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Abstract

In an effort to provide Career and Technical Education (CTE) professionals with additional insight on how to better meet the educational needs of the learner, this study sought to identify the preference for learning of postsecondary automotive technology students. While it might appear logical to naturally classify auto-tech students as primarily hands-on-learners, the results suggested that the sample was a diverse group of learners with specific educational preferences within the automotive technology program. With a lack of learning style research within the trade and industry sector of CTE, findings may be useful to trade and industry teachers and or teacher educators interested in diversifying curriculum and instruction via strategies to enhance the educational experience for the student learner.

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