

STUDENT'S LEARNING STYLES IN SOIL SCIENCE: AN ECUADORIAN CASE STUDY

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Abstract

In the framework of Soil Science education, learning aspects of this science have been poorly treated and specifically the study of learning styles in students who receive instruction about this science, have not yet been dealing in the literature. This study aimed to identify the preferences of learning styles and their relationship to gender in students from the Agronomy career at the University of Cuenca. For this purpose a descriptive study based on the application of the CHAEA questionnaire was carried out to identify learning styles in a group of students who receive introductory courses of this science. The results show that there is a general preference in students towards pragmatic and activist styles. Furthermore, there are marked differences by gender, being men more pragmatic than women, while women are more active than men, and also women show a tendency to be more theoretical and reflective than men. These results suggest that the planning for Soil Science teaching has to take into account the diversity of students based on their learning style preferences.

Keywords: CHAEA, Edaphology, education, gender

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