

Human Subjects Approval

Principal Investigator: C. Malone

Co-Investigators:

Title of Study: Effects of learning style on paper versus computer based reading comprehension

Date of Approval: 2/16/2012

Two members of the IRB have reviewed your proposed study and have determined that the subjects are at no more than minimal risk. Therefore, your study is approved and you may proceed with your study. Should there be any significant change in the methods or materials you presented for approval, please inform the Department Review Committee.

You are required to complete a *Project Completion/Continuing Review Form* by the end of the academic year.

This notice is sent to the Principal Investigator only. Please inform any co-investigators of this notification.

Approved by: Gary Nickell, Chair DRC


Gary Nickell
Department Review Committee

nickellg@mnstate.edu
(218) 477-4080

- Institutional Review Board**
(submit completed form to Graduate Studies Office)
- Departmental Review Committee**
(submit completed form to Committee Chair)



**Institutional Review Board
Human Research Approval Form**

Principal Investigator (must be MSUM faculty or staff):		Date:	2/6/12
Name:	Christine P. Malone	Dragon ID No:	00256185
Department:	Psychology	Telephone No:	218-477-2804
Building/Room No:	Bridges Hall 360 G	E-mail address:	malonech@mnstate.edu
Signature:	<i>Christine P. Malone</i>	NIH Training:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Co-Investigator (attach separate sheet if more than two)		Co-Investigator (attach separate sheet if more than two)	
Name:		Name:	
<input type="checkbox"/> Faculty <input type="checkbox"/> Graduate Student <input checked="" type="checkbox"/> Undergraduate Student		<input type="checkbox"/> Faculty <input type="checkbox"/> Graduate Student <input type="checkbox"/> Undergraduate Student	
Department/Program:	Psychology	Department/Program:	
Telephone:		Telephone:	
E-mail address:		E-mail address:	
Dragon ID No:		Dragon ID No:	
NIH Training?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	NIH Training?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Signature:	<i>[Signature]</i>	Signature:	

Title of study:	Effects of Learning Style on Paper Versus Computer Based Reading Comprehension		
Date submitted:	2/6/12	Project starting date:	2/20/12
		Project ending date:	5/1/12
Type of Review Requested:			
<input type="checkbox"/> Exempt Status (complete Request for Exempt Status)	Submit 2 copies (original and 1 photocopy)		
<input checked="" type="checkbox"/> Expedited Review* (include reasons below)	Submit 2 copies (original and 1 photocopy)		
<input type="checkbox"/> Full Review	Submit 12 copies (original and 11 photocopies)		
* Reason for requesting Expedited Review:	This proposed study does not require any more than minimal risk.		

Institutional Review Board Recommendation:			
Exempt Status Approval:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Revise and Resubmit (see attached)	
Expedited Review Approval:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Revise and Resubmit (see attached)	
Full Review Approval:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Revise and Resubmit (see attached)	

IRB Chair's Signature:	<i>[Signature]</i>	Date:	2/16/2012
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This form and complete instructions are available online at: <http://web.mnstate.edu/irb>

- Institutional Review Board**
(submit completed form to Graduate Studies Office)
- Departmental Review Committee**
(submit completed form to Committee Chair)



Institutional Review Board Ethical Compliance Questionnaire

Name of Principal Investigator:	Christine P. Malone
Title of Study:	Effects of Learning Style on Paper Versus Computer Based Reading Comprehension

Instructions: Complete all items on this form and/or on a separate sheet of paper attached to this form. The table format used on this form will expand as you enter text.

