

Kanoknuch Kampak, Commander 2011: Development of Training Packages for Promoting Nursing Students' Alternative Learning Styles Royal Thai Navy College of Nursing. Doctor of Philosophy (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Associate Professor Nataya Pihanthanond, Ph.D. 342 pages.

The purposes of this study were to develop the training packages for promoting nursing students' alternative learning styles and to study the experiment result of the training packages to promote nursing students' alternative learning styles. Through the use of a quasi-experiment, the students' primary learning styles were investigated and then their alternative learning styles were identified. The data were collected from 62 first-year nursing students, academic year 2008 at the RTN College of Nursing. Deliberately selected, two groups of students with different alternative learning styles – 23 divergers and 18 convergers – at the time becoming sophomores of academic year 2009, were asked to participate in the experiment phase. The result of this study was quantitatively analyzed to find percentage and average score. The content analysis was then used to complete the qualitative data.

The research study resulted in two training packages to improve students' divergent and convergent alternative learning styles based on the experiential learning model. The experiment produced the following results: 1) After completing the divergent alternative learning style packages, students continuously gained achievement in all primary learning styles and their average achievement scores were at good level, especially with assimilator-type students receiving the highest mean scores. Students with all types of primary learning styles conformed to divergent learning model and were able to learn effectively yet abided by their primary learning styles and needed to develop certain style not included in their primary learning mode. Most students were satisfied with the alternative package at the 'high' and 'fairly high' levels. 2) The achievement scores of students completing the convergent alternative learning style packages gradually increased and the overall average appeared at good level with the converger-type students getting the highest scores. Students with all types of primary learning styles acknowledged the convergent learning style package well and were able to learn effectively. Nonetheless, they tended to revert to their primary learning mode, to be open and flexible to convergent learning activities. Most students in this group were satisfied with the alternative learning style package at a 'high' level.

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Thesis Advisor's signature