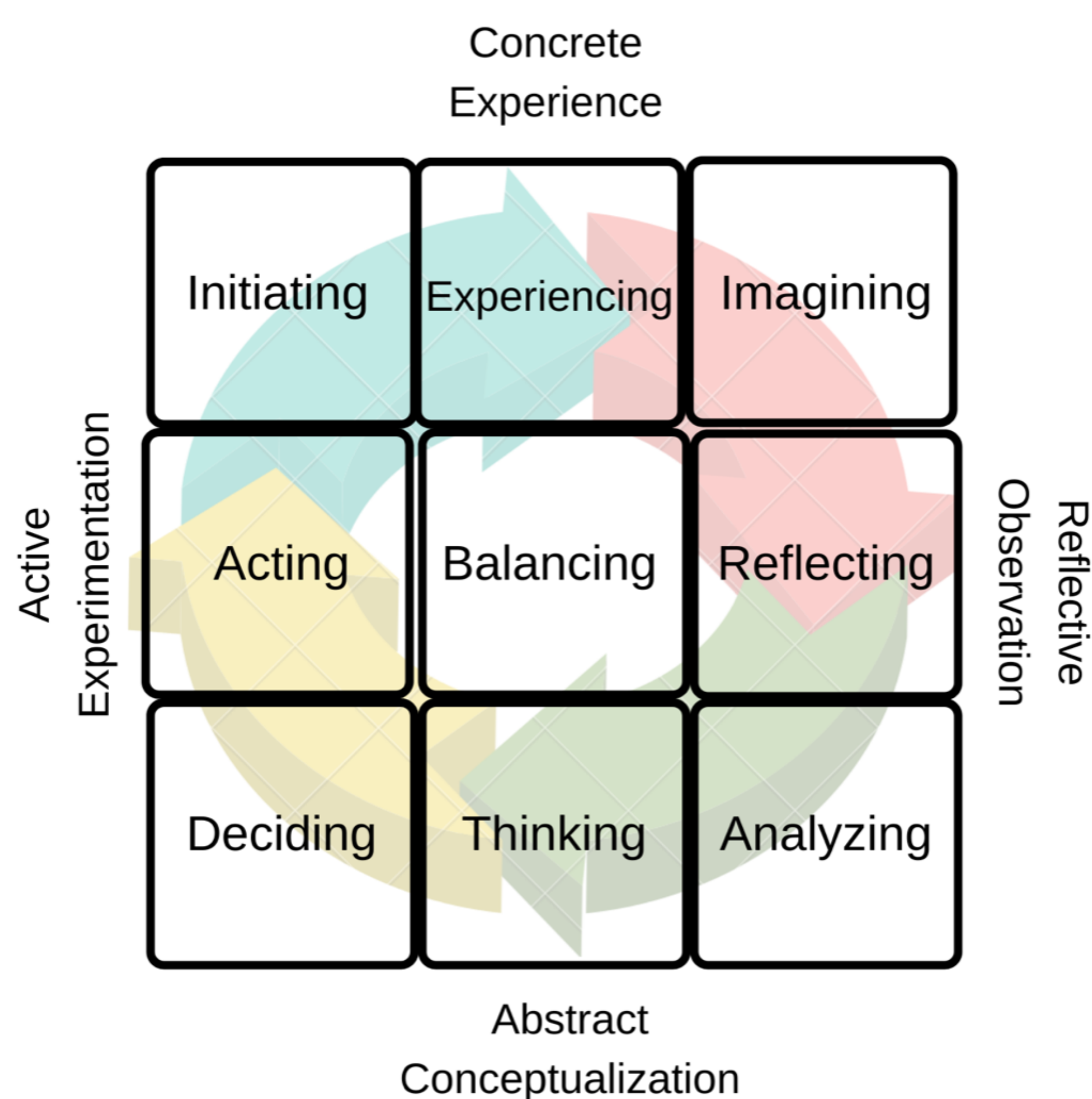


### Introduction and Purpose

- Kolb's learning styles describes the way a person learns and how that person deals with day-to-day situations.
- Knowing and recognizing one's learning style is linked to improved meta-cognition, personal growth, job choice and satisfaction, better work-place and personal relationships (Baker et al., 2012; Kolb & Kolb, 2009; Kolb & Kolb, 2014).
- Gemmell (2017) found, participants who fell on opposite ends of the LSI greatly impacted a person's ability to succeed in certain settings.
- Can educators at the university level still impact a student's placement in the learning cycle, potentially making them more balanced or well rounded?

