Results from Learning Style Survey

Research and report by Miles Hamby, Ph.D., for [name withheld] University

Student Survey Description. Feldor's Learning Style Inventory and an in-house Learning Style Survey were administered to [name withheld] University's students during Quintile 4 of Summer 2008. One-hundred seventy-one (171) surveys were returned from which about 160 responded to the LSI. Feldor's LSI was intended to establish a baseline of learning styles of Stratford students while the in-house Learning Style Survey was intended to reveal student perceptions of online and stand-up instruction and characteristics for student success.

LSI Background. Feldor's Learning Style Inventory (LSI) identifies four dimensions of learning styles (Active/Reflective, Sensing/Intuitive, Visual/Verbal, Sequential/Global) that score the respondent according to his/her propensity toward one end of the dimension or the other.

Table 1			
Results from Feldor's LSI			
Stratford University, Quintile 4, 2008			
	Active/Reflective	**Sensing/Intuitive**	**Visual/Verbal**	**Sequential/Global**
A - Frequencies	118	114	130	112
B - Frequencies	41	46	28	45
Total (n)	159	160	158	157

Analysis. Table 1 – Results from Feldor's LSI depicts a summary of frequencies from the LSI administered to Stratford students. 'A – Frequencies' depicts the number of students who tended toward the left end of the respective dimension and 'B – Frequencies' depicts the number of students who tended toward the left end of the respective dimension. Overall, the frequencies suggest that the students in the study tend to be Active, Sensing, Visual, and Sequential learners.
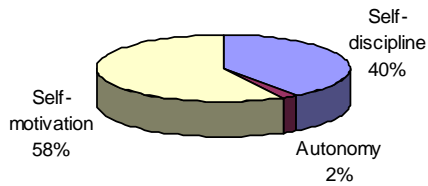
Interpretation. There is no 'correct' learning style. It is important to note that there should be no goal to achieve high scores in any specific type or to attempt to mold a student into a specific learning style. The suggested approach is for the teacher to adapt his/her teaching style to what would best achieve learning in the student.

Learning Style Survey Results. A summary of results from the in-house Learning Style Survey is attached.
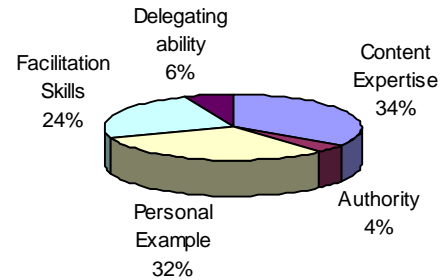
# RESULTS OF LEARNING STYLE SURVEY, Quintile 4, 2008

n = 171

Q1-How important do you feel each characteristic below is to you as a student?

- Self-discipline 40%
- Autonomy 2%
- Self-motivation 58%

Q2-How important doyou feel each chracteristic below is to you for a teacher?

- Delegating ability 6%
- Content Expertise 34%
- Facilitation Skills 24%
- Authority 4%
- Personal Example 32%

Q3 - How important do you feel each characteristic below is to you in traditional stand-up setting?

- Personal contact 52%
- Real-time feedback 30%
- No internet access 2%
- Enktertainment 16%
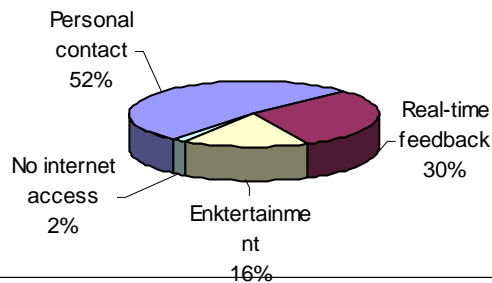
"Please indicate the degree to which you agree or disagree with the following statements."

Q4 - "I enjoy taking classes online" = 4.4 (scale 7 - 1)

Q5 - "I enjoy taking stand-up classes" = 5.8

Q6 - "The role of teacher is critical to my leaning online" = 4.8

Q7 - "The role of the teacher critical to my learning in stand-up"

Interpretation

Students seem to prefer stand-up, personal contact classes to online classes. Students also seem to think the role of the teacher is critical in stand-up but not critical in online.

Q1- <u>How important do you feel each characteristic below is to you as a student</u>?
   Interpretation ~Students seemed to feel self-motivation was most important to student
   success (58%).

Q2 - <u>How important do you feel each characteristic below is to you for your teacher</u>?
   Interpretation ~ Students seemed to feel 'content expertise' (34%) and 'personal example'
   (32%) were the most important

Q3 - <u>How important is each characteristic below for taking classes in traditional stand-up
   setting</u>?
   Interpreation ~ Students responded significantly that 'personal contact' was the most
   important.

Q4 – 7 <u>(Strength of Agreement questions)</u>
   Interpreation ~ Students significantly preferred stand-up to online.

(Developed by Miles M. Hamby, PhD)

Learning Style Survey

To assist us in improving our teaching delivery, please complete the attached questionnaire and survey. Your responses will be confidential.

How important do you feel each characteristic below is to you as a <u>student</u>?

	Very Important					Not important
(1) Self-discipline	6	5	4	3	2	1
(2) Autonomy	6	5	4	3	2	1
(3) Self motivation	6	5	4	3	2	1
(4) Direction from the teacher	6	5	4	3	2	1

How important do you feel each characteristic below is to you for your <u>teacher</u>?

	Very Important					Not important
(5) Content Expertise	6	5	4	3	2	1
(6) Authority	6	5	4	3	2	1
(7) Personal Example	6	5	4	3	2	1
(8) Facilitation Skills	6	5	4	3	2	1
(9) Delegating Ability	6	5	4	3	2	1

How important is each characteristic below for taking classes in traditional stand-up setting?

	Very Important					Not important
(10) Personal contact with students and teacher	6	5	4	3	2	1
(11) Real time/instant feedback	6	5	4	3	2	1
(12) Entertainment while learning	6	5	4	3	2	1
(13) Do not have easy internet access	6	5	4	3	2	1

Please indicate the strength to which you agree or disagree with the following statements:

	Strongly Agree				Strongly Disagree	
(14) I enjoy taking classes online.	6	5	4	3	2	1
(15) I enjoy taking stand-up classes.	6	5	4	3	2	1
(16) The role of the teacher is critical to my learning <u>online</u>.	6	5	4	3	2	1
(17) The role of the teacher is critical to my learning in <u>stand-up</u>.	6	5	4	3	2	1

(17) Please indicate your age. *(write in)*_____

(18) Please indicate your gender.   MALE   FEMALE

(19) Please indicate your country of origin.   US   INDIA   NEPAL   MOROCCO   Other _____