

10.8.2024

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Title

Adaptation and validation of the inventory of learning styles for quality assurance in a Hong Kong post-secondary education context / Dennis C. S. Law and Jan H. F. Meyer

Publication year

2010

Source/Footnote

In: Quality in higher education. - 16 (2010) 3, S. 269 - 283

Inventory number

29068

Keywords

Ausland : Hongkong : Studentenschaft, Studium, Lehre ; Lehre ; Qualitätssicherung

Abstract

A Chinese translation of the Inventory of Learning Styles (ILS), a quantitative instrument employed mainly in Western higher education contexts for collecting students' feedback on their learning patterns (in the form of students' processing strategies, regulation strategies, learning orientations and conceptions of learning), was adapted and validated for application in the new response-context of Hong Kong post-secondary education via a large student sample. The reliabilities of the adapted ILS scales, as reflected by Cronbach's coefficient alphas, were found to be generally satisfactory. From an exploratory factor analysis conducted on the adapted ILS scales, four factors were identified that resemble the relevant features of the factor structure reported in a study in an Indonesian response-context. Overall, the present study provides qualified support for the reliability and validity of the adapted ILS for application in the context of Hong Kong post-secondary education. (HRK / Abstract übernommen)