

Estilos de aprendizaje. Caso estudiantes de psicología del centro universitario UAEM Temascaltepec

Learning styles. Case psychology students of the University Center UAEM Temascaltepec

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Resumen

La investigación tuvo como objetivo determinar los estilos de aprendizaje que utilizan los estudiantes de la licenciatura de psicología con mayor frecuencia, en función del grado de preferencia.

La población estuvo constituida por un total de 311 estudiantes de la licenciatura de psicología del Centro Universitario UAEM Temascaltepec, extensión Tejupilco dependiente de la Universidad Autónoma del Estado de México, ubicado en la población Rincón de Aguirre, Tejupilco, Estado de México. Los 68 hombres y las 243 mujeres, cuyas edades estaban entre los 17 y los 23 años de edad, fueron distribuidos en el segundo, cuarto y sexto semestre.

La información fue obtenida por medio de la aplicación del cuestionario HONEY-ALONSO de Estilos de Aprendizaje (CHAEA). El instrumento contiene 80 ítems que se estructuran en cuatro grupos de 20 ítems correspondientes a los estilos de aprendizaje:

activo, reflexivo, teórico y pragmático. La investigación es de tipo no experimental y transaccional.

La información recabada y organizada de los estudiantes se procesó con el paquete estadístico SPSS, utilizando la estadística descriptiva y obteniendo la puntuación máxima, mínima y la media aritmética. Esta última se correlacionó con los baremos para obtener la puntuación directa y su respectiva preferencia de los estilos de aprendizaje, por estudiante y semestre.

Al identificar los estilos de aprendizaje en los estudiantes de la licenciatura en psicología, de forma general se encontró que en el segundo, cuarto y sexto semestre el estilo activo se ubica en un grado de preferencia moderado, mientras que para los estilos reflexivo, pragmático y teórico el grado de preferencia es bajo para todos los semestres.

Palabras clave: estilos de aprendizaje, estudiantes, psicología, CHAEA.

Abstract

The research aimed to determine learning styles that the students of the Bachelor of Psychology used more frequently, depending on the degree of preference. The population was made up of a total of 311 students of the Bachelor of Psychology of the UAEM Temascaltepec University Center, extension Tejupilco dependent of the Autonomous University of Mexico State, located at Rincón de Aguirre, Tejupilco, México State. All 68 men and 243 women, whose ages were between 17 and 23 years of age, were distributed in the second, fourth and sixth semester.

Information was obtained through the questionnaire HONEY-ALONSO of Learning Styles (CHAEA). The instrument contains 80 items that are structured in four groups of 20 items corresponding to the styles of learning: active, thoughtful, theoretical and pragmatic. The research type is not experimental and transactional. The information collected and organized students were prosecuted with the statistical package SPSS, using descriptive statistics and getting the score maximum, minimum and the arithmetic mean. The latter was correlated with the scales to obtain the direct score and their respective preference of styles of learning, student and semester. When identifying the learning styles students for the degree course in psychology, generally found that in the second, fourth and sixth semester

active style is located in a moderate degree of preference, while for the reflective styles, pragmatic and theoretical degree of preference is low for all semesters.

Key Words: learning styles, students, psychology, CHAEA.

Fecha recepción: Julio 2014

Fecha aceptación: Septiembre 2014

Introduction

Learning styles have meant a very important contribution in different areas of knowledge as the didactics, pedagogy and psychology, through scientific contributions from the 1960's. Currently, some teachers known preferences in terms of the learning styles of their students to customize, as soon as possible, the courses offered. These preferences have been identified through instruments validated in different academic levels, including basic levels, middle school, high school, College, graduate and special education; also, have been used at the enterprise level (Alonso, Gallego and Honey, 1997).

