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APPENDIX A

DESCRIPTION OF SCALES

CANFIELD LEARNING STYLES INVENTORY (CANFIELD, 1992)

## APPENDIX A

Description of Scales - Canfield Learning Styles Inventory (Canfield, 1992).

**Conditions for Learning (8 Scales): Preferred situation or context of instruction.**

**Peer** Enjoys teamwork, maintaining good relations with other students, having student friends, etc.

**Organization** Desires clearly organized course work, meaningful assignments, and a logical sequence of activities.

**Goal Setting** Wants to set own objectives, use feedback to modify goals or procedures, and makes his or her own decisions on objectives.

**Competition** Desires comparison with others, needs to know how he or she is doing in relation to others.

**Instructor** Wants to know the instructor personally and have a mutual understanding and liking for him or her.

**Detail** Likes to know specific information on assignments, requirements, rules, etc.

**Independence** Prefers working alone, determining his or her own study plan, and doing things independently.

**Authority** Desires classroom discipline, maintenance of order, and having informed and knowledgeable instructors.

**Area of Interest (4 Scales): Preferred subject matter or objects of study.**

**Numeric** Prefers working with numbers and logic, solving mathematical problems, etc.

**Qualitative** Likes working with words or language--writing, editing, talking.

**Inanimate** Enjoys working with things--building, repairing, designing, operating.

**People** Prefers working with people--interviewing, counseling, selling, helping.

**Mode of Learning (4 Scales): Preferred manner of obtaining new information.**



- Listening** Prefers hearing lectures, tapes, speeches, etc.
- Reading** Enjoys examining written information, reading texts, pamphlets, etc.
- Iconic** Likes interpreting illustrations, movies, slides, graphs, etc.
- Direct Experience** Desires hands-on or performance situations, such as shop, field trips, practice exercises, etc.

**Expectation for Course Grade (5 Scales): Level of performance anticipated.**

- A-expectation** Outstanding or superior level.
- B-expectation** Above average or good level.
- C-expectation** Average or satisfactory level.
- D-expectation** Below average or unsatisfactory level
- Total Expectation** Weighted sum of A, B, C, and D expectations.

APPENDIX B

DESCRIPTION OF SCALES

CANFIELD INSTRUCTIONAL STYLES INVENTORY

Description of Scales - Canfield Instructional Styles Inventory (Canfield, 1988)

**Conditions for Instruction (8 Scales): Preferred situation or context of instruction.**

- Peer** Feels that warm interactions among students are important to effective learning and strives to maintain these relations in the instructional environment.
- Organization** Emphasizes logically and clearly organized course work as a preferred element of effective instruction.
- Goal Setting** Believes that it is important for students to have the opportunity to modify goals or procedures and make their own decisions on objectives.
- Competition** Thinks that giving students opportunities to compare their performance with others provides an important motive for learning.
- Instructor** Feels that warm and friendly interactions between instructors and students are important for learning.
- Detail** Emphasizes specific and detailed information about what is to be done, in what form, and at what time.
- Independence** Believes that valuable learning occurs when students work independently and have the opportunity to decide how they will accomplish objectives.
- Authority** Concerned with controlling the classroom and the direction in which study activity will occur.

**Areas of Interest (4 Scales): Preferred kinds of subject matter or objects of study.**

- Numeric** Working with numbers and logic, solving mathematical problems, etc.
- Qualitative** Working with words or language--writing, editing, talking.
- Inanimate** Working with things; building or designing; developing performance skills.
- People** Building skills in relating to or understanding people--interviewing, counseling, selling, helping.

**Modes of Instruction (4 Scales): Preferred manner of presenting new information.**

- Lecturing** Prefers instructing through lectures and talking.

**Reading** Emphasizes reading assignments and the effectiveness of learning through reading.

**Iconic** Feels that visual materials other than the written word are important to learning--movies, slides, graphs, etc.

