

Self-regulated learning strategy means that the student is capable of independently selecting the method, form and means most suitable for him.

An awareness of the preferred learning strategy is helpful for the teacher as well, since it enables him to select the optimum teaching method, form and means.

The preferred patterns of teaching and learning strategies typical of the individual yield the teaching and learning style.

Our representative online examination focused on the determination of learning styles and Kolb's learning variables. On the basis of the results the following statements are to be made.

- Students most of all prefer information acquisition founded on gaining manifold experience in concrete forms as well as the productive and practical application of acquired information. With the progress of studies the significance of the former does not change, while that of the latter is continuously increasing, in which fact the growing number of practical classes apparently has a role to play.
- Differences among students with respect to concrete information acquisition deepen in higher years. With respect to the other learning variables change is minimal or seems attitudinal.
- By means of correlation, the polarizing effect of the questionnaire can be concluded. The most negative relationship was measured between concrete experience acquisition and active experimentation.
- Boys prefer generalization and conceptualization, whereas girls prefer experience acquisition.
- Considering the type of information and the mode of its acquisition a significant difference is to be observed among individual students, which fact is mostly attributable to the gender and specialization of the students.

REFERENCES

- [1] D. S. Abbey, D. E. Hunt and J. C. Weiser, "Variations on a theme by Kolb: A new perspective for understanding counseling and supervision", *The Counseling Psychologist*, vol. 13. no. 3., 1985, pp. 477-501.
- [2] B. S. Bloom, "Human Characteristics and School Learning", New York: McGraw-Hill, 1976.
- [3] M. Boekaerts, "Self-regulated Learning: A New Concept Embraced by Researchers, Policy Makers, Educators, Teachers and Students", *Learning and instruction*, No. 2, 1997, pp. 161-186.
- [4] J. B. Carroll, "A model of school learning. *Teachers College Record*", Vol. 64, 1963, pp. 723-733.
- [5] F. Coffield, D. Moseley, E. Hall, and K. Ecclestone, "Learning styles and pedagogy in post-16 learning. A systematic and critical review", London: Learning and Skills Research Centre.
- [6] J. N. Harb, P. K. Hurt, R. E. Terry and K. J. Williamson, "Teaching through the cycle", Birgham: Brigham Young University, 2004.
- [7] P. Honey and A. Mumford, "Manual of learning styles", London: Honey, 1982.
- [8] D. E. Hunt, "Beginning with ourselves in practice, theory and human affairs", Cambridge MA: Brookline Books, 1987.
- [9] D. A. Kolb, "The Process of Experimental Learning", In: D. A. Kolb (ed.): *The Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs: Prentice-Hall, 1984.
- [10] D. A. Kolb, "LSI Learning Style Inventory: Self Scoring Inventory and Interpretation Booklet", Boston: McBer and Company, 1985.
- [11] D. A. Kolb and A. Y. Kolb, "The Kolb Learning Style Inventory – Version 3.1. Technical Specifications", Boston: HayGroup Inc., 2005.
- [12] NAT, "Nemzeti Alaptanterv (National Curriculum)", 202/2007. (VII. 31.) Kormányrendelet (A Regulation of Hungarian Government), 2007.

BIOGRAPHY

Peter Toth is a professor of Trefort Agoston Centre for Engineering Education at Obuda University, Hungary where he is participating in technical initial teacher training and in-service training courses. Currently he is a principle director of the Centre. He earned his MSc in Engineering Education at the Budapest University of Technology and Economics, and Peter Toth has Ph.D and habil. degree in Educational Research from Eotvos Lorand University. He plays leading role in planning, development and managing traditional and virtual engineering programs. He is member of Committee for Teacher Training of Hungarian Rectors' Conference and secretary of Teacher Education Section of Pedagogical Committee of Hungarian Academy of Sciences.

Prof. Imre J. Rudas is a head of Steering Committee of University Research and Innovation Center at Obuda University. Prof. Rudas is a Fellow of IEEE, Administrative Committee member of the Industrial Electronics Society, member of the International Board of the Robotics & Automation Society, Chairman of the joint Hungarian Chapter of these Societies. He is the President of the Hungarian Fuzzy Association and Steering Committee Member of the Hungarian Robotics Association and the John von Neumann Computer Society. Prof. Rudas serves as an associate editor of IEEE Transactions on Industrial Electronics, member of editorial board of Journal of Advanced Computational Intelligence and Control Engineering Practice. He is the founder of the IEEE International Conference Series on Intelligent Engineering Systems Prof. Rudas was the General Co-chair of ICAR2001, and also serves as General Chairman and Program Chairman of numerous scientific international conferences.