

REPORT

Effects of Learning Style Preferences

25.05.2023

Case B



ALPINE
INSIGHTS



ALPINE INSIGHTS

by Michael Bigler, Dakota Cuellar, Ilyana El Mendili,
William Elkiess, Tania Loureiro and Liam Phan



Executive Summary



The ability to learn and retain information varies greatly from person to person, and educators have long sought to develop teaching methods that accommodate individual differences.

The aim of this study is to investigate whether incorporating a student's learning style preference into teaching methods would improve the retention of material taught.

The results of our analysis showed that the experiment group demonstrated greater long-term retention of content than the control group, indicating that incorporating learning style preferences into teaching methods can improve the retention of material taught.

Introduction

Our analysis aims to investigate whether teaching based on a person's learning style preferences would improve the retention of content. The study involved high school and elementary school students who were randomly allocated into two groups: control and experiment. The control group received traditional textbook teaching, while the experiment group received traditional teaching augmented by activities specifically suited to their preferred learning styles.

The learning style inventory test was used to categorise the preferences of both groups of students. To evaluate the effectiveness of the teaching, an assignment was conducted before and after one month when the completion of the teaching was done.

The data includes variables such as group (indicating whether the student was part of the control or experiment group), session (denoting the session number), learning style preference (tactile, kinesthetic, auditory, visual, no preference), gender (male, female), school level (high - elementary school, pre-test score (from 0 to 100), post-test score (same scale as pre-test score), and attitude scale score (from 0 to 60).

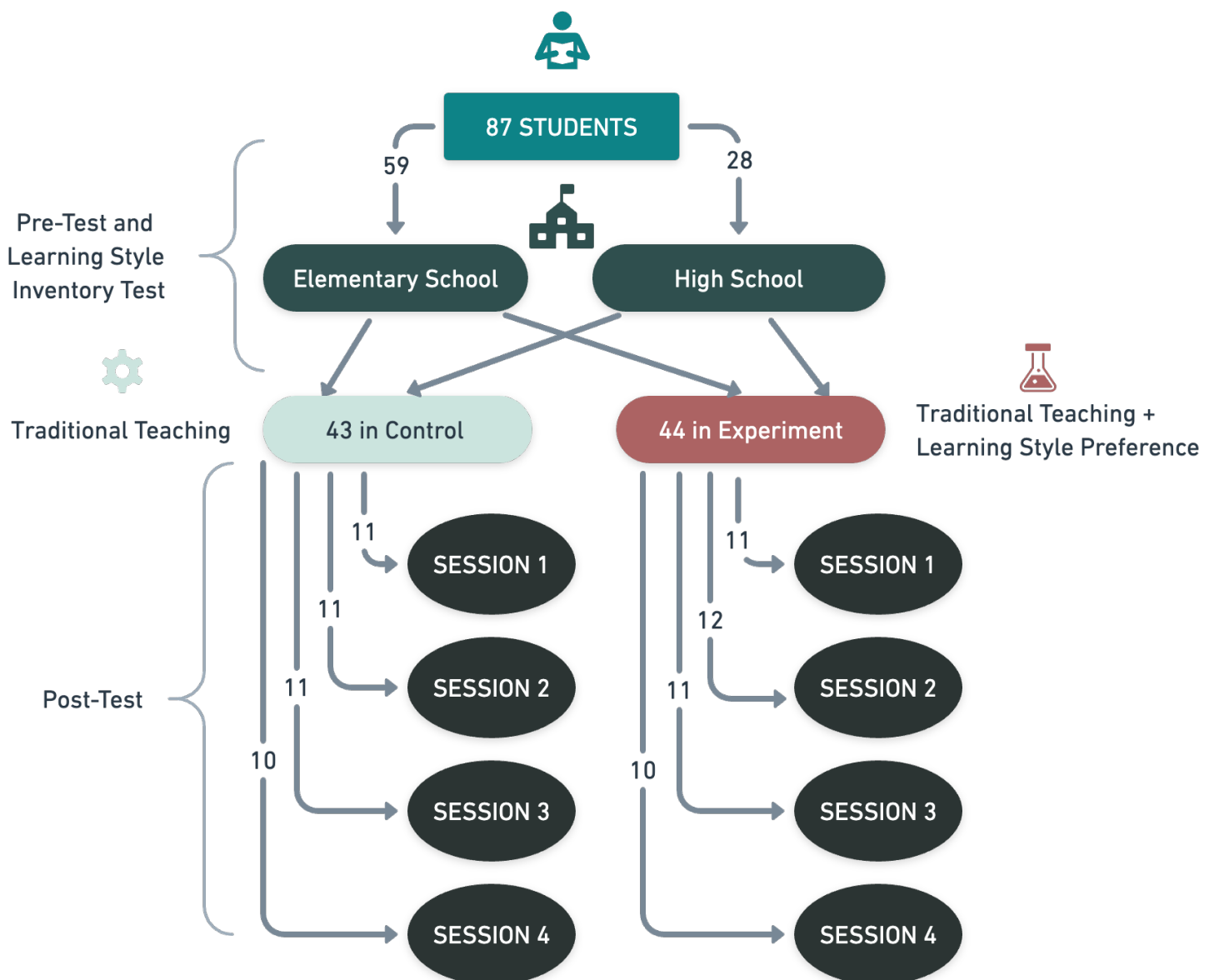
This study will use two data visualisation tools called boxplot and barplot.

