



Grant Information Summary:

An Assessment of Learning Preferences Among Undergraduate Athletic Training Students

Practical Recommendations

Because students in this sample were predominantly authority-oriented learners, athletic training educators should provide clear and concise instruction for the completion of assignments and other tasks and should provide frequent feedback to the students. Moreover, educators must accept student individuality and resist molding work to their own learning styles. Because students prefer afternoon learning, clinical instructors should utilize the clinical setting for teaching and refining practical skills.



Overview

Athletic training educators are being challenged to strengthen their teaching because athletic training education is receiving more attention and becoming standardized. To meet this challenge, it is necessary to first understand the students themselves, specifically their learning preferences. This study assessed the learning preferences of undergraduate athletic training students and the impact of selected demographic and education variables on these preferences.

Results

The results of this assessment revealed that the athletic training students were authority-oriented learners with a preference for structured learning experiences. Moreover, afternoon was the preferred time of day for learning and first year students preferred background noise more than third year students. Other variables such as earned credit hours, age, GPA and clinical hours did not play a role in determining learning preference.

In-Depth Analysis

52 male and 57 female students age 18-31 (mean 21.4) enrolled in four CAAHEP accredited or NATA approved undergraduate athletic training education programs in the southeast United States were subjects. The Environmental Preference Survey (PEPS) was administered to the subjects and demographic data such as GPA, earned hours, clinical hours and year in program was also collected. Analysis of data was performed using one way ANOVA, with Tukey post-hoc testing, for each subscale by school and by year in program. A second analysis was performed using a separate ANCOVA by year in program and gender covaried

with age, GPA, earned hours, and clinical hours for each subscale. Results revealed that students were predominantly authority-oriented learners. One way ANOVA by school for each subscale found no significant differences between subjects from the four schools. Therefore, schools were grouped together for the remaining analysis and a one way ANOVA revealed that first year students preferred background noise more than third year students. This particular finding persisted when gender was added in a two way ANOVA. ANCOVA results revealed the remaining demographic variables were predictive of learning preferences. Students did have a preference for afternoon learning. ■

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For further information:

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