

# Utilizing the Kolb Learning Style Inventory to Identify Learning Styles of Diverse Nursing Students

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# Faculty Disclosure

Faculty name: Linda Wolf, PhD, RN, MSN, CNS,  
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Conflict of Interest: None  
Sponsorship/Commercial Interest: None

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Conflict of Interest: None  
Sponsorship/Commercial Interest: None

# Session Objectives

1. The learner will be able to recognize the importance of identifying learning styles of diverse nursing students.
2. The learner will be able to state the Kolb Learning styles which emerged from this study.

# Purpose

The overall goal was to determine diverse students learning styles.



# Pilot Study

Purpose:

Identify learning styles of sophomore generic & accelerated diverse nursing students enrolled in Theory and Professional Practice, a first semester nursing course.

# Methods

- Kolb Learning Style Inventory™
- Demographic questionnaire

# Informed Consent

- IRB approval was obtained.
- Informed consent obtained.



# Participants/Demographics

- Convenience sample:
  - 143 generic & accelerated BSN sophomore students.
- Enrolled in Fundamentals of Nursing.
- 1 accelerated BSN cohort & 1 generic BSN cohorts (1 semester).





# Gender

Gender	Number	%
Male	27	18.9
Female	116	81.1
Total	143	

# Gender by Cohort

Cohort	Male	Female	Total
Accelerated	17	51	68
Generic	9	64	73
Total	27	116	143

# Age

Age	Number	%
18-24 years	87	60.8%
25-44 years	53	37.1%
Total	140	

# All Participants

Race/Ethnicity	Number	%
White/Caucasian	118	82.5
Black/African American	9	6.2
Hispanic	5	4.1
Asian	7	4.8
Biracial	3	2.0
Native American	1	.7
Total	143	

# Diverse Participants

	Frequency	Percent
Black/African American	16	66.7
Hispanic	4	16.7
Native American	1	4.2
Biracial	3	12.5
Total	24	

# Self-Reported Preferred Learning Preferences: Diverse Participants

	Frequency	Percent
Video/animation	1	4.2
Combination of video/animation; reading written material; listen	23	95.8
Total	24	

# Kolb Results: Diverse Participants

	Frequency	Percent
Experiencing	1	4.2
Balancing	1	4.2
Thinking	1	4.2
Reflecting	20	83.3
Analyzing	1	4.2
Total	24	

# Correlations

		Ethnicity	Kolb	Cohort
Ethnicity	Pearson $r$	1	-.438*	-.616**
Kolb	Pearson $r$	-.438*	1	.708**
Cohort	Pearson $r$	-.616**	.708**	1
*0.05 level (2 tailed)				
**0.01 (2 tailed)				



# Evaluation Findings

Diverse nursing students (83.3%) identified the Reflecting learning style as their preferred learning style.

Pearson  $r$  showed that there are significant learning preference differences between accelerated and generic nursing students.

According to Kolb (2013), learning strengths of this style include:

- “understanding others’ points of view”
- “converting intuitions into explicit explanations”
- “gathering information” (Kolb LSI, 2013, p. 10).

While learning challenges include:

- “Taking action”
- “Rumination”
- “Speaking up in groups” (Kolb, LSI, 2013, p. 10).

# Conclusion

Students with the Reflecting learning style have the ability to recognize the deeper meanings for truths and interactions as well as possessing the ability to move from the intuitive to the explicit. These students need to be encouraged to integrate creativity and sensitivity into their learning such as through case studies and reflective journals.

# Conclusion

These findings cannot be generalized to other students. Further research is needed into the learning styles of diverse students.

# Indication for Further Study

- Further study is needed due to the small sample size which precludes drawing conclusions on diverse nursing students.



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