

Learning Styles Inventory (LSI)

by James Lani

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Revised in 2005, the **Learning Styles Inventory (LSI)** is a widely known instrument used for researching characteristics of different learning styles. The general categories of learning styles are Converger, Diverger, Assimilator, and Accomodator.

The LSI takes approximately 30 minutes for self-administration and self-scoring. The format for the test is a 12-item questionnaire in which the participants must respond, using a 1 to 4 scale, to four sentence endings relating to the four-stage cycle of learning – Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. The test is geared towards teens and adults. Also, the test has been translated into numerous languages.

Author

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Validity and Reliability

According to independent research by Conoley and Cramer (1989), the internal consistency and test-retest reliability both showed high scores. The reliability testing for the revised edition included 982 graduate and undergraduate students. The four sections – Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation – had a Cronbach Alpha rating (internal reliability) of .82, .73, .83, and .78, respectively.

Obtaining the LSI

[Kolb Learning Style Inventory \(Pack of 10 Booklets\)](#)

[Hay Group](#)

Administration, Analysis and Reporting

Statistics Solutions consists of a team of professional methodologists and statisticians that can assist the student or professional researcher in administering the survey instrument, collecting the data, conducting the analyses and explaining the results.

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Dissertations Using the Learning Styles Inventory

Below is a list of dissertations using the Learning Styles Inventory. The full versions of these dissertations can be found using ProQuest.

Sanders, N. (2003). *A descriptive study of the relationship of selected neuropsychological factors and cognitive learning styles of alcoholics*. The University of Texas at Austin).

An investigation of the learning styles of undergraduate physical therapy students and practicing physical therapists. (2002). University of Alberta (Canada).

Henderson, I. T. (1996). *Learning styles and perceptions of effective teacher characteristics among adult and traditional learners in baccalaureate nursing programs*. University of Arkansas at Little Rock).

O'Brien, S. L. (2000). *Registered nurses learning styles and accuracy in interpretation of ECG rhythms*. Eastern Michigan University).

Powe, D. (1996). *A descriptive study of the relationships between learning styles and demographic characteristics of student registered nurse anesthetists and certified registered nurse anesthetist clinical instructors in nurse anesthesia education programs*. Virginia Polytechnic Institute and State University).

Morgan, S. A. (1990). *An investigation of learning styles, effective teaching, and student achievement in the experiential nursing clinical environment*. University of Kansas).

Ryan, P. M. (1992). *Learning styles and developmental levels of nursing students: A case study*. University of Massachusetts Amherst).

Penn, B. K. (1991). *Correlations among learning styles, clinical specialties, and personality types of U.S. army nurses*. The University of Texas at Austin).

References

Kolb, D. (1985). *Learning style inventory*. Boston, MA: McBer and Company.

Kolb, A. Y., & Kolb, D. A. (2006). A review of multidisciplinary application of experiential learning theory in higher education. In R. Sims & S. Sims (Eds.), *Learning styles and learning: A key to meeting the accountability demands in education*. Hauppauge, NY: Nova Publishers. [View](#)

Rodwell, J. J. (2005). The assessment of formal management development: A method, a baseline and the need to incorporate learning styles. *Journal of Management Development*, 24(3): 239-52.

Smith, M. K. (2005). David A. Kolb on experiential learning. The encyclopedia of informal education. www.infed.org/biblio/b-explrn.htm.

