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Application of Kolb's Learning Theory Among Student's of Nursing Administration Course.

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Background: The knowledge of different learning styles among the student population are important in designing curricula, and adopting teaching methods that to promote student learning is a crucial part of ensuring that students engage positively with content and develop the deep learning skills needed for lifelong learning.

Aim: The aim of this study was to apply the Kolb's Learning theory among student's of nursing administration course.

Subjects and Methods: The study conducted in scheduled classroom at Faculty of Nursing-Mansoura University. All 3rd year students who were studying nursing administration course (n=334) participated in this study. One tool was used in this study, Kolbs' Experiential Learning Styles Inventory.

Results: The major findings of this study indicated that there was no statistically significant difference on the total and all items of kolbs' learning styles inventory between experimental and control group after application of the experiment.

Recommendations: the need for further study supported the use of a learning styles inventory to determine the other preferred students' learning styles to assist teachers in planning and delivering of content to diverse learners, modify teaching strategies and develop nursing curriculum.

Key words: Learning Theory, Kolbs' Experiential Learning, Nursing Students, Learning Strategies.

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