I. Subject Recruitment and Requirements
<p>1. What type and how many human subjects will you require? (gender, age, location, affiliation, special characteristics, estimated number required)</p> <p>We will need a total of 160 undergraduate students enrolled at MSUM to participate.</p>
<p>2. Where and how do you propose to recruit subjects?</p> <p>A volunteer sign-up sheet will be posted on the Psychology Department bulletin board, which is located across the hall from the Psychology Department office (BR 360). Students will be able to sign up for a 20 minute time slot at their convenience. The informal title of "Learning Approach and Test Scores" will be used for recruiting purposes.</p>
<p>3. If your study involves subjects in institutions other than MSUM (schools, hospitals, other agencies), how will institutional consent be obtained? A signed letter of permission from an institutional representative is required. Attach copy to proposal.</p> <p>N/A</p>
<p>4. How much time will be required of each subject?</p> <p>One twenty minute time slot will be required of each participant.</p>
<p>5. Will subjects be compensated for participation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please specify:</p> <p>There will be no monetary compensation; however students will receive a department research participation blue card to submit for 20 minutes of extra credit in a psychology course (as allowed by their instructor).</p>
<p>6. Is confidentiality assured? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, how?</p> <p>Records of responses will be stored in the primary investigator's office in a locked filing cabinet. Further, response sheets will contain codes and not names. Participants' responses will be reported at a group level only. Participants will not be personally identified in any report, publication, or presentation that results from this study.</p> <p>If no, why not?</p>
<p>7. What benefits do subjects obtain by participating?</p> <p>Participants will receive 20 minutes of extra credit for a psychology class (as allowed by the professor). Participants will also gain first-hand experience about research studies studying learning and memory.</p>

II. Subject Risk			
Certain practices are generally to be avoided. If any are included in the proposed study, check the blank next to the appropriate category and justify with attachments.			
<input type="checkbox"/> Deceptions	<input type="checkbox"/> Pain, threat, or aversive stimulation	<input type="checkbox"/> Embarrassment	<input type="checkbox"/> Invasion of privacy

III. Informed Consent	
A copy of the signed Informed Consent form must be given to subjects or guardians. For surveys and questionnaires that do not involve sensitive topics or minors, return of the questionnaire can be taken as implying consent. However, a cover letter must be included which contains the elements of consent and gives enough information about the survey that the subjects can choose to participate or not. Attach copy of cover letter if appropriate.	
Minors and/or Adults Incapable of Giving Consent	
1. Will your study use minors or adults legally incapable of giving consent? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how will permission be obtained from parents or guardians and assent from the subject?	
2. Is informed consent form, method of obtaining assent, and/or cover letter attached? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Consenting Adults	
1. If subjects are of legal age and capable of giving consent, how will consent be obtained?	
Prospective participants will receive an informed consent form before beginning the experiment. Time will be given for the participant to read the form and all questions will be answered.	
2. Is informed consent form or cover letter attached? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IV. Debriefing	
1. Will subjects be provided with feedback about the study? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, when and how?	
Participants will receive general information about the different learning style categories and which one is expected to do better on computer-based tests versus a paper-based test. They will be given a debriefing statement and told that upon the completion of the study, the results will be posted on the bulletin board across from BR 360.	
2. Is a debriefing form attached? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Include debriefing statement when applicable.	
3. If deception has been used, how will the subjects be informed? N/A	
4. What follow-up supports will be available if subjects experience undesirable consequences of participation? No undesirable consequences are predicted but as a precautionary measure, students will be given contact information for the principal investigator and for the MSUM counseling center.	

V. Materials

1. What questionnaires, inventories, tests, or other instruments will be used? Attach copies of investigator-prepared materials or a description of commercially prepared or copyrighted materials.

A background information sheet will be used to collect general information about participant's particularly past experience with online courses.

The Gregorc Style Delineator will be used to assess learning style category.

Reading comprehension short story and questions retrieved http://www.actstudent.org/sampletest/reading/read_01.html

2. Will you make audio-tapes, video-tapes, or photographs of subjects? Yes No
Consent must be obtained from subjects in the informed consent form for these types of materials. Include statements about assurance of confidentiality, the planned use and eventual disposition of these materials (i.e., use of materials at conferences, published research, posting to the internet).

3. What electrical, electronic, or mechanical equipment will be used? If any have been specially constructed or modified for use in this study, provide a description with sufficient detail so that any physical danger may be assessed. Supplementary documents may be attached if necessary.

A standard Gateway PC will be used for the computer-based test group.

**Federal guidelines required that all materials related to the research be retained for at least three years.
See current copy of Code of Federal Regulations for details.**

This form and complete instructions are available online at: <http://web.mnstate.edu/lrb>

Abstract

The test mode effect states that when an identical test is given on paper and a computer, the results obtained will be different depending on the medium the test is presented on. This effect and the reality that the number of online courses being offered is steadily increasing has implications for what types of students should be taking classes online. The purpose of this study is to determine if learning style has an influence on the success of paper-based versus computer-based comprehension on tests. A group of 160 participants in lower level psychology courses will complete the Gregorc Style Delineator and perform a reading comprehension test on paper or a computer. It is hypothesized that students scoring high as Concrete Sequential will do best on paper while students performing high as Abstract Random will do best on a computer.