In the tradition of educational and instructional psychology, different styles of learning-oriented research provide valuable information of how human learning occurs, which contributes to improving the educational practice in the different formal levels of education. Both from the point of view of the teacher and the student, the concept of learning styles is especially appealing because it offers us a rich theory in suggestions and practical applications, with great possibilities for a more effective learning. While more information seek the student trainer, the greater the chances of rapprochement between the three vertices of the triangle of the teaching-learning process: student, teacher, and content to teach (Alonso, Gallego and Honey, 1997). In teaching practice there are individual differences in relation to abilities and skills observed in a student working on a specific task. These differences may occur by the characteristics of the shape in which the student learns and processes the information, in other words, the learning style.

The concept and definition of learning has not been considered as one: it is well known how authors, researchers and students handled the problem of learning from their respective views and perspectives construct, so it is necessary to review the main conceptual definitions proposed in the recent years, which have led to important developments and deployments made highly relevant education in all social contexts, especially in contexts or educational levels.

Pena and Martin (2005), for their part, defined as subjective processes of recruitment, inclusion, retention and use of information that an individual receives in its ongoing exchange with the environment; Zabalza (2000) considers learning as a process where three dimensions are involved: the theory, tasks and actions of the student as well as the tasks and activities of teachers; that is, the set of factors that may be involved in it.

Learning styles are seen as a process of change that occurs in the body, in their behavior, cognitive / cognitive abilities, their motivation; and emotions, as a result of the action or experience of the individual, the association between stimuli and responses, the appropriation of the cultural context and the organizations that are made about knowledge.

It is noteworthy that people perceive and acquire knowledge, have ideas, think and act differently. Also, people have preferences for certain cognitive strategies to help them to give meaning to the new information. The term learning styles refers to these preferred strategies are, more specifically, ways to collect, interpret, organize and think about new information (Alonso, Gallego and Honey, 1997).

Furthermore, learning is essentially a change brought about by the experience, but is distinguished as a product that highlights the end result or outcome of the learning experience, learning as a process that highlights what happens in the course of experience , later to obtain a product of learning and finally learning the function that enhances certain critical aspects of learning, such as motivation, retention, transfer, presumably made possible behavioral changes in human learning (Martinez-Otero, 2009).

When you learn a new concept, some students focus on detailed aspects, while others focus on the logical aspects; some are more independent and want to learn on their own, while others prefer to study with peers or near their teachers; Some students prefer to read or attend conferences while others prefer practical activities.

Factors that influence the academic performance of students, also called determinants of academic performance, are difficult to identify, since such variables often make a highly complex network composed so difficult to delimit clearly discernible effects attributable to each of them.

There is a great difficulty to implement the adaptation of teaching to the learning styles of students. Not only must take into account the learning style of the students but also the teaching style of teachers. Theories of learning styles must seriously affect teaching styles. It is that teachers consider carefully how they are learning styles of students, from the first "draft" of educational design until the last moment of the delivery of class and evaluation.

METHOD

Research Context

This research was conducted with students from the University Center Temascaltepec UAEM, Extension Tejupilco, specifically a degree in psychology with a population of 311 students, of whom 68 were men and 243 women, distributed in the second semester, fourth and sixth with ages ranging between 17 and 23 years.

Questionnaire Honey-Alonso Learning Styles CHAEA, which made it possible to inventory Styles active, reflexive, theoretical and pragmatic learning was used in this research. It consists of 80 items, short and dichotomous where it is stated that if it is agreed will be answered with a positive sign (+), or disagree with a negative sign (-). These 80 items are divided into four groups of 20 items corresponding to each of the four learning styles. The items are randomly distributed and is summative score for each group of 20 items considering a direct score, so that through table scales can identify the degree of presence of any of the mentioned learning styles.

CHAEA validation is based on a sample of 1391 undergraduates, taken from six universities in the city of Monterrey. Reliability indices (Cronbach's alpha) for each of the styles are assets, 0.6272; reflective; 0.7275; theoretical and pragmatic 0.6584, 0.5884.

