

Executive Summary

All of the interviewees agreed that in concept, this system was a good idea. Generally they felt that the idea of incorporating learning styles into lessons was a good idea, and if a system such as this could adapt over time, it could be very useful.

A couple of the interviewees felt that a more rounded selection of participants might help the study, and one interviewee noted that creating lessons with various topics would be not only useful but very instructive. He felt that trying out different topics would really determine the usefulness of the system. In addition he felt that adding an “experiment” component to determine just how much the participant actually learned would be very useful. So for example, at the end of a lesson on computer coding, the participant could be instructed to actually create a small piece of code, indicating how well they had absorbed the materials they had just learned.

In terms of how the system was setup, one interviewee felt that more qualitative responses would be helpful; he seemed to feel that the multiple choice responses used in the survey would not be able to gather enough information to determine just how well the system was achieving the goals it set out to achieve.

And finally, all interviewees felt that the system was a worthwhile endeavor. One interviewee indicated that these things are a step-by-step process, and asking the questions is the best first step. He felt this system was a good start in doing that.

Interview Result Summary

All interviewees agreed that the system and evaluation methods were interesting and a worth-while effort. Interviewee 1 notes additionally that he was not sure what kind of demand there would be for such a system in the education world, as it appeared the system could become quite costly. Interviewee 3, however, felt that this could be a significant learning tool, and was very curious how it would work for more applied subjects like programming, for instance.

As for the idea itself, interviewees felt that the idea of giving each user a lesson specifically tailored to their learning style was a good one. The only concern a couple interviewees rose was how changes in learning style could be accommodated through the system. For instance, Interviewee 2 noted that a person may have different learning styles from one subject to another. He was curious as to how this system would accommodate such changes in an individual person’s learning.

Interviewee 3 brought an interesting consideration up as well. His suggestion was the use of this type of system to help students direct their career development and choices. Based on learning styles, he suggested that an individual could determine if a desired career choice would be best for them.

Overall all respondents felt the idea of such a system was a good one.

Interviewees also felt that the system was setup in such a way that it appeared to combine learning processes (learning styles) and knowledge acquisition (lessons) quite well. Interviewee was a little

concerned that the results would not be clear based on the data that would be collected, however. Interviewee 1 also felt that more qualitative questions in the survey would have been useful.

None of the interviewees felt there were any drawbacks to the system at this time, but a couple of them felt that they would need to see more of the system and its results in order to know for certain. For improvements respondents had many good ideas. Interviewee 2 suggested that more individuals outside the computer science field would be instructional. He felt that their different learning styles might provide different overall results, offering a more rounded data set.

Interviewee 3 was very interested in trying the system out with various subjects, most specifically with practical applications, like computer programming. The idea was that a respondent would be provided a set of lessons on, for instance, "how to program a loop". Once the lesson was over the respondent would then have to actually code a loop themselves. How well they were able to complete this part of the lesson would be an indicator of how well the "learning style focused" lesson had worked.

As for improvements, Interviewee felt that more professionals involved in the testing process would help provided a better data set. The thought was that professionals would take the test more seriously, and provide a more mature attitude to the whole process, allowing for more reliable results. Also, professionals may have a better understanding of learning styles, as well as their own style of learning, to access the differences within the system.

None of the interviewees felt the system lacked anything, but Interviewee 1 reiterated his desire to see more qualitative survey questions; qualitative questions may provide a more robust set of data with which to analyze how well the system works or does not work. Interviewee 4 also felt that more reflection on the hypothesis, and how the collected data may respond to it, would be useful.

As for improvements, or what could be eliminated are added to the system to make it better, interviewees felt it was already pretty good but Interviewee 1 was not sure that some of the survey questions were as useful as they could be. Interviewee 2 also felt that, providing definitions for each of the learning styles would have been very instructive for respondents.

Final advice from interviewees included the need for more qualitative survey questions, perhaps in a group environment during or just after the lesson, and to include more age groups, with different levels of experience, to the testing group. And finally, Interviewee 3 felt that trying the same system with varies lesson topics would be very useful in determining the system's overall usefulness.