Successful Learning Styles in Higher ERP Education

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Abstract: Individuals develop different techniques and abilities for learning. Kolb identifies four learning orientations that individuals emphasize: abstract conceptualization, concrete experience, active experimentation and reflective observation. If learning orientations affects the efficiency in which students learn ERP systems in higher education are examined in this study. This is examined through a hypothetical deductive approach where two hypotheses are derived and tested. Quantitative data are collected through a questionnaire survey that was distributed to students at Stockholm University. Kolb’s Learning Style Inventory test is used to determine students learning orientation. The efficiency in which students learn ERP systems is measured by three variables: time spent, progress and problem frequency. In the findings correlations indicate that the learning orientation abstract conceptualization has a relation with the frequency that students encounter problems when working with exercises in ERP systems. Also the learning style active experimentation has a negative correlation with the number of hours students spend in the implementation of the exercises. It is suggested that all four learning orientations should be considered when designing learning environments for ERP systems and if the correlations found are to be used to change the learning environment it should be done with caution.