

Canfield Learning Styles Inventory (LSI)
by Albert A. Canfield, Ph.D.
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Test Report by G.J. Huba, Ph.D., and C.P. Gruber, Ph.D.
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| | | |
|------------------------|----------------------|-------------------------|
| NAME: Joe Sample | | |
| FORM: Form A | ID NUMBER: WPSsample | SEM/QUARTER: Semester I |
| SEX: Male | STANDING: Junior | GROUP NUMBER: Not Given |
| SCHOOL: College | GPA: B+ | STATUS: Full Time |
| MAJOR: Other | PROCESSED: 04/04/06 | BIRTH DATE: 10/10/84 |
| ANSWER SHEET: 00000000 | ADMIN DATE: 07/26/97 | ETHNICITY: Black |

This WPS TEST REPORT presents results from the Canfield Learning Styles Inventory (LSI), a self-report questionnaire designed to help individuals define their preferred educational experiences.

DESCRIPTION OF THE LSI SCALES

I. Conditions for Learning

1. Peer: Enjoys teamwork and maintains good peer relationships.
2. Organization: Desires clearly organized coursework and relevant assignments.
3. Goal Setting: Wants to set own objectives and procedures, may use feedback to modify these.
4. Competition: Needs to compare own accomplishments with those of others.
5. Instructor: Enjoys a mutually friendly, understanding relationship with the instructor.
6. Detail: Desires specific information about assignments, rules, and requirements.
7. Independence: Likes to work independently and determine own study plan.
8. Authority: Likes a disciplined classroom and knowledgeable instructors.

II. Area of Interest

1. Numeric: Prefers to work with numbers and logic.
2. Qualitative: Likes to work with words or language.
3. Inanimate: Likes working with things, as in building, repairing, designing, or operating equipment.
4. People: Likes working with people--interviewing, counseling, selling, or helping.

III. Mode of Learning

1. Listening: Prefers to hear lectures, tapes, or speeches.
2. Reading: Prefers to read books, articles, or bibliographic information.
3. Iconic: Likes to interpret diagrams, movies, pictures, graphs.
4. Direct Experience: Learns by handling or performing, as in shop, field, or laboratory classes.

IV. Expectation for Course Grade

1. A-expectation: outstanding
2. B-expectation: above average
3. C-expectation: average
4. D-expectation: below average
5. Total Expectation: weighted

PROFILE OF SCORES

On page 2, each score, plotted as a T-score, is compared to the normative sample, which has an average T-score of 50 and a standard deviation of 10. T-scores directly correspond to percentiles, and a percentile scale is also provided. A percentile gives the percentage of individuals who will score below a respondent. A percentile score of 90 means that 90 percent of the normative sample will have a lower score, and that the respondent is in the upper 10 percent on this scale.

Because of the way the LSI is constructed, sets of four scales are designed so that if a respondent is high on one of the four scales, he or she must be lower on the other three. Each set of four scales should be interpreted as a group.

LEARNER TYPOLOGY

Pages 3 and 4 show the Learner Typology; each individual is classified into one of nine groups.