Method

Participants

For this experiment, 160 college undergraduates will be used as participants. They will most likely be between the ages of 18 and 22 and enrolled in lower level psychology courses at Minnesota State University Moorhead. Extra credit will be offered for their participation in this study. They will be a convenience sample of interested students who sign up for the study entitled, "Learning Style and Test Taking" outside of the psychology offices.

Materials

Before beginning the experiment, participants will fill out an informed consent form. Participants will complete a background information sheet that details their age, gender, and if they have taken online classes before (see Appendix A for a copy). Participants will complete a Gregorc Style Delineator see (Appendix B for an example). Participants will read a prose fiction short story as shown in Appendix C. The short story is one page and is about a boy who ends up in foster care and ends up helping younger kids at a local community center he hangs out at. Questions for the short story will be completed after they read the passage; questions and answers are also shown in Appendix C. There are 10 questions asking comprehension questions from what they have read.

Procedure

Half of the participants, 80, will be randomly assigned into the computer-based test group. They will begin by signing an informed consent. After this has been done they will start with reading the short story and then answering the questions. Both the short story and the questions will be displayed on a computer screen. Upon completion of the test portion they will complete the Gregorc Style Delineator. This test will place them into one of four learning style

groups. This will be completed on paper to keep it standard in both groups. Once their learning style has been determined they will fill out the background information sheet. After all steps are completed they will be debriefed and given a blue experiment participation card.

The other half of the participants will be randomly assigned to the paper-based test group completing everything the same, the exception will be that the reading comprehension short story and comprehension questions will be administered on paper, instead of a computer screen. The look of the story and questions will be identical on the computer screen and paper to remove any effect from the look of how they are displayed. It should take 20 minutes to complete the entire experiment.

Appendix A: Participant Background Information

Participant Number _____

Background Information

- 1) Age: _____
- 2) Year in college: _____
- 3) Major: _____

4) Circle your computer familiarity on the scale below:

1 = None: use computers with difficulty about once a week

3 = Moderate: use computers multiple times a week doing basic tasks (checking email, printing homework)

5 = High: use computers skillfully on a daily basis



5) Past experience with completely online classes: **Yes** **No**

If yes, what classes have you taken?

Appendix B: Gregorc Style Delineator

1. Mark two words within each set that best describe you.

1. a. Imaginative
b. Investigative
c. Realistic
d. Analytical
2. a. Organized
b. Adaptable
c. Critical
d. Inquisitive
3. a. Debating
b. Getting to the point
c. Creating
d. Relating
4. a. Personal
b. Practical
c. Academic
d. Adventurous
5. a. Precise
b. Flexible
c. Systematic
d. Inventive
6. a. Sharing
b. Orderly
c. Sensible
d. Independent
7. a. Competitive
b. Perfectionist
c. Cooperative
d. Logical
8. a. Intellectual
b. Sensitive
c. Hardworking
d. Risk-taking
9. a. Reader
b. People person
c. Problem Solver
d. Planner
10. a. Memorize
b. Associate
c. Think-through
d. Originate
11. a. Changer
b. Judger
c. Spontaneous
d. Wants direction
12. a. Communicating
b. Discovering
c. Cautious
d. Reasoning
13. a. Challenging
b. Practicing
c. Caring
d. Examining
14. a. Completing work
b. Seeing possibilities
c. Gaining ideas
d. Interpreting
15. a. Doing
b. Feeling
c. Thinking
d. Experimenting

Appendix B: Gregorc Style Delineator

Scoring – For experimenter only

2. After completing the test above:

In the columns below, circle the letters of the words you choose for each number. Add your totals for the columns. Multiply the total of each column by 4. The box with the highest number describes how you most often process information.

