

USING THE GREGORC STYLE DELINEATOR TO IDENTIFY STUDENT LEARNING STYLES

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introduction

The completion of the Gregorc Style Delineator (GSD) serves multiple purposes, most importantly it shows the preservice teachers how they can inventory student learning styles. The GSD also provides insight to the university instructors to the learning styles of our preservice teachers. This exploratory study used the GSD to identify the dominant learning style of students enrolled in the Foundations and Philosophies of Teaching Agricultural Education at Oklahoma State University.

methods

- Administered to students at the beginning of the lab session focused on learning styles.
- Respondents submitted results to be used as classroom discussion about learning styles and different learning preferences.
- Used Gregorc's (1982) score ranges to determine students' dominant learning styles:
 - 10 to 15 points - "low" (non-preferred)
 - 16 to 26 points - "intermediate" (preferred)
 - 27 to 40 points - "dominant" (highly preferred)

results

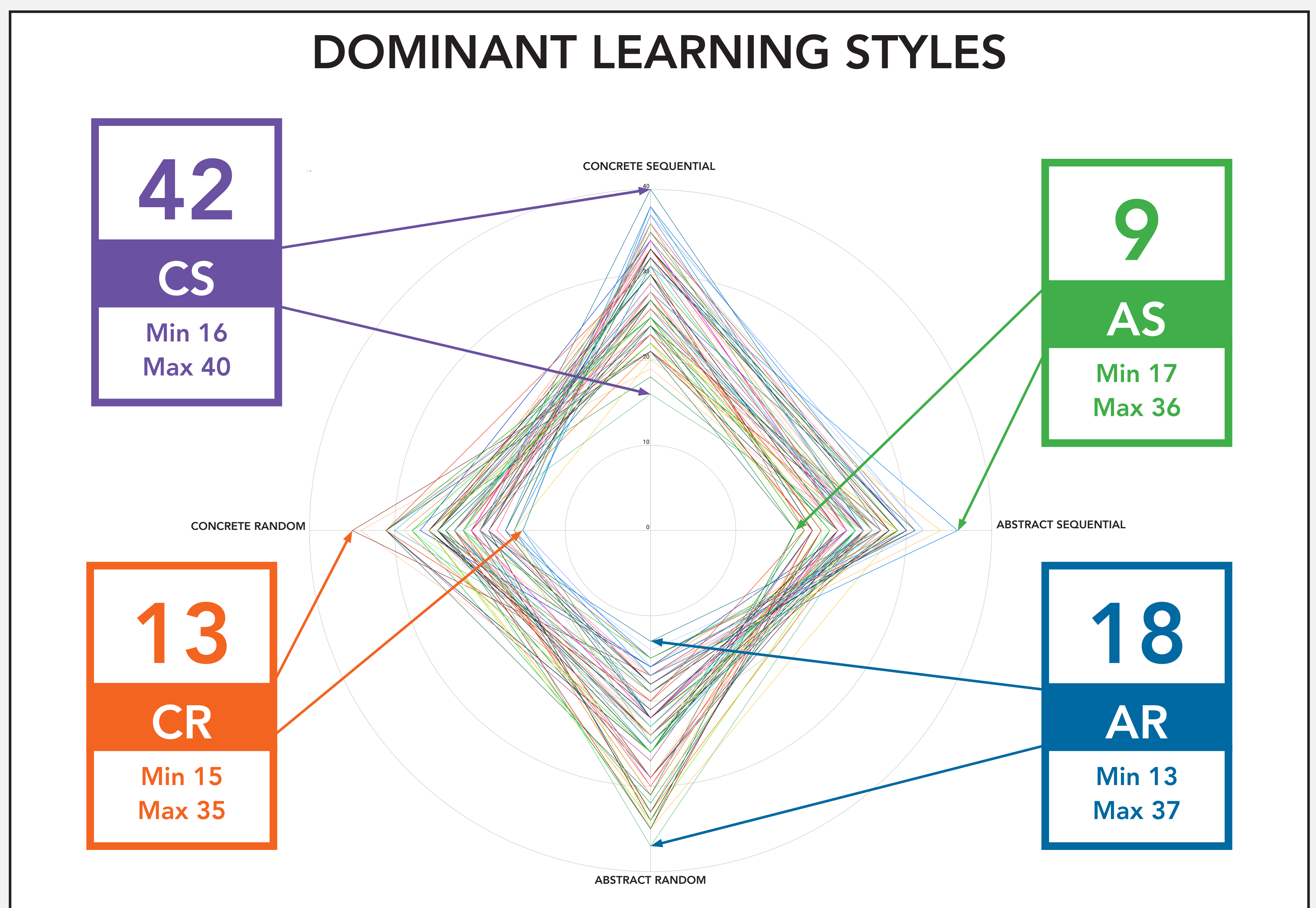
57.14%
only one dominant learning style (n=44)

41.56%
two dominant learning styles (n=32)

1 in 5
reported CS and AS as their dominant styles (n=16)

100%
of respondents reported least an intermediate (preferred) style of Concrete Sequential and Abstract Sequential.

DOMINANT LEARNING STYLES



conclusions & recommendations

- Nearly all of the students enrolled in the course exhibited dominance in at least one learning style (n = 76; 98.70%).
- It is recommended to continue the collection of student learning styles in the course and compare them longitudinally.
- Is the trend of CS as the most commonly preferred GSD learning style consistent from year to year in the agricultural education major? What about the comparison of students by gender? Are females more inclined to be AR-AS inclined as concluded by Seidel and England (1999)?

