

## A Meta-Analytic Validation of the Dunn and Dunn Model of Learning-Style Preference



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**(Barry O'Reilly)**

## A META-ANALYTIC VALIDATION OF THE DUNN AND DUNN MODEL OF LEARNING-STYLE PREFERENCE

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GRIN Verlag GmbH. Paperback. Condition: New. 12 pages. Dimensions: 10.0in. x 7.0in. x 0.0in. Seminar paper from the year 2014 in the subject Communications - Research, Studies, Enquiries, grade: 9.0, University of Dodoma (College of Education), course: Research Methods and Statistical Analysis, language: English, abstract: The intrinsic nature of learning process where a learner manifests changes in behavior as result of experience has provoked serial debates in Education Research. The discussions range from what, when, how and where would a learner be able to perform; which not only view a learner as subject of knowledge but also an ultimate object for knowledge generation. The differences in performance among learners are evident and require an extensive investigation to improve and maintain. However, the fundamental question remains as to why students performance is different; this is a crucial starting point to understand the different ways style which a learner use in the daily learning process (Brown, 1994; Sorenson, 2011). In this article, the study sought to analyze the hypothesis that accommodating students learning-style preferences increase academic achievement. The study analysis delimits to understanding of how various factors influence how students learn and their consequential effect on academic achievement. The study extarcted research studies through computer-based survey; fourty two studies out of 138 were rated by Lytton and Romneys rating scales, then 6 of 42 were discarded following inherent validity threat. The sample of 3181 from 36 studies was thereafter subjected to meta-analysis. Through Meta-analysis cummulative effect size  $r$  of .353 was calculated with residual variance of 0.79, the latter converted to Mean Standard Deviation (MSD)  $d$  of .755. The measures complemented to standard normal curve, revealing that the academic achievement of students will increase three fourths (34) when learning learning style are accommodated than those whose learning styles have...

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