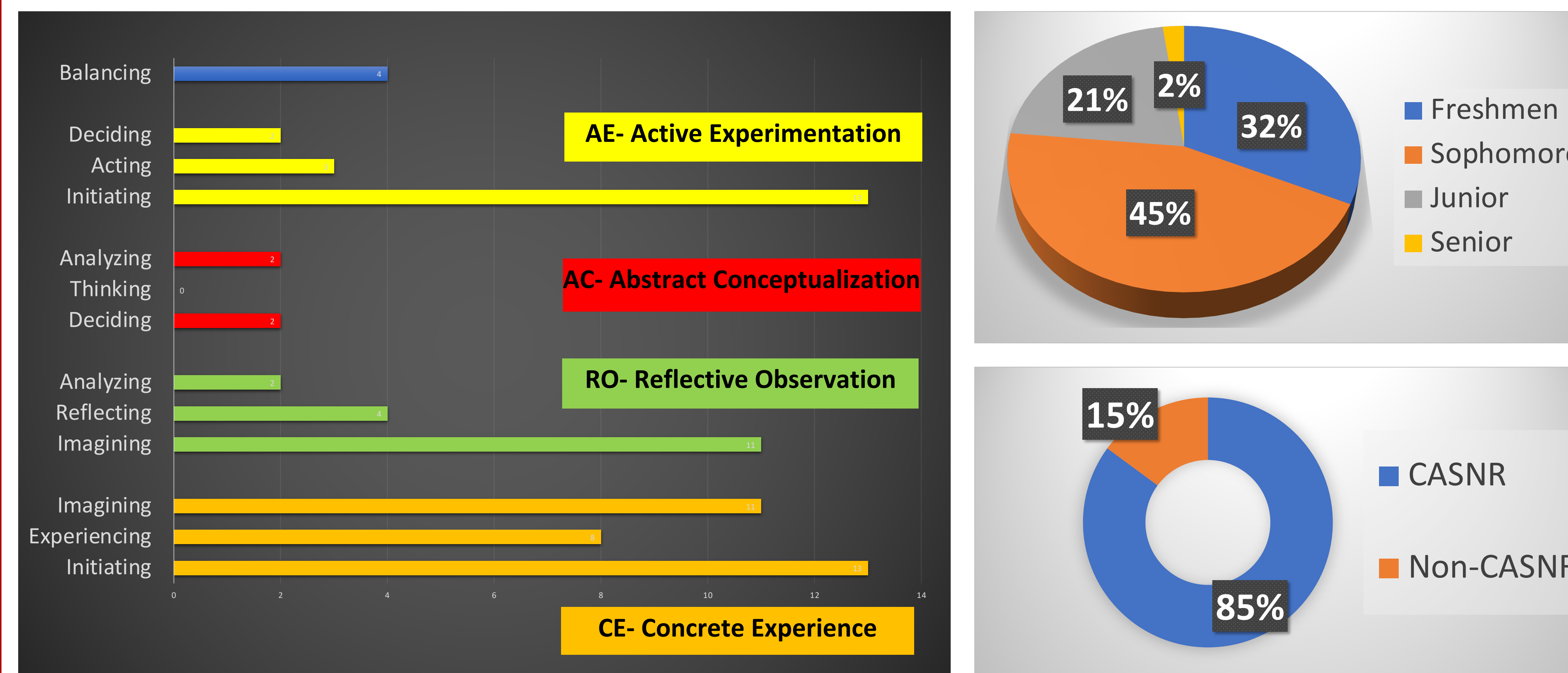
### Theoretical Framework

- Kolb's learning styles are defined by an individual's relative preference for the four modes of the learning cycle described in experiential learning theory



### Findings

- Over 68 % of students fell within the three learning style patterns that make up CE ( $n=32$ ). Conversely, less than 9% ( $n=4$ ) scored on the opposite end in the AC portion, with zero in the thinking pattern. RO ( $n=17$ ) and AE ( $n=18$ ) portions of the cycle were more balanced in this sample.
- 77% of students surveyed were within their first two years of college ( $n=36$ ).
- 85% of students examined were CASNR majors ( $n=40$ ); 90% of those students were in the Department of Agricultural Education and Communications ( $n=36$ ).



### Conclusions and Recommendations

- Identifying student learning style is the first step toward affecting change.
- Kuh (2008) surmised, high impact experiences (HIEs) can drive change and provide growth for an individual as they move through the learning cycle.
- The Department of Agricultural Education and Communications offers HIEs in the form of student teaching and internships.
- Smith & Rayfield (2017) suggested, students need to be prepared for such HIEs.
- Considering the percentage of students from within our department and the number of freshmen and sophomores enrolled in intro to AGED, it is conceivable to impact student learning style from within the department, specifically in this course.
- The results of this study as well as continued efforts reflected in the larger study could help provide an understanding of what portions of the learning cycle should be a focus for our departmental leaders.
- Departmental leaders should evaluate undergraduate courses offered and begin to think about how we can better prepare our future teachers, communicators, and leaders, preparing them for HIEs.

### Methods

- This study was designed to describe learning styles of undergraduates and is a part of a larger longitudinal study.
- Data were collected from students enrolled in the spring 2020 semester of Introduction to Agricultural Education ( $n = 47$ ) at Texas Tech University.
- The instrument used was the Kolb Learning Styles Inventory (KLSI) version 4.0.
- KLSI reports on nine categories which further describe the four phases of Kolb's Learning Cycle (2005). Categories include: Initiating, Experiencing, Imagining, (CE- Concrete Experience phase); Imagining, Reflecting, Analyzing, (RO- Reflective Observation phase); Deciding, Thinking, Analyzing, (AC- Abstract Conceptualization phase); Initiating, Acting, Deciding, (AE- Active Experimentation phase).
- College major and classification as well as demographics were also collected.
- All data were analyzed in IBM SPSS version 25.0

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