A boxplot, also known as a box-and-whisker plot, is a graphical representation of a dataset that shows the distribution of the data and identifies outliers. The box in the plot represents the middle 50% of the data (the interquartile range), with the median represented by a line within the box. The whiskers extend to the minimum and maximum values of the data, excluding outliers which are plotted separately as points outside of the whiskers. Boxplots are useful for comparing the distribution of data across different groups or variables.

A barplot, on the other hand, is a graphical representation of categorical data that shows the frequency or proportion of each category in a dataset. The categories are represented on the x-axis, and the height of each bar represents the frequency or proportion of that category. Barplots are useful for comparing the frequency or proportion of categories across different groups or variables.



Client Experiment



Results

The aim of our research is to find out whether or not lessons with specific methods focusing on students' learning preferences improved their retention of content. We used statistical tools to evaluate the effect of these new learning methods.

In our case, it seemed appropriate to use the Difference-in-Difference method, which is a statistical method for calculating the effect of a new policy or method by comparing the experimental group to the control group.

Data such as the session, the school level, the attitude score, the gender and the learning preferences of the students were not useful to estimate the treatment effect. Moreover, we observed no difference between the different sessions, between girls and boys, and between the learning preferences the students had.

Differences in Differences

From a more theoretical point of view, this tool calculates the average scores of the control group and the experiment group for the pre-test and the post-test. Then we looked at the differences between these averages in order to estimate the effect of the experiment.

On the graph below (*Differences in Differences method*) we can see the important coefficients related to student test score. After calculations, we obtained some estimates which led us to following conclusions:

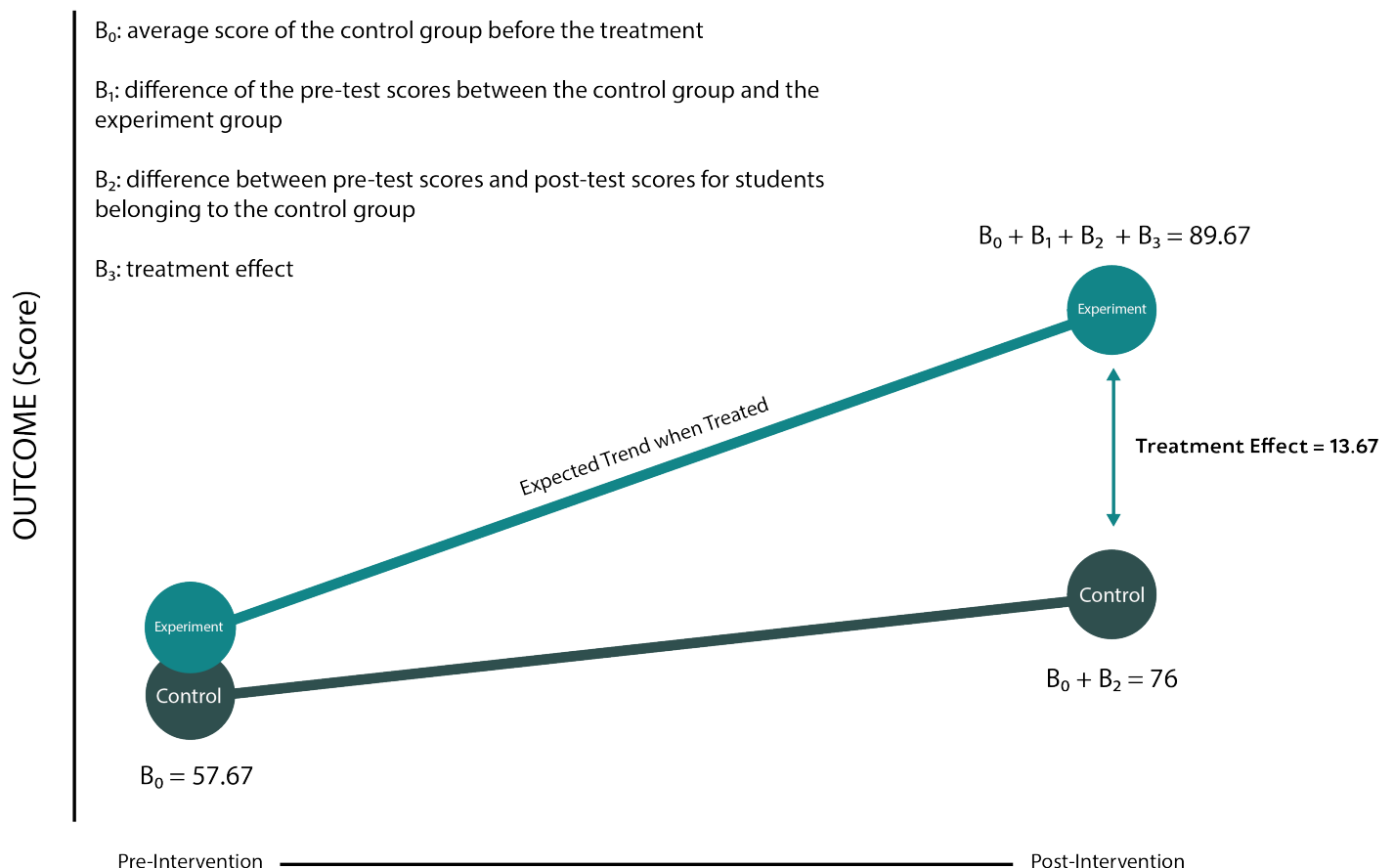
- There were no differences in score between the pre test of the two groups (which is what we expected as the students were randomly assigned to the groups)

