Learning Style Preferences of Pharmacy Students
Zoriah Aziz*, Tey Xin Yi, Syireen Alwi, Chong Nyuk Jet
Department of Pharmacy, Faculty of Medicine, University of Malaya 50603 Kuala Lumpur, Malaysia

Abstract

Students have preferences about how they like to learn. Available evidence suggests that understanding students’ learning style is helpful in providing them a successful learning experience. The aim of the study was to determine the learning styles preferences of pharmacy students. The Honey and Mumford’s Learning Style Questionnaire (LSQ) was administered twice to all undergraduate pharmacy students (n=240) in the University of Malaya, Malaysia. The LSQ covered four different learning preferences: activist, reflector, theorist and pragmatist. The LSQ showed satisfactory test-retest correlation (0.57 to 0.66) and moderate internal reliability (0.53 to 0.61). Reflector learning style was the most common among the students (60.4%) followed by theorist and pragmatist (both 8.8%) and activist (6.2%). Another 15.8% of the students did not show any dominant learning styles. The preferred learning styles were statistically independent of the demographic variables examined such as level of academic year, sex, race and pre-university qualifications. A range of teaching methods and learning activities should be provided in pharmacy education in order to match the variety of learning styles.

* Corresponding author. Tel.:+60 3 79674707; fax: +60 3 79674964.
E-mail address: zoriah@um.edu.my