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Thesis Title	<i>The relation between learning styles of 6th year medical students and their performance in exams at Karbala college of medicine</i>
Year	2012-2013
Abstract	<p>Background: Understanding learning styles (LS) can help students develop a better understanding of how they process information and solve problems and can also help students to communicate and work better with students who may think differently than they do.</p> <p>Objectives: To estimate if there is a relation between LS and performance in exams among final year medical students at Karbala college of medicine.</p> <p>Methods: A descriptive cross sectional study was carried out during June 2013 and ended at September 2013. Final year medical students of Karbala college of medicine (Academic year 2012-2013) were included in this study (no=52). Kolb's learning inventory (KLI) employed to determine students preferred LS. Statistical Package for Social Science (SPSS) program version 15 and chi square test used for data analysis, and p-value of less than 0.05 considered statistically significant.</p> <p>Results: Out of 52 students 49 participate in the study 28 of them female and 21 male, The analyses of the data showed no significant relationship between gender and LS .It was also found that common LS among students were accommodator and diverges, while assimilator and converge were less common. In addition to previous finding the study showed that diverges LS associated with highest performance in " 3" consecutive years.</p> <p>Conclusion: the study observed that there is a relation between performance and certain LS despite p-value is not significant due to small sample size. So bigger study with bigger sample size is recommended.</p> <p>Key words: learning style, Kolb's learning cycle, experiential learning theory, performance, medical students.</p>