How do University Students Learn: Learning Styles and Approaches in the Context of Subjective Quality of Higher Education Teaching and Learning Effectiveness

Abstract

This paper examines the styles and approaches to learning in contemporary higher education students. These individual characteristics are seen as results of the interaction between student individuality and the learning environment stimuli. The presented research is based on the assumption of existing interactions among the nature of study environment, the student’s approach to learning and his/her study effectiveness. Research results confirm this assumption and enable to analyze findings in the context of a specific learning environment.

Keywords: learning, university student, learning style, learning approach, quality of higher education, learning effectiveness

Introduction

University studies are supposed to be preparing for a career or job. But the tradition of higher education contains also general education goals (Chlup, 1967). A university graduate should, in addition to a specialized knowledge, have a broader cultural vision and a tendency to continuous self-education. According to Wankowski (1991), one of the general objectives of university education is to develop learner independence. This independence (autonomy) relates to the choice of strategies, means, and contents as well as to the ability to assess one’s own knowledge and skills in a given sphere (Janiková, 2007).