

Learning styles and academic achievement in distance learning college students

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The relationship between learning styles and academic achievement in distance learning college students is analyzed following three studies.

The first study identifies the learning styles preferences in undergraduate and graduate distance learning college students of two private universities in Lima. The second study establishes the relationship between learning styles and academic achievement. The third study analyzes the relationship among learning styles, study habits, and social-academic and technological environment, with academic achievement..

Results reveal that theoretic and active learning styles are predominant in undergraduate students, while no postgraduate preferences were shown. There is a relationship between learning styles and academic achievement at undergraduate (theoretical style) and graduate (reflective and pragmatic styles) levels. There is also a moderate relationship between the environment and the assimilation of study habits, and academic achievement. Subject interest and perceived ability to perform two or more activities might be related to academic achievement.

Finally, recommendations suggesting the continuity of research on this topic are included, in order to consolidate the modality of distance learning at college level.