

# Information Learning-Behavior Scale (IL-BS; Workbook)

# Amig

After completing this workbook, you will be able to do the following:

- Score the *Information Learning-Behavior Scale* (IL-BS) correctly,
- effectively, compare your scores with students who have assessed themselves on a weekly basis within BGSU's UNIV 1200: Learning-Behavior Assessments course, 2009-2010,
- apply your plan of action to improve your overall Information learning-behavior, and improve your overall information learning-behavior,
- and decide if this IL-BS Amigo booklet was truly your friend.

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Learning  
Intervention  
Program  
Services



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## Inside the front cover

The *Information Learning-Behavior Scale Amigo Workbook* was developed to help students, professionals and other helpers with comprehension of the IL-BS scores in relationship to data from a previous study by Pomales (2010).

When it comes to learning information:

- 1-think about what you do,
- 2-what you understand,
- 3-your grade assessment of the assigned information,
- 4-your degree of need for using sources of information,
- 5-your needed sources of information, and
- 6-your commitment to learning the information.

This IL-BS Amigo booklet truly is your friend.  
Thus, read it and learn to assess, analyze, and make decisions that lead to exhibiting good learning-behaviors.

The number one misunderstood amigos are your books!



## Table of Contents

<b><i>Information Learning-Behavior Scale, Amigo Topics</i></b>	<b>Page Numbers</b>
➤ Inside the Front Cover.	1
➤ Introduction: Using the IL-BS Amigo with the IL-BS Booklet.	3
➤ Step 1: Scoring the IL-BS Answer Form for One & Two Courses.	3
➤ Step 2: Inserting your IL-BS Scores into the Scoring Matrix.	4
➤ Step 3: Inserting Your Data into the Table A: My Weekly <i>Information Learning-Behavior Scale</i> Scores.	4
➤ Step 4: Comparing your <i>Information Learning-Behavior Scale</i> Mean Scores with the 2009-2010 UNIV 1200: Learning-Behavior Assessments Students' Scores.	5
➤ Step 5: Charting Your IL-BS Scores within the Four IL-BS Figures Comprised of Graphs.	6
➤ Step 6, the Last Step: Recording Your Overall Learning-Behavior in Short Logs.	7
➤ Summary.	7
▪ One Course Scoring and Two or More Course Scoring.	8 -9
▪ Scoring Matrix 1-16.	10-11
▪ Table A: My Weekly Information Learning-Behavior Scale Scores.	12
▪ Tables 1-4: The Four IL-BS Scales' Mean Scores.	13-16
▪ Figures 1-4: Four IL-BS Graphs to Chart your IL-BS Scores.	17-20
▪ Fifteen Logs that Present Your Overall Information Learning-Behaviors.	21-28
➤ References.	29

## **Information Learning-Behavior Scale, Amigo (IL-BSA; Workbook)**

The *Information Learning-behavior Scale* (IL-BS) booklet and *Information Learning-behavior Scale Amigo* (IL-BSA; workbook) are used together for the purpose of measuring, assessing, and deciding which actions to exhibit for the purpose of learning information.

Before you can use the IL-BS Amigo workbook, you must fill-in the IL-BS answer form in the IL-BS booklet. If you are enrolled in UNIV 12:00 Learning-Behavior Assessments at Bowling Green State University, you will start the process of completing your IL-BS booklet starting week two of the 15 week semester (plus one week of final exams). The IL-BS Amigo workbook will function on the premise that students have filled in the IL-BS booklet.

### **Step 1: Scoring the IL-BS Answer Sheets for One Course and for Two or More Courses (see pages 8 & 9)**

Now, it is time to score your completed answer form. Starting with page 8, you will see an example of how to score one course. Notice that the course is Math 1120, 3 credits (College Algebra I).

Juan Smith's present learning-behavior scale measured during week four of the semester (assessment number 3) indicated that he had:

- Studied 50 % of the assigned information,
- an average understanding of the assigned information,
- a "C" average to this point,
- perceived himself to have a strong need for using sources of information,
- only gone to class, but has not read his books nor other sources of information,
- an average commitment to learn the assigned information.

Juan Smith's future learning-behavior scale noted:

- He planned to study 75% of the assigned information in the near future (next week),
- he plans to understand the assigned information well,
- he plans to achieve a "B" average as a measure to learn the assigned information,
- he perceives a strong need to use sources of information for the near future,
- He plans to go to class, read his books, communicate with the instructor, and go to math laboratory.
- lastly, he plans to illustrate strong commitment to learning the assigned information.

