

Learning Style/Personality Type and Computer Science

As you know, we've asked you to complete the Felder and Soloman Index of Learning Styles and return the results to us. Links to that assessment can be found at <http://www.cs.uccs.edu/~chamillard>. But why are we asking you to do this in the first place?

Well, there appears to be a strong relationship between certain components of a student's learning style and personality type and that student's performance in computer science, both at the introductory level and across the computer science curriculum. We've done extensive research in this area with Air Force Academy cadets, and we want to expand the research to UCCS students to see if our results are similar. We want to do this at the freshman level, but we're also expanding these analyses into the software engineering area by collecting data for both undergraduate and graduate software engineering students.

That's where you come in. By completing the learning style and personality type assessments – which should really only take about 15 minutes total – you'll be providing us with valuable data that will help us to better understand how different kinds of students perform in our computer science courses. We can then use that information to explore alternate teaching techniques to try to more effectively “level the playing field” for all learning styles and personality types in those courses.

It also turns out that some of this research is significant enough for presentation at conferences (OK, geek conferences) or in other publications. In those cases, students will only be included anonymously in the research datasets. In other words, all data contained in these presentations will be summary data rather than student-specific data. If a discussion of outliers is merited as a result of the analyses, that discussion will not include references to a specific student by name or any other identifier. There will therefore never be any way for someone to extract student-specific information from those presentations.

So please go to web site (<http://www.cs.uccs.edu/~chamillard>), complete the survey, and fill out your results on the reverse side of this sheet. Thanks for your help with this exciting research,

Dr. Tim Chamillard