- There was an increase in score between the two tests for the control group, which seems logical since there was a learning phase between the tests.

- There is a significant effect of the treatment. If there were no treatment effect, the lines above on the graph would be parallel.

→ **Take away:** students who participated in the experiment classes on average increased their score by 13.67 points compared to their classmates in the control group

DIFFERENCES IN DIFFERENCES METHOD



The graph displays two lines. The dark one is for the control group and the light one is for the experiment group. Both lines start on the average pre-test score and end at the average post-test score. We notice an increase in score for both groups, which is logical since they both had a learning phase. However, it clearly seems that the experiment group students drastically improved their score on the post test.

Extensions

We have also analysed possible extensions that could provide us some additional information on the impact of the new learning methods.

1. Separating students by pre-test grades

We first analysed differences between “good” and “bad” students, separating students in two parts: lowest pre-test scores and highest pre-test scores.

Comparing “bad” students vs “good” students

	Low pre-score students (score from 0 to 55)	High pre-score students (score from 55 to 100)
Average difference in scores between experiment and control group	+17.52	+7.18

When looking at the table above, we can say that the preference based learning style had a greater impact on students who obtained a low score on the pre test. However, we should underline the fact that students who got a higher score on the pre test can only improve by a little bit, because the maximum obtainable score is 100 (the difference will thus automatically be lower).

→ **Take away extensions:** the impact of specialised courses based on preferences had a bigger effect on students who scored between 0 and 55 on the pre-test.

2. Separating students by school level

We also deepened our analysis by focusing on a student’s school level, dividing students in two parts: those in high school, and those in elementary school.

Comparing high school students vs elementary students

	High school students	Elementary school students
Average difference in scores between experiment and control group	+ 18.02	+10.85

When looking at the table above, we can say that the preference based learning style had a greater impact on students who obtained a low score on the pre-test. However, we should underline the fact that students who got a higher score on the pre-test can only improve by a little bit, because the maximum obtainable score is 100 (the difference will thus automatically be lower).

→ **Take away extensions:** the impact of specialised courses based on preferences had a bigger effect on students who scored between 0 and 55 on the pre-test.



Conclusion and recommendations

References

BOREAL. (n.d.). Snowy Mountains in the Swiss Alps. [online] Available at: <https://www.borealcml.com/financial-debt-is-now-high-yield-debt/snowy-mountains-in-the-swiss-alps/> [Accessed 27 Mar. 2023].



Appendix

→ Figure 1 -

→ Figure 2 -

→ Figure 3 -

ALPINE INSIGHTS

by Michael Bigler, Dakota Cuellar, Ilyana El Mendili,
William Elkiess, Tania Loureiro and Liam Phan