

Learning Environment Preferences (LEP)

Description

The Learning Environment Preferences (LEP) is an objective, recognition-task instrument developed by William S. Moore, Center of the Study of Intellectual Development (1987). This measurement was initially designed and validated based upon the qualitative research done on Perry's intellectual and ethical development model (1981) for college students and patterned after Rest's Defining Issues Test of moral judgment (1979). According to the preliminary longitudinal studies (Moore, 1989), there is a predicted upward trend in cognitive performance from the freshmen year to the senior year. Scores of "independent" student learners are highly correlated with the higher stages in Perry's scheme (i.e. lowest stage of dualism to the highest stage of contextual relativism).

The LEP addresses five domains which include course content, the roles of instructors and peers, classroom atmosphere and activities, and course evaluation. Each domain includes 13 statements which a student rates on a four-point likert-scale (not at all significant to very significant). The student focuses on the level of significance of each task in their learning environment.

** The Office of Academic Assessment at USM has been given permission to use the LEP Scale for purposes of course assessment and class improvement only. If you plan to use the LEP Scale for further research or publication, you must get permission below.

- To get approval to use the LEP, you must contact: Center for the Study of Intellectual Development, 1505 Farwell Ct. NW, Olympia, WA 98502 phone: 360-786-5094 fax: 503-212-8082.
- Resource: The Learning Environment Preferences: Exploring the construct validity of an objective measure of the Perry Scheme of intellectual development. *Journal of College Student Development*, November 1989, Volume 30, pages 504-514.