By looking at Juan's IL-BS answer form, the observer can gain a lot of information about Juan's overall learning-behavior. In addition, the observer (s) has the opportunity to ask Juan why he has not read the math book; thus, allowing himself to fall behind in math class.

To score Juan's present learning-behavior scale (PrLB), add each of the six PrLB items; the sum is 16. Next, add the six items for the future learning-behavior scale (FuLB); the sum is 23. Thirdly, subtract the PrLB score from the FuLB score, this is the Goal Achievement Learning-Behavior (GALB) score and the difference is 7 (large difference, the score was much greater than the mean/average score; thus, Juan should not be satisfied [lower is better]). Lastly, add the PrLB and FuLB scores, this equals the Learning-Behavior Self-Concept (LBSC) score, and Juan's was low.

On page 9, look at Juan's IL-BS answer form that lists four courses; next, calculate the average for each of the twelve columns, six PrLB items and six FuLB items. Secondly, add each of the PrLB items, and the sum was 19.9; the sum of the FuLB items was 23.6. Thirdly, subtract the PrLB mean score from the FuLB mean score, and the difference was 3.7; this was the Goal Achievement Learning Behavior (GALB) score. Lastly, add the FuLB and PrLB mean scores and the sum was 43.5; this was the Learning-Behavior Self-Concept score.

For Juan's set of four courses, he had a low average PrLB score (19.9); thus, he needed to work harder or he might have average to poor grades by the end of the term. His FuLB score was 23.6, a good score, but his GALB score (3.7) indicated that he was not pleased with his achievement from week one to week four. In regard to his self-concept, Juan has a low average LBSC score (43.5).

**Step 2:**  
**Inserting your PrLB, FuLB, GALB and LBSC Scores into the**  
**Scoring Matrix (see pages 10 & 11)**

To keep track of your progress over the complete fifteen week semester, calculate the IL-BS scores on a weekly basis and insert the data into the Scoring Matrix for week two (page 10). The purpose of this matrix to keep track of the six items for the PrLB scale and the six items for the FuLB scale; plus, the Scoring Matrix contains the GALB and LBSC scores. There is a scoring matrix for all 16 weeks of the semester. As you calculate your weekly IL-BS data, make sure that you record the data on a weekly basis, do not fall behind with your calculations and record keeping.

**Step 3:**  
**Inserting your Data into**  
**Table A: My Weekly Information Learning-Behavior Scale Scores**

The purpose of "Table A: My Weekly Information Learning-Behavior Scale Scores," is to develop a table of your weekly data on one page (see page 12). You are becoming a scientist, and the subject is "self." Insert the data starting with week one or two, and continue on a weekly basis up to week 15 or sixteen. You can study your IL-BS patterns

and predict your final grades for the semester as early as the fifth week of the term (Pomales, 2010; Pomales, 2009).

Ask yourself these four questions:

- Where are you in relationship to your present learning-behavior; this is by far the most important of the four scales. The PrLB scale tells you about your behavior right now. Does it need to change? All students can get good grades if they try; we are conditioned to behave in a set-way.
- Have your future learning-behavior goals changed, or were the data about the same?
- Are your Goal Achieving Learning-Behavior scores becoming smaller, or are the scores increasing? Hopefully, the scores are going down over time; this illustrates that the PrLB scores are approaching the FuLB scores; this is the ideal pattern.
- And, how are you feeling about your overall learning-behavior. The Learning-Behavior Self Concept (LBSC) score measures your future learning-behavior goals in relationship to your present learning-behavior. An ideal score is 46 and higher.

**Step 4:**  
**Comparing your *Information Learning-Behavior Scale* Mean Scores with  
 the 2009-2010 UNIV 1200: Learning-Behavior Assessments  
 Students' Scores**  
**(See Tables 1-4; pages 13-16)**

Table 1 (p. 13) noted that the high school past score (PaLB) and the PrLB scores for weeks 2 and 3 were lower than the rest of the PrLB scores for the rest of the term. Again, the scores changed and stayed in the 22.7 or higher range until the final week of the semester. The final learning-behavior (FiLB) week 15 score was 23.03; the students finished pretty well. Below is Table B, it illustrates the scores and quality of learning behavior labels for the PaLB, (past learning-behavior), PrLB, FuLB, and FiLB scales.

