



Experimental Learning Styles: Results in Engineering and Architecture

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The act of speaking about learning causes that, very often, we identify it with the educational life of the classroom, book or professor, and rarely related to life and daily work. The ability to learn seems to us a skill, without realizing that it can be useful in changing careers and professions. The idea of solving problems seems to be contradictory to the learning concept as it is conceived as a passive act, whereas the solution of problems is a process that involves activity. On the other hand, there is a clear definition about who directs learning by contrast it is not the same for the problem solving process. For this reason and devoted my time to deepen in this issue, it is why I would like to tackle it in a sequential way.

Showing some history about the subject I must point out that it was D. Kolb (1977) and his team of researchers at Massachusetts Institute of Technology (MIT) who carried out a questionnaire to identify learning styles of several managers and their relationship to the way of solving problems.

Later and in Spain, Professor Rosa María González Tirados (1981) (1983-85) (1984) (1986) (1988) who studied, analyzed and validated the model of MIT, with samples of the Spanish population, students from different engineering. The results have been very interesting and we will present them at the meeting.

Nowadays we have ample data related to engineering and architecture students, engineering postgraduates and other groups from the professional field. We have taken up this subject since it has come to be used in new learning processes related to Bologna and the European Space of Higher Education.

Recently in 2008, in a conference in Ghent, some interesting data appeared regarding this issue.

This model can be used not only as a process of management solving problems but also as a formative model of learning.