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ABSTRACT

On the Relationship Among Learning Style, Perceived, Learning and Performance in an Experiential Learning Environment

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This investigation was undertaken in order to discover whether there is a significant relationship between a student's learning style, his perception of knowledge acquisition, and his course performance. The following three hypotheses were developed to provide focus for the study:

1. Specific learning styles are associated with high student performance, while other styles are associated with lower performance.
2. Certain learning styles are associated with a perception of a great deal of learning while other styles are associated with a perception of little learning.
3. Students' perception of learning is directly related to students' measured learning.

The data for this study is being gathered from students in four sections of marketing principles at the Rochester Institute Technology during the Fall quarter, 1975. Learning style data is being gathered using instruments designed by Kolb, Gasha, and Smith. Perceived learning data will be collected using an instrument designed by the author. The performance measure will be represented by the individual student's weighted average for the course. This includes two examinations, game performance, and class participation. These data will then be analyzed using the appropriate statistical techniques to test the hypotheses.

The analysis will be based upon the individual student not a team. The performance measure, as stated above, is the student's course average. The author believes, with some support from the literature, that game performance is not necessarily the same as knowledge gained from playing a simulation. It is believed that the course average, which includes several types of learning measures, is much superior to game performance as a measure of learning.