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Abstract

The way students approach their study tasks is often assumed to be dependent on the learning context. This assumption has received little research attention in terms of longitudinal, or within-subjects, designs. In the present article, two longitudinal studies are described which investigate the extent to which learning strategies change. The 'strategy' part of the Inventory of Learning Styles of Vermunt and Van Rijswijk (1988) was used to measure the way students learn. Repeated measures analyses show a number of statistically significant trends. The article concludes by comparing the two studies, and by suggesting future research directions. (HRK / Abstract übernommen) Severiens, Sabine,
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