**Direct Experience** Prefers an experiential to a symbolic emphasis; laboratory, field trips, practicums, etc.

**Influence (4 Components and 1 Summary Scale): Expresses a conviction that varying or adapting instruction methods will affect learning performance.**

**A-influence** Feels strongly that instruction methods affect learning.

**B-influence** Feels that instruction methods affect learning.

**C-influence** Feels that instruction methods do not affect learning.

**D-influence** Feels strongly that instruction methods do not affect learning.

**Total Influence** Summary of A, B, C, and D influence; strength of conviction that instruction methods affect learning.

APPENDIX C  
INSTRUCTIONS FOR COMPLETING THE  
CANFIELD INSTRUCTIONAL STYLES INVENTORY

INSTRUCTIONS FOR COMPLETING THE  
CANFIELD INSTRUCTIONAL STYLES INVENTORY

This inventory gives you an opportunity to describe how you feel about various aspects of an instructor's job. There are no right or wrong answers, just be as honest with yourself as possible. Read each of the 25 items and rank the responses according to how well they describe your personal reactions or feelings. Write your answers (a, b, c, or d) in the spaces to the right of the appropriate question and to the left of the dark line on the edge of each page. The example below shows how the items are presented and how you are to mark your responses. Examine it carefully to be sure you understand how your responses are to be marked on the Answer Sheet.

EXAMPLE

Rank the following colors in the order in which you generally prefer them.

- |           |                               |
|-----------|-------------------------------|
| a) Yellow | a) <u>4</u> (least preferred) |
| b) Red    | b) <u>3</u> (third)           |
| c) Blue   | c) <u>1</u> (most preferred)  |
| d) Green  | d) <u>2</u> (second)          |

For each statement, there are four responses to be marked. Each response must be rated 1 through 4, with 1 indicating the most preferred choice and 4 indicating the least-preferred choice. use a different number for each response. Be sure to put a number in each blank or your answers will be unusable.

If you are sure that you know what to do, begin. If you have a question, ask for assistance before starting (Canfield, 1988, p. 4).

APPENDIX D

INSTRUCTIONS FOR COMPLETING THE  
LEARNING STYLES INVENTORY

## INSTRUCTIONS FOR LEARNING STYLES INVENTORY

This inventory gives you an opportunity to describe how you learn best. There are no right or wrong answers. You are to read each of the 30 statements and rank the responses according to how well they describe your reactions or feelings. Be sure to write your answers in the spaces to the right of the appropriate question (a, b, c, or d) and to the left of the dark line on the edge of the page. The example below illustrates how the items are presented. Examine it carefully to be sure you understand how you are to mark your answers.

### EXAMPLE

Rank the following colors in the order in which you generally prefer them.

- |           |                               |
|-----------|-------------------------------|
| a) Yellow | a) <u>4</u> (least preferred) |
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| c) Blue   | c) <u>1</u> (most preferred)  |
| d) Green  | d) <u>2</u> (second)          |

For each statement, there are four responses to be marked. Each response must be rated 1 through 4, with 1 indicating the most preferred choice and 4 indicating the least-preferred choice. Use a different number for each response. Be sure to put a number in each blank or your answers will be unusable.

If you are sure that you know what to do, begin. If you have a question, ask for assistance before starting (Canfield, 1992, p. 4).



APPENDIX E

CLASS EVALUATION FORM

## CLASS EVALUATION FORM

Student ID Number (last four digits of your SS#)\_\_\_\_\_

Age\_\_\_\_\_

Was this course required in your major? \_\_\_\_\_ Yes \_\_\_\_\_ No

1. What is your overall evaluation of the instructor? Circle your answer.

1 = Poor

2 = Fair

3 = Good

4 = Very Good

5 = Excellent

2. To what extent do you feel the instructor's teaching style matched your learning style?  
Circle your answer.

1 = Great Extent

2 = Some Extent

3 = Did Not Match

3. Have you had experience with the content of this course through either previous courses or your work?

1 = Yes

2 = No

4. Did any extenuating circumstances (such as an accident, illness, family crises, or other personal problems affect your performance in the class? Circle your answer.

1 = Yes

2 = No

5. Would you be willing to talk about your performance in this class? If so, please list your telephone number\_\_\_\_\_.

APPENDIX F

STUDENT INFORMATION SHEET