 * Profile of Learning Styles Scores *

| | | | Very Low | | Low | | Average | | High | | Very High | | |
|-------------------|------------|------------|---|----|-----|----|---------|----|------|----|-----------|--|---|
| | | T-score | 25 | 30 | 40 | 50 | 60 | 70 | 75 | | | | |
| | | Percentile | 1 | 5 | 10 | 25 | 50 | 75 | 90 | 95 | 99 | | |
| +++++ | | | | | | | | | | | | | |
| SCALE | T | %ile | + Preferred Condition for Learning + | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Peer | 36 | 8 | XXXXXXXXXXXXX . . . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Organization | 68 | 96 | XXX | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Goal Setting | 45 | 32 | XXXXXXXXXXXXXXXXXXXXX . . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Competition | 54 | 65 | XXXXXXXXXXXXXXXXXXXXXXXXXXXXX . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Instructor | 52 | 58 | XXXXXXXXXXXXXXXXXXXXXXXXXXXXX . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Detail | 34 | 6 | XXXXXXXXXXXXX . . . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Independence | 56 | 72 | XXXXXXXXXXXXXXXXXXXXXXXXXXXXX. | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Authority | 57 | 76 | XXXXXXXXXXXXXXXXXXXXXXXXXXXXX | | | | | | | | | | + |
| | | | + Preferred Area of Interest + | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Numeric | 63 | 90 | XXXXXXXXXXXXXXXXXXXXXXXXXXXXX | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Qualitative | 52 | 58 | XXXXXXXXXXXXXXXXXXXXX . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Inanimate | 36 | 8 | XXXXXXXXXXXXX . . . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| People | 51 | 55 | XXXXXXXXXXXXXXXXXXXXX . | | | | | | | | | | + |
| | | | + Preferred Mode of Learning + | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Listening | 27 | 1 | XXXX . . . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Reading | 66 | 95 | XXXXXXXXXXXXXXXXXXXXXXXXXXXXX | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Iconic | 46 | 34 | XXXXXXXXXXXXX . . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Direct Experience | 55 | 68 | XXXXXXXXXXXXXXXXXXXXX . | | | | | | | | | | + |
| | | | + Expectation for Course Grade + | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| A-expectation | 63 | 91 | XXXXXXXXXXXXXXXXXXXXX | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| B-expectation | 52 | 57 | XXXXXXXXXXXXX . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| C-expectation | 40 | 16 | XXXXXXXXXXXXX . . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| D-expectation | 37 | 10 | XXXXXXXXXXXXX . . | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| Total Expectation | 62 | 88 | XXXXXXXXXXXXXXXXXXXXX | | | | | | | | | | + |
| | | | + + | | | | | | | | | | + |
| +++++ | | | | | | | | | | | | | |
| | Percentile | | 1 | 5 | 10 | 25 | 50 | 75 | 90 | 95 | 99 | | |
| | T-score | | 25 | 30 | 40 | 50 | 60 | 70 | 75 | | | | |
| | | | Very Low | | Low | | Average | | High | | Very High | | |

 * Learner Typology *

This is how individual scales (T-scores) are combined to give summary scores:

| Organization | | Qualitative | | Reading | | Direct Experience | | Inanimate | | Iconic | | Summary X score |
|--------------|---|-------------|---|---------|---|-------------------|---|-----------|---|--------|---|-----------------|
| 68 | + | 52 | + | 66 | - | 55 | - | 36 | - | 46 | = | 49 |
| ---- | | ----- | | ----- | | ----- | | ----- | | ----- | | ----- |

| Peer | | Instructor | | Goal Setting | | Independence | | Summary Y score |
|------|---|------------|---|--------------|---|--------------|---|-----------------|
| 36 | + | 52 | - | 45 | - | 56 | = | -13 |
| ---- | | ----- | | ----- | | ----- | | ----- |

These typology results are from summary scores:

| | X less than -15 | X from -15 to 15 | X greater than 15 |
|-------------------------|---------------------------|-------------------------|---|
| Y greater than 10 | SA Social/Applied | S Social | SC Social/Conceptual |
| Y from -10 to 10 | A Applied | N Neutral Preference | C Conceptual |
| Y less than -10 | IA Independent/Applied | I Independent | IC Independent/Conceptual *** YOU *** |

Students tend to be most comfortable and involved with learning when instructional techniques are matched to their own or a nearby group as charted above.

Social--prefers extensive opportunities to interact with peers and instructors; has no strong preference for either applied or conceptual approaches; instruction involving small groups and teamwork will create the closest match.

Independent--prefers to work alone toward individual goals; has no strong preference for either applied or conceptual approaches; instructional techniques such as analysis of case studies or self-selected and self-paced programs will create the closest match.

Applied--prefers to work in activities directly related to real world experience; has no strong preferences for either social or independent approaches; instruction involving practicums, site visits, and team labs will create the closest match.

