

# Comparisons of the Learning Styles Among Medical Students of Different Application Methods

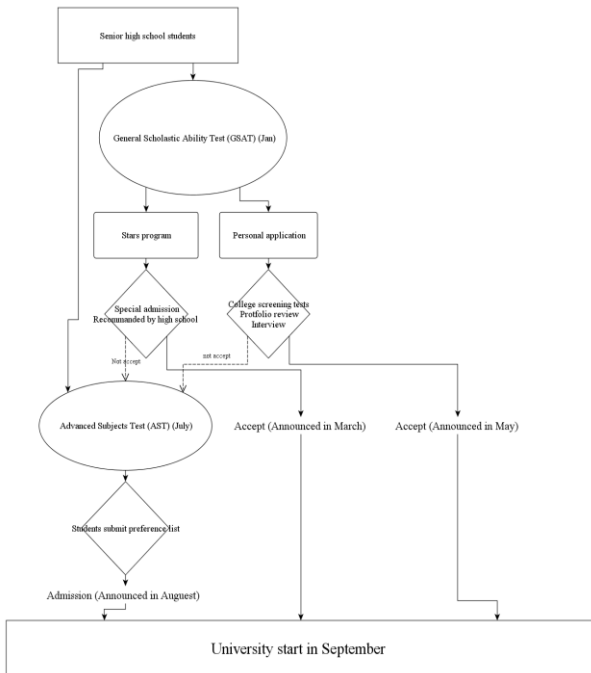
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## Background

A learning style is the complex manner in which learners prefer in learning materials most efficiently and effectively. Learning style is a good predictor for individual's preferred learner's learning behaviors. The identification of learner's learning styles helps educational planners and teachers provide learners necessary educational support and design. However, there are limited study of medical students' learning patterns which is compared between different admission methods to medical college. The study was to explore the status of new medical students' learning patterns.

## Methods

This is a retrospective questionnaire-based analysis of learning style in new enrolled medical students. Memletic Learning Style Inventory (LSI) was provided for medical students those who entered the college in three academic years from September 2014 (academic year 2014) to September 2016 (academic year 2016). The seven types of learning style were analyzed.



|                             | Academic year 2014<br>N=77 | Academic year 2015<br>N=77 | Academic year 2016<br>N=86 |
|-----------------------------|----------------------------|----------------------------|----------------------------|
| Gender                      |                            |                            |                            |
| Male                        | 46                         | 49                         | 59                         |
| Female                      | 31                         | 28                         | 27                         |
| University Admission Method |                            |                            |                            |
| Examination (%)             | 32                         | 26                         | 29                         |
| Application (%)             | 40                         | 40                         | 33                         |
| Others (%)                  | 5                          | 11                         | 24                         |

|          | Academic year 2014 |                    | Academic year 2015 |                    | Academic year 2016 |                    | Total              |                     | P value |
|----------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|---------|
|          | Examination (N=32) | Application (N=40) | Examination (N=26) | Application (N=40) | Examination (N=29) | Application (N=33) | Examination (N=87) | Application (N=113) |         |
| Visual   | 2                  | 2                  | 0                  | 6                  | 1                  | 4                  | 3                  | 12                  | 0.016   |
| Aural    | 9                  | 13                 | 4                  | 9                  | 5                  | 9                  | 18                 | 31                  | 0.139   |
| Verbal   | 0                  | 9                  | 2                  | 1                  | 0                  | 3                  | 2                  | 13                  | 0.016   |
| Physical | 0                  | 2                  | 0                  | 5                  | 0                  | 2                  | 0                  | 9                   | 0.007   |
| Logical  | 6                  | 10                 | 6                  | 4                  | 13                 | 4                  | 25                 | 18                  | 0.019   |
| Social   | 9                  | 11                 | 8                  | 16                 | 7                  | 10                 | 24                 | 37                  | 0.303   |
| Solitary | 9                  | 10                 | 8                  | 7                  | 6                  | 10                 | 23                 | 27                  | 0.373   |

## Conclusion

The learning styles of medical students was different between different admission methods. This study can provide us a better understanding of the student learning patterns to helps educational planners and teachers provide learners necessary educational support and design learner-specific courses and effective curriculum.