PROCEDURE

First permission was sought from the HH Cabinet and Academic Temascaltepec UAEM University Center, to develop research and thus able to enter the classroom and student groups to carry out the implementation of Learning Styles Questionnaire (CHAEA).

According to the date and time to be authorized in writing by the highest authority, then became known to teachers and students the purpose of the investigation and their collaboration and participation in the implementation of the instrument to students degree in psychology.

Then a detailed explanation was given to each group of students by researchers on how to answer the answer sheet relying on the contents of the question paper (CHAEA), and until all the students understood was begun the application.

Once applied the Questionnaire Learning Styles (CHAEA), we proceeded to the correction and rated according to raw scores and their corresponding scale, recording all the qualifications that allowed determining the profile that corresponds to said subject according to the following We scale table:

Estilos de Aprendizaje	Media	10 %	30 %	70 %	90 %	100 %
		Preferencia	Preferencia	Preferencia	Preferencia	Preferencia
		Muy Baja	Baja	Moderada	Alta	Muy Alta
Activo	10.65	0-6	7-9	10-13	14-15	16-20
Reflexivo	15.41	0-12	13-15	16-17	18	19-20
Teórico	13.79	0-10	11-13	14-15	16-17	18-20
Pragmático	13.57	0-10	11-13	14-15	16-17	18-20

Source: Alonso-Honey (1992).

For general analysis was analyzed using the SPSS statistical package the information collected and organized students by descriptive statistics, obtaining a maximum, minimum and the average. From the raw score and its correlation with the scales of preference or utilization of the type of learning styles was obtained.

The classification of learning styles according to Alonso and Honey (1992)

The active style: They emphasize concrete experience. Fully involved in new experiences. Open, nothing skeptical, enthusiastic group mind are people who engage in the affairs of others. Grow to the challenges posed new experiences. They are also characterized by animators, improvisers, discoverers, daring and spontaneous. Persons belonging to this learning style prefer to solve problems, compete in teams, lead discussions, give presentations. On the other hand, they find it difficult to expose issues very theoretical load, pay attention to detail, work alone, doing the same activity, be passive, listening to lectures, explanations and remain seated for long.

The reflective style: carefully collect and analyze data. Examine the various alternatives before acting. They watch and listen, do not act until we're sure. They are characterized by weighted, conscientious, responsive, analytical and comprehensive. Persons belonging to this learning style prefer to observe and reflect, bring your own pace of work, take time to assimilate, to hear the views of others, make detailed and detailed analysis. Moreover, it is difficult to occupy the foreground, acting leader, chairing meetings or discussions, participate in meetings without planning, express ideas spontaneously, being pressed for time, being forced to move from one activity to another and not having enough data to draw conclusions.

The theoretical style: Behold the abstract conceptualization. Adapt and integrate observations logic and complex theories. They are perfectionists, integrate facts into coherent theories, analyze and synthesize, seeking the rational and objective fleeing the subjective and ambiguous. They are characterized by methodical, logical, objective, critical and structured. Persons belonging to this style prefer to feel in clear and structured situations, participate in question and answer sessions, read or hear about ideas and concepts supported by rationality and logic, having to analyze a complete situation. On the other hand, find it difficult to be forced to do something without a clear purpose, having to participate in situations where they predominate emotions and feelings, participate in discussion of open problems.

Pragmatic style: Consider the importance on active experimentation. Practically apply the ideas and like to act quickly. Find positive aspects of the new ideas and try to experience. They tend to be impatient when people who theorize too. They are characterized by

experimenters, practical, direct, effective and realistic. Persons belonging to this learning style prefer to learn techniques applicable immediately perceive many examples and anecdotes, experience and practice techniques with expert advice, specific directions. On the other hand, find it difficult to learn things that have immediate applicability, working without clear instructions, check that no obstacles to implementation.

