Learning Styles and Graphical User Interface: Is there any Preference?

Abstract

User interface becomes the major channel to convey information in e-learning context: a well-designed and friendly interface is thus the key element in helping users to get the best results quickly.

This paper investigates the importance of a certain choice offered: if several graphical user interface designs are offered to distance learning students of known learning styles, should we find any preferences? To find that, a procedure for determining association between learning styles and GUI was devised. A total of 51 participants were tested to find out if there was any correlation between students’ learning styles and their GUI preferences. We have found that the fact of having any preference towards a GUI is associated with AC score of Kolb’s model.

Key words: learning style, graphical user interface, e-learning.

Introduction

There is a number of e-learning practice models of which several suggest key components that influence the quality of the e-learning experience: technology, pedagogy, organizational context and creativity (Garrison and Anderson, 2003; Jochems et al, 2003). Decisions related to the didactic design of a course may refer to one of five fields of instruction (Paechter et al., 2010; Brophy, 1999): a) course design learning material, and electronic course environment; b) interaction between students and an instructor; c) interaction with peer students; d) individual learning processes; e) course outcomes.