Conceptual--prefers to work with highly organized language-oriented materials; has no preference for either social or independent approaches; instruction involving lectures and reading will create the closest match.

Social/Applied--prefers to have opportunities to interact with students and instructors in activities closely approximating real-world experiences; instruction involving role playing, group problem solving, and supervised practicums will create the closest match.

Social/Conceptual--prefers to have opportunities to interact with students and instructors using highly organized language-oriented materials; instruction involving a balance of lecture and discussion will create the closest match.

Independent/Applied--prefers to work alone toward individual goals in activities closely approximating real-world experience; instruction involving individual labs or unsupervised technical practicums will create the closest match.

Independent/Conceptual--prefers to work alone toward individual goals with
YOU | ->> highly organized language-oriented materials; instruction allowing
->> for independent reading, literature searches, and reviews will create
->> the closest match.

Neutral preference--tends to have no clear areas of strong preference; may find adequate match in any other type, but may also at times find it difficult to become entirely involved.

 * Output of Student Responses *

The following are the responses that were made to each of the questions. Note that a rank of 1 is the highest while a rank of 4 is the lowest. Within each group of

four responses (such as items 1a to 1d, items 2a to 2d, etc.), there should be one response of 1, one response of 2, one response of 3, and one response of 4.

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1a | 1b | 1c | 1d | 2a | 2b | 2c | 2d | 3a | 3b | 3c | 3d |
| (2) | (1) | (3) | (4) | (3) | (4) | (2) | (1) | (1) | (3) | (4) | (2) |
| 4a | 4b | 4c | 4d | 5a | 5b | 5c | 5d | 6a | 6b | 6c | 6d |
| (4) | (2) | (3) | (1) | (2) | (1) | (3) | (4) | (4) | (2) | (1) | (3) |
| 7a | 7b | 7c | 7d | 8a | 8b | 8c | 8d | 9a | 9b | 9c | 9d |
| (3) | (2) | (4) | (1) | (1) | (2) | (4) | (3) | (4) | (1) | (3) | (2) |
| 10a | 10b | 10c | 10d | 11a | 11b | 11c | 11d | 12a | 12b | 12c | 12d |
| (1) | (3) | (2) | (4) | (4) | (1) | (3) | (2) | (1) | (3) | (2) | (4) |
| 13a | 13b | 13c | 13d | 14a | 14b | 14c | 14d | 15a | 15b | 15c | 15d |
| (3) | (1) | (2) | (4) | (3) | (1) | (2) | (4) | (2) | (1) | (3) | (4) |
| 16a | 16b | 16c | 16d | 17a | 17b | 17c | 17d | 18a | 18b | 18c | 18d |
| (3) | (1) | (4) | (2) | (3) | (2) | (1) | (4) | (1) | (4) | (3) | (2) |
| 19a | 19b | 19c | 19d | 20a | 20b | 20c | 20d | 21a | 21b | 21c | 21d |
| (4) | (2) | (3) | (1) | (2) | (1) | (3) | (4) | (4) | (1) | (3) | (2) |
| 22a | 22b | 22c | 22d | 23a | 23b | 23c | 23d | 24a | 24b | 24c | 24d |
| (1) | (4) | (2) | (3) | (2) | (4) | (3) | (1) | (4) | (3) | (2) | (1) |
| 25a | 25b | 25c | 25d | 26a | 26b | 26c | 26d | 27a | 27b | 27c | 27d |
| (2) | (1) | (3) | (4) | (3) | (1) | (2) | (4) | (1) | (4) | (3) | (2) |
| 28a | 28b | 28c | 28d | 29a | 29b | 29c | 29d | 30a | 30b | 30c | 30d |
| (1) | (3) | (4) | (2) | (4) | (2) | (3) | (1) | (1) | (2) | (3) | (4) |

() indicates missing response.
 (*) indicates invalid response.

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*** End of Report ***