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The Relationship of Learning Style to Satisfaction and Self-Confidence with Simulation-Based Learning

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Abstract

Business simulations can be useful instructional tools for developing integrative and critical thinking in students. It may be important, however, to understand how individual learning styles are related to feelings of satisfaction and self-confidence in learning from the simulation. The current study found that students who measured more highly as having the visual and auditory learning style perceived that the simulation offered a diverse variety of ways to learn the material. Students who measured more highly as having the tactile learning style did not perceive the simulation to offer a diverse variety of ways to learn the material. Further, students with the tactile learning style had a significantly negative correlation with self-confidence that they learned from the simulation.

Conference Track

Innovative Education