

# **LEARNING STYLES, ONLINE TEACHING STRATEGY, GENDER AND ACADEMIC ACHIEVEMENT OF HISPANIC STUDENTS IN HIGHER EDUCATION**

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## ***ABSTRACT***

This study aims at identifying learning styles of two groups of online students enrolled in Legal Studies and Corporate Training courses, and comparing learning styles, online teaching strategy, gender and academic achievements in those courses. The learning styles questionnaire was adapted from a learning styles questionnaire in College Study Strategies (Laskey & Gibson, pp. 52-53, 1997) and is a continuation of previous research by the authors. The authors administered the adapted questionnaire for two years to undergraduate corporate training education and legal online students in a Southern Hispanic-Serving institution. The questionnaire allowed students to identify whether their preferred method of learning was field dependent or field independent. Results of the learning styles questionnaire were compared with gender and academic achievement. A discussion of field dependent and independent learning styles for Hispanic online learners will be presented. Recent research and the evidentiary rationale for attempting to predict academic achievement from specific learning styles will be explored.

**KEYWORDS:** Online Courses, Field-Dependent, Field-Independent, Learning Styles, Academic Achievement