SafeAssign Reports

1. First, open the SafeAssign Report by clicking the check mark.
2. To view the entire report, expand the report window.

2. Student’s Work

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
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<th>File</th>
<th>Matching</th>
<th>SA Report</th>
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<tbody>
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ARTICLE REVIEW 1 ARTICLE REVIEW 5
Kara Ranck Article Review 1 Liberty University

Article Review 1 In the study behind this article Zacharis (2010) investigated student achievement levels in face-to-face and online learning environments, based on differing learning styles.

The intent of the research was to determine if, and how, student success in online classes diverged from success in residential classes. Data collected from the study should inform decisions surrounding online class offerings in technical fields. Zacharis chose to examine a freshman level computer science course, COMP 120 with extensive laboratory requirements.

Traditionally, these requirements hindered student success in the class because the sessions were not flexible enough to meet the schedules of students who were already professionally committed. Zacharis attempted to discover if the course grades of students differed based on learning style or instructional method, and if these aspects were
3. Highlighted areas may be turned on or off by clicking the magnifying glass icons.
4. Click on the blue links to open a suspected source.
5. Check the boxes next to citations, and click Resubmit to SafeAssign in order to remove sources and regenerate the SafeAssign report.

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77 students were enrolled in online sections, and 86 were enrolled in residential sections. The sections were taught by the same instructor and a posttest only control group design was implemented. Kolb’s LSI indicated that the online population fell primarily into the Assimilator and Accommodator learning styles. The residential population tested as Assimilators and Diversers. After the completion of the course, the performance of the groups were compared. Zachari's analysis revealed that residential students showed insignificantly higher performance. Learning style differences, and the interaction between instruction and learning style were insignificant as well. Zachari's stated that “the results of this research showed there was no significant difference between these two learning environment. That is, learners can be just as successful regardless of their learning style preferences” (596).

This study seems to fall under the umbrella of both the experimental and correlational categories.

The first two research questions, the effect of learning style on academic performance, and the effect of instructional style on academic performance, were conducted in the field using a