Table B  
 Labels for the four (PaLB, PrLB, FuLB, & FiLB)  
 Information Learning-Behavior Scales

	Range of scores	Labels
1	27-29	Excellent
2	23-26	Good
3	17-22	Average
4	11-16	Poor
5	04-10	Very Poor

Table 2 (p. 14) noted that from week two, to the end of the semester, the FuLB scores stayed about the same: 25.06 to 25.29. This data indicated that students' learning related goals do not change; rather, students strive to keep pace with their desired learning-behaviors.

Table 3 (p. 15) indicated that the Goal Achievement Learning-Behavior have changed significantly from the beginning of the term to the end (mean = 4.15 for week 2, and 2.33 for week 14). Again, the data clearly showed significant changes from the middle of the term to the end of the term (mean = 2.78 for week 7, and 2.33 for week 14). The UNIV 1200: Learning-Behavior Assessments students have perceived themselves as achieving their learning related goals.

Table 4 (p. 16) noted that students overall learning-behavior self-concept tends to improve, but did not fluctuate much. There was a significant change from week 2 to week 14, but most of the mean scores had a range of 47.3 to 47.99; eventually, a mean score of 48 was achieved.

Now that you have compared your PrLB, FuLB, GALB, and LBSC scores with the IL-BS data in Tables 1-4, it is time to plot your data in the four ILBS graphs.

### **Step 5: Charting Your IL-BS Scores within the Four IL-BS Figures Comprised of Graphs (See Figures 1-4; pages 17-20)**

The Purpose of the four PrLB, FuLB, GALB, and LBSC graphs is to give each student a visualization of the mean (average) scores over the 15 week semester. Now that you have calculated and compared your four ILBS scores, insert your data into the four figures. For example, assume that you had a PrLB score of 21.50 for week 2, go to [Figure 1](#) (p. 17) and insert a strong "DOT" in between 21 and 22 for week 2. Next, write the 21.5 just above your "DOT."

Secondly, go to [Figure 2](#) (p. 18) and insert your "DOT" and FuLB score for week 2 as you did for Figure 1. Thirdly, follow the same process for Figure 3 (p. 19) and insert your GALB score for week 2; and fourthly, follow the same process for Figure 4 (p. 20) and your LBSC score for week 2 (remember to write your scores above the dots). Now, you should be finished recording your "DOTS" and four IL-BS scores. What have you learned in regard to your scores and the bar chart scores within the four figures? Are you above the bars, on the bars, or below the bars? Don't forget, the data came from the class of 2009-2010; these students were enrolled in UNIV 1200: Learning-Behavior Assessments.

**Step 6, the last step:  
Recording Your Overall Learning-Behavior in Short Logs  
(see logs 1-15; pages 21-28)**

It is important to think about your data and what it means to you. All students should be able to describe their learning-behavior from week one to the present within their logs (pages 21-28). Next, ask yourself, do I need to make changes such as reading my books more often; or should I interact with my instructor more in class and during their office hours? Do I need to go to the math laboratory, writing center, or visit my college advisor? Have I missed too many class sessions of UNIV 1200: Learning-behavior Assessments? There is a lot to write about; thus, try to focus on your overall learning-behavior and you will achieve your learning related goals. Log fifteen (p. 28), the last log should focus on the primary issues that you have learn for the complete semester (quarter, or another time period).

**Summary**

Understanding the *Information Learning-Behavior Scale* should be much easier if you take the time to read the IL-BS, AMIGO. It takes you step by step so that you can understand what your scores are trying to tell you. First, you had to fill-in the IL-BS booklet; next, you had to calculate your scores and insert the data into the scoring matrix and “My Weekly IL-BS Scores Table.” Then you compared your data with the mean scores of students who were enrolled in UNIV 1200: Learning-Behavior Assessments during the academic year 2009-2010. After comparing your data with a set of mean scores, you were asked to insert your PrLB, FuLB, GALB, and LBSC scores into four figures that contained bar charts for visualization purposes. Lastly, you were asked to write comments about your data in a “log” format. Thus, you should be able to assess your overall learning-behavior, and make critical decisions in regard to developing a plan of action that will result in good grades. This learning-behavior model is based on cognitive behaviorism, and has used a locus of control theory (Rotter, 1954).



