

Analyzing the Learners before Designing the Instruction Method: a Case Study in Turkey

Abstract

The purpose of this study was to analyze learning preferences of students and to find out if there are significant differences among students in terms of learning styles according to their gender and grade. The study was conducted during the spring semester of the 2008–2009 academic year, and 150 students participated in this study. The Grasha-Riechmann Learning Style Inventory was used as an analysis tool. Data analysis showed that independent, collaborative and competitive style learners were dominant among the participants, and there were no significant differences between the students in terms of learning styles according to their gender or grade.

Key words: *learning styles, Grasha-Riechmann Learning Style Inventory, learning preferences.*

1. Introduction

Students' learning styles are a very important subject in today's learner-centred educational environments. There is a lot of research about the effect of learning styles on academic achievement in the literature. It has been argued by researchers that by customizing learning materials and learning modules according to different types of learners, learning outcomes will be increased (Yazıcı, 2005; Arslan and Babadoğan, 2005; Liegle and Janicki, 2006; Cengizhan, 2007). Therefore, each instructor would like to learn about students' learning styles before designing the instruction method and preparing learning activities.