LEARNING STYLES AND THE USE OF ICT IN UNIVERSITY STUDENTS WITHIN A COMPETENCY-BASED TRAINING MODEL


1. INTRODUCTION

LEARNING STYLES (LSs)

- Reflexive
- Theoretical

TOOLS

- ITs: word processor, spreadsheet, access to digital sources, statistical packages
- CTs: chat, e-mail, blog, wiki

USO TIC SEGÚN GÉNERO

- ITs: 31.0
- CTs: 38.6

2. METHODOLOGY

- Quantitative approach of a descriptive and correlational nature
- Colombian private university

LS measurement → HONEY AND ALONSO QUESTIONNAIRE (CHAEA)

- 80 Statements
- 20 Active
- 20 Reflexive
- 20 Theoretical

ICT measurement → 18-ITEM QUESTIONNAIRE (5-point Likert-type)

- Information technologies (ITs)
- Communication technologies (CTS)

Data analysis → SPSS V.22. + T-STUDENT + ANOVA

3. RESULTS

VARIANCE ANALYSIS

- Non-significant

DESCRIPTIVE ANALYSIS

- + USE OF ITs: Active (30.5)
- THEORETICAL (30.4)
- + USE OF CTs: THEORETICAL (37.9)

33.6% REFLEXIVE
23.0% PRAGMATIC
27.4% THEORETICAL
15.9% ACTIVE

4. DISCUSSION AND CONCLUSIONS

OBJECTIVE 1

- Determining the differences between LSs and the use of ICTs in students with a competency-based training.

- Reflexive and theoretical styles are the predominant LSs in competency-based models; students have a tendency to analyze, reflect and structure in a logical way, aiming at a kind of knowledge based on systematic and planned observation.

OBJECTIVE 2

- Identifying differences related to ICT use frequency between genders.

- They use ICTs to a greater extent.
- They use ICTs to a lesser extent.

FUTURE STUDIES

- They will be able to better clarify the relationship between LS and ICT use, in addition to generating a larger number of inferential analyses.