

Skills based on learning styles in a hybrid model: implications for teachers at in service training

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This article aims to present the results in the investigation of the skills of teachers in service training in the perspective of developing learning strategies that take these skills into account. This investigation deals with a case study about teachers in a broad sense course in the Environmental Education area, in a hybrid model, with classroom and virtual environment, offered by a public University. To identify the skills of teachers, a questionnaire based on the model by David Kolb (1984) was used, in which a sample of 57 respondents was obtained, of which 50 followed for analysis, since 07 respondents did not respond according to what was requested. We sought to analyze the responses to promote personalization in the classroom and virtual classroom activities. The results indicate that training courses designed for the teaching professional seek knowledge about their specificities, so that they are valued and recognized based on their speech and opinion, ceasing to be a mere passive breeder, as if they were in training.

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