	I	II	III	IV
1.	C	D	A	B
2.	A	C	B	D
3.	B	A	D	C
4.	B	C	A	D
5.	A	C	B	D
6.	B	C	A	D
7.	B	D	C	A
8.	C	A	B	D
9.	D	A	B	C
10.	A	C	B	D
11.	D	B	C	A
12.	C	D	A	B
13.	B	D	C	A
14.	A	C	D	B
15.	A	C	B	D
Totals	_____	_____	_____	_____

I. _____ x 4 = _____ Concrete Sequential

II. _____ x 4 = _____ Abstract Sequential

III. _____ x 4 = _____ Abstract Random

IV. _____ x 4 = _____ Concrete Random

Appendix C: Reading Comprehension Short Story and Questions

PROSE FICTION: This passage is adapted from the novel *The Men of Brewster Place* by Gloria Naylor (©1998 by Gloria Naylor).

Clifford Jackson, or Abshu, as he preferred to be known in the streets, had committed himself several years ago to use his talents as a playwright to broaden the horizons for the young, gifted, and black—which was how he saw every child milling around that dark street. As head of the community center he went after every existing grant on the city and state level to bring them puppet shows with the message to avoid drugs and stay in school; and plays in the park such as actors rapping their way through Shakespeare's *A Midsummer Night's Dream*. Abshu believed there was something in Shakespeare for everyone, even the young of Brewster Place, and if he broadened their horizons just a little bit, there might be enough room for some of them to slip through and see what the world had waiting. No, it would not be a perfect world, but definitely one with more room than they had now. The kids who hung around the community center liked Abshu, because he never preached and it was clear that when they spoke he listened; so he could zero in on the kid who had a real problem. It might be an offhand remark while shooting a game of pool or a one-on-one out on the basketball court, but he had a way of making them feel special with just a word or two.

Abshu wished that his own family could have stayed together. There were four of them who ended up in foster care: him, two younger sisters, and a baby brother. He understood why his mother did what she did, but he couldn't help wondering if there might have been a better way. Abshu was put into a home that already had two other boys from foster care. The Masons lived in a small wooden bungalow right on the edge of Linden Hills. And Mother Mason insisted that they tell anybody who asked that they actually lived in Linden Hills, a more prestigious address than Summit Place. It was a home that was kept immaculate.

But what he remembered most about the Masons was that it seemed there was never quite enough to eat. She sent them to school with a lunch of exactly one and a half sandwiches—white bread spread with margarine and sprinkled with sugar—and half an apple. When Abshu dreamed of leaving—which was every day—he had his own apartment with a refrigerator overflowing with food that he gorged himself with day and night. The Masons weren't mean people; he knew he could have ended up with a lot worse.

Abshu lived with these people for nine years, won a scholarship to the local college, and moved out to support himself through school by working in a doughnut shop. By this time his mother was ready to take her children back home, but he decided that since he was already out on his own he would stay there. One less mouth for her to worry about feeding. And after he graduated with his degree in social work, he might even be able to give her a little money to help her along.

One thing he did thank the Masons for was keeping him out of gangs. There was a strict curfew in their home that was rigidly observed. And church was mandatory. "When you're out on your own," Father Mason always said, "you can do whatever you want, but in my home you do as I say." No, they weren't mean people, but they were stingy—stingy with their food and with their affection. Existing that way all the time, on the edge of hunger, on the edge of kindness, gave Abshu an appreciation for a life fully lived. Do whatever job makes you happy, regardless of the cost; and fill your home with love. Well, his home became the community center right around the corner from Brewster Place and the job that made him most fulfilled was working with young kids.

The kids who hung out at the community center weren't all lost yet. They wanted to make use of the tutors for their homework; and they wanted a safe place to hang. His motto was: Lose no child to the streets. And on occasion when that happened, he went home to cry. But he never let his emotions show at work. To the kids he was just a big, quiet kind of dude who didn't go looking for trouble, but he wouldn't run from it either. He was always challenged by a new set of boys who showed up at the center. He made it real clear to them that this was his territory—his rules—and if they needed to flex their muscles, they were welcome to try. And he showed many that just because he was kind; it didn't mean he was weak. There had to be rules some- place in their world, some kind of discipline. And if they understood that, then he worked with them, long and hard, to let them see that they could make a difference in their own lives.

