

ABSTRACT

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Key Words: LEARNING STYLE PREFERENCE, LEARNING OUTCOMES

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Thesis Title: THE RELATIONSHIP BETWEEN LEARNING STYLE
PREFERENCE FOR COMPUTER DRAWING AND LEARNING
OUTCOMES OF STUDENTS IN A COMPUTER AIDED DESIGN
COURSE AT A COMPUTER TRAINING CENTER IN TAIWAN

Thesis Advisor: ASSISTANT PROFESSOR DR. RICHARD LYNCH

The purpose of this study was to explore the relationship between learning styles and learning outcomes of 141 engineering drawing students at a computer training center in Taiwan. This study employed a quantitative research methodology employing both a questionnaire as well as examination scores to address the research objectives.

There are five parts included in this study. First, the Learning Style Inventory categorized the learners' learning preferences into four dimensions: perception, input, processing and understanding. Second, this study compared the learners' learning styles between genders. Third, this study compared the learners' learning styles with their learning performance. This study also compared the learners' learning outcomes between new and current students, and finally the correlation between the number of learning times and learners' learning performance. There were eight findings of the study. 1) The most preferred learning style of both female and male students was sensing, visual, reflective and global. 2) There was no significant difference in learning style preference between males and females. 3) There was no statistically significant relationship found in the degrees of the input, processing and understanding learning style and grade. However, there was a correlation between the perception learning style and grade. 4) The number of male students who were willing to take the exam right after the course was greater than female students. However, the average grade of females was higher than males. 5) As for learning

style preferences between new and current students, new students preferred to learn sequentially and current students were global learners. 6) The number of times students have repeated the course was not affecting their learning outcomes. 7) In terms of demographic factors and learning style preferences, no statistically significant differences were found. 8) No significant differences were found between demographic factors and learning outcomes.



Field of Study: Curriculum and Instruction
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Advisor's signature