RESULTS

According to the Learning Styles Questionnaire CHAEA that was applied to students of the degree in psychology from the University Extension Center Temascaltepec Tejupilco UAEM, the following results were obtained:

Second semester

According to the results, active learning style has a direct score of 11.5, which according to the table scales the degree of preference is moderate, the way of thoughtful, pragmatic and theoretical learning have a degree of preference low, with raw scores of 14.45, 11.9 and 11.9, respectively

Fourth semester

Active learning style has a moderate degree of preference, as it has a direct score of 11.5, while the styles of thoughtful, pragmatic and theoretical learning have a degree of preference to obtain low scores 12.9, 12.3 and 11.9.

Sixth semester

In the case of the sixth semester, active learning style scored a direct score of 11.1 at the degree of preference is moderate, while the style of thoughtful, pragmatic and theoretical learning have direct scores of 13, 11.3 and 11.3, respectively , ranking low degree of preference.

DISCUSSION

Learning styles are the cognitive, affective, and physiological traits that serve as relatively stable indicators of how students perceive and respond to their interactions learning environment (Keefe Alonso and Gallego, 1994). These traits are evident in the way the subjects formalize interpretive schemes and their relationship with the content and information. Also they are involved with emotional traits such as both extrinsic and intrinsic motivations, expectations that influence learning and development traits of each student

The results obtained in this research indicate that learning style is most commonly used assets, which obtained a moderate preference, similar to that reported by Camarero result, Martin del Buey and Herrero (2000), who conducted previous research styles and learning strategies in university students, found that students in higher student achievement using the active style of a moderately.

In research conducted by Bahamón, Viancha Alarcon & Bohorquez (2013), about the styles and learning strategies related to academic achievement in college students, he found that preferences in the use of learning styles, according to the results obtained by applying the CHAEA, clearly show that the majority of participants do not use one style or mode of learning. Thus, it is possible to identify combinations of different styles, agreeing with these authors because the findings of this research shows that students have more preference for any of the other learning styles.

From research conducted by Bahamón, Viancha Alarcon & Bohorquez (2013) on the pure styles presented in students, it was identified that 24.4% use the theoretical style, followed by the active style in 19.6%, showing difference from Found this investigation since as mentioned above, the most predominant style is active. This may be because our research is only conducted with undergraduate students of psychology at the University of the State of Mexico, while previous researchers conducted their research by taking into account all the degrees of the University.

Blumen, Rivero & Guerrero (2011), following an investigation with university students in distance education considering learning styles and academic performance, and reported that undergraduates in distance education two private universities in Lima, tend to styles use active learning theoretical and more frequently than the pragmatic and reflective styles,

similar to that found in this investigation, since the styles that prevailed were more active and reflective, although the latter differs in that study.

The results of this research showed that students who are enrolled in the second semester of undergraduate psychology use active style with a moderate preference, data do not match those reported by the research conducted by Pujol (2003) or with Hairstyle (2007), who studied learning styles in a sample of students from the Universidad Simon Bolivar, the results suggest that the predominant learning style of engineering students is the theoretical. They not agree with the findings of investigations waiter, Martin and Smith (2000) and Alonso, Honey and Gallego (1997) who reported that students of engineering degrees pragmatic style predominates.

These differences allow investigations suggest that learning style is not related to expected in his degree, which can be attributed to students are starting their university studies and have not completed the subjects of his professional studies.

CONCLUSIONS

- Students are free to choose their own learning style.
- The learning style of each student is not merely typical of the bachelor studying.
- The learning style derives most preferred personality type student.
- According to the degree of progress in university studies will be the development of individual learning styles.
- The context also determines the preference of some of the learning styles.
- More advanced students have not significantly developed pragmatic style, which refers to the practical application and not consistent with the materials of this semester.
- The styles are not better or worse, good or bad, they are neutral. Each style has its own value and its own effectiveness for activities.
- Learning styles according to circumstances vary, as they are not absolute. No completely pure styles, learning style can be used more frequently than another, however, have different experiences be used and different learning styles.

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