Questions:

1. The point of view from which the passage is told can best be described as that of:
 - A. a man looking back on the best years of his life as director of a community center in a strife-ridden neighborhood.
 - B. a narrator describing his experiences as they happen, starting with childhood and continuing through his adult years as an advocate for troubled children.
 - C. an unidentified narrator describing a man who devoted his life to neighborhood children years after his own difficult childhood.
 - D. an admiring relative of a man whose generosity with children was widely respected in the neighborhood where he turned around a declining community center.
2. It can reasonably be inferred from the passage that which of the following is a cherished dream that Abshu expects to make a reality in his lifetime?
 - F. Establishing himself financially so as to be able to bring his original family back under one roof
 - G. Seeing the children at the community center shift their interest from sports to the dramatic arts
 - H. Building on the success of the community center by opening other centers like it throughout the state
 - J. Expanding for some, if not all, of the children the vision they have of themselves and their futures
3. It can reasonably be inferred from the passage that Abshu and the Masons would agree with which of the following statements about the best way to raise a child?
 - A. For a child to be happy, he or she must develop a firm basis in religion at an early age.
 - B. For a child to be fulfilled, he or she must be exposed to great works of art and literature that contain universal themes.
 - C. For a child to thrive and be a responsible member of society, he or she must develop a sense of discipline.
 - D. For a child to achieve greatness, he or she must attach importance to the community and not to the self.
4. The fourth paragraph (lines 31-37) establishes all of the following EXCEPT:
 - F. that Abshu had foster brothers.
 - G. that the Masons maintained a clean house.
 - H. how Mother Mason felt about the location of their house.
 - J. what Abshu remembered most about his years with the Masons.
5. It can reasonably be inferred that which of the following characters from the passage lives according to Abshu's definition of a life fully lived?
 - A. Mother Mason
 - B. Father Mason
 - C. Abshu as a child
 - D. Abshu as an adult
6. Which of the following statements about the children entering the community center is supported by the passage?
 - F. They had unrealistic expectations that Abshu toned down in the course of informal conversations.
 - G. In Abshu's eyes, they were all gifted.
 - H. In Abshu's eyes, the children who were likely to succeed were the ones who gave him the most trouble at the outset.
 - J. They were prepared to believe in each other more than in themselves.
7. It can reasonably be inferred from the first paragraph that in obtaining outside funding for the community center, Abshu could be characterized as:
 - A. thorough in seeking out potential sources for financial backing.
 - B. reluctant to spoil the children with charity.
 - C. excited about having the children write grant applications.
 - D. determined to let the children decide how the money would be spent.

Appendix C: Reading Comprehension Short Story and Questions

8. Which of the following statements about Abshu's attitude toward his mother's choices early in his life is supported by the passage?
- F. Abshu wishes he could get over the bitterness he feels toward her for allowing him and his siblings to be placed in foster care.
 - G. Abshu is worried that his mother is troubled by her decision to place her children in foster care and wants to comfort and support her now that he is a grown man.
 - H. Abshu wonders if she might have made a better decision about letting him and his siblings go into foster care, even though he understands why she did it.
 - J. Abshu wants to apologize for having been ungrateful as a child to his mother, who was only doing what she felt was best for her family.
9. As it is used in line 65, the term *the edge* refers to a place where Abshu felt:
- A. most alive.
 - B. unfulfilled.
 - C. defeated.
 - D. most competitive.
10. According to the passage, which of the following most closely identifies Abshu's definition of a life fully lived?
- F. Happiness in your work and love in your house
 - G. The pursuit of your goals and the realization of your dreams
 - H. Togetherness with your family and the sharing of laughter
 - J. Working in the community and striving for equality

Consent to Participate in a Research Study
Psychology Department, Minnesota State University Moorhead
Learning Approach and Test Taking

You are invited to participate in a study of approaches to learning and test taking being conducted by ~~S. later~~ Undergraduate Psychology Student, under the supervision of Dr. Christine Malone, Associate Professor of Psychology at MSUM.

Purpose of the study: We hope to learn more about the different approaches to learning and how they relate to reading comprehension. I will begin to learn more about this by asking you to complete a learning task and asking about how you approach learning. You have been asked to participate in this study because you are an MSUM student in a psychology course.

What you will do in this study: As a participant you will be reading a short story and then answering 10 questions about what you just read. Upon completing the questions you will be given a questionnaire to determine what approach to learning best fits you. Complete instructions and more information will be given if you decide to participate. After completion of the study a debriefing session will be held to explain the particulars of this study. The experiment will be carried out in the Psychology Department in Bridges Hall.

Time required: The entire experiment should last about 20 minutes.

Risks: There are no known risks or discomforts associated with participation in this study.

Benefits: This study is designed to further our knowledge of how learning styles affect reading comprehension scores. You will receive proof of your participation, which may be submitted for extra credit in a psychology course (as allowed by your professor).

Confidentiality: The responses in this study are being collected for research purposes only. Records of your responses will be stored in the offices or laboratories of the investigator in a locked filing cabinet, and will be made available only to researchers directly involved in the study. Response sheets are coded anonymously, and you will not be personally identified in any report or publication resulting from this study.

Participation and withdrawal: Your participation is voluntary. Your decision whether or not to participate in this study will not affect your future relationships with the MSUM Psychology department. If you decide to participate, you are free to discontinue your participation at any time without prejudice. No questions will be asked.

Contact: Please feel free to ask questions now or at any time during the study. If you have additional questions later, you can contact Dr. Christine Malone in the Psychology Department, office: Br 360 G, phone: (218) 477-2804, and email: malonech@mnstate.edu.

Whom to contact about your rights in this experiment: You may contact Dr. Richard Adler, chair of MSUM Institutional Review Board at adlerri@mnstate.edu or (218) 477-2474. You may also contact the Psychology Departmental Review Committee Chair, Dr. Gary Nickell at nickellg@mnstate.edu or (218) 477-4080.

Agreement: The purpose and nature of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

In signing this agreement, I also affirm that I am at least 18 years of age or older.

Signature of Participant

Date

Signature of Investigator

Date

**Learning Approach and Test Taking
Minnesota State University Moorhead
Department of Psychology**

With the increase in the amount of college courses being offered online, this study is concerned with trying to find if there is a certain type of student who would do best in the online classroom versus a more traditional classroom. Previous studies looked at different types of student characteristics (e.g., age, computer familiarity, gender, and different types of learning styles). This study focused on learning styles and used the Gregorc Style Delineator because it was one of the few learning style inventories that showed significant results in previous studies.

Participants were asked to complete a reading comprehension test either on paper or a computer screen. Then the participants were given a Gregorc Style Delineator which will place them into one of four learning style categories. The background information sheet given to participants helped gauge computer familiarity and whether or not they have taken online classes before.

The four learning style categories as laid out by the Gregorc Style Delineator include Concrete Sequential, Concrete Random, Abstract Random, and Abstract Sequential. These four categories all process information differently and have more preferred ways of learning. Concrete Sequential learners prefer learning in an ordered way; they are based in reality. Concrete Random learners prefer to use experimentation to promote learning. Abstract Random learners need other people to reflect on information in an organized manner. Abstract Sequential learners like theories and abstract to analyze ideas.

The aim of the reading comprehension test is to see whether or not students with a particular learning style did better or worse on a paper-based test versus a computer-based test. Previous studies showed that students scoring high as Concrete Sequential will do best on paper while students performing high as Abstract Random will do best on a computer.

The results of this study will be available in early May of 2012 and will be posted on the bulletin board across from the Psychology Department office (Bridges Hall, room 360).

Whom to contact for more information:

If you have questions about this study, or if you would like to receive a summary report of this research when it is completed, please contact Dr. Christine Malone in Bridges Hall, room 360G (phone 218-477-2804).

Whom to contact about your rights in this experiment:

Prof. Gary Nickell, nickellg@mnstate.edu, phone 218-477-4080, Chair, Psychology Department Human Research Committee, or else Dr. Richard Adler, adlerri@mnstate.edu, phone 218-477-2474, Chair of MSUM Institutional Research Board.

If you feel that you are experiencing adverse consequences from this study:

Please contact the MSUM Counseling Center at 218-477-2227.

To learn more about the Gregorc Style Delineator use:

<http://iweb.tntech.edu/rcclougherty/workshop/page1/page1.html> -- to gain more knowledge about the learning style profiles.

Thank You for your participation!