# Information Learning-Behavior Scale (Time Oriented)

Date: 9 / 15/2010

Assessment #: 3

List: Types of Course Information.	Item 1: Percentage of Studied Information.	Item 2: Understand the Assigned Information.	Item 3: Grade for the Assigned Information.	Item 4: Need to Use Sources of Information.	Item 5: Sources of Needed Information.	Item 6: Commitment to Learn the Information.																
My Courses	Time Oriented L-B Scales	Time Oriented L-B Scales	Time Oriented L-B Scales	Time Oriented L-B Scales	Time Oriented L-B Scales	Time Oriented L-B Scales																
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	1	1																				
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FuLB = 4 + 4 + 3 + 4 + 4 + 4 = 23

PrLB = 3 + 3 + 2 + 4 + 1 + 3 = 16

Goal Achievement Learning-Behavior (GALB = FuLB - PrLB) = 7

Learning-Behavior Self Concept (LBSC = FuLB + PrLB) = 39

Note 1: For Item 3, change the grades to the following values: A = 4, B = 3, C = 2, D = 1, & F = 0.

Note 2: For Item 5, COUNT the number of numbers; do not add the numbers' values.

Read the rest of this IL-BS workbook to learn more about your scores.

Life is the awareness that we are a product of our own learning-behavior.

# Information Learning-Behavior Scale (Time Oriented)

Date: 9 / 15 / 2010

Assessment #: 3-WK4

List: Types of Course Information.	Item 1: Percentage of Studied Information.	Item 2: Understand the Assigned Information.	Item 3: Grade for the Assigned Information.	Item 4: Need to Use Sources of Information.	Item 5: Sources of Needed Information.	Item 6: Commitment to Learn the Information.
My Courses	Time Oriented L-B Scales	Time Oriented L-B Scales	Time Oriented L-B Scales	Time Oriented L-B Scales	Time Oriented L-B Scales	Time Oriented L-B Scales
I-Type: P A I-#: R T I-Cr.: S	P P F F S A R U I C S E T N A T S U A L E R L E N E T	P P F F S A R U I C S E T N A T S U A L E R L E N E T	P P F F S A R U I C S E T N A T S U A L E R L E N E T	P P F F S A R U I C S E T N A T S U A L E R L E N E T	P P F F A R U I S E T N T S U A E R L E N E T	P P F F S A R U I C S E T N A T S U A L E R L E N E T
1) I-Type: <u>Math</u> I-#: <u>1120</u> I-Cr.: <u>3</u>	5 5 5 5 100% 4 4 4 4 75% 3 3 3 3 50% 2 2 2 2 25% 1 1 1 1 00%	5 5 5 5 v.well 4 4 4 4 well 3 3 3 3 aver. 2 2 2 2 poor 1 1 1 1 v.poor	A A A A exce B B B B good C C C C aver. D D D D poor F F F F fail.	5 5 5 5 v. str. 4 4 4 4 strong 3 3 3 3 aver. 2 2 2 2 some 1 1 1 1 no ne	1 1 x 2 x 8 x 9	5 5 5 5 v. str. 4 4 4 4 strong 3 3 3 3 aver. 2 2 2 2 some 1 1 1 1 no com
2) I-Type: <u>GSW</u> I-#: <u>1110</u> I-Cr.: <u>3</u>	5 5 5 5 100% 4 4 4 4 75% 3 3 3 3 50% 2 2 2 2 25% 1 1 1 1 00%	5 5 5 5 v.well 4 4 4 4 well 3 3 3 3 aver. 2 2 2 2 poor 1 1 1 1 v.poor	A A A A exce B B B B good C C C C aver. D D D D poor F F F F fail.	5 5 5 5 v. str. 4 4 4 4 strong 3 3 3 3 aver. 2 2 2 2 some 1 1 1 1 no ne	1 1 2 2 x 7	5 5 5 5 v. str. 4 4 4 4 strong 3 3 3 3 aver. 2 2 2 2 some 1 1 1 1 no com
3) I-Type: <u>UNIV</u> I-#: <u>1200</u> I-Cr.: <u>1</u>	5 5 5 5 100% 4 4 4 4 75% 3 3 3 3 50% 2 2 2 2 25% 1 1 1 1 00%	5 5 5 5 v.well 4 4 4 4 well 3 3 3 3 aver. 2 2 2 2 poor 1 1 1 1 v.poor	A A A A exce B B B B good C C C C aver. D D D D poor F F F F fail.	5 5 5 5 v. str. 4 4 4 4 strong 3 3 3 3 aver. 2 2 2 2 some 1 1 1 1 no ne	1 1 2 2 x 3	5 5 5 5 v. str. 4 4 4 4 strong 3 3 3 3 aver. 2 2 2 2 some 1 1 1 1 no com
4) I-Type: <u>PSYH</u> I-#: <u>1010</u> I-Cr.: <u>4</u>	5 5 5 5 100% 4 4 4 4 75% 3 3 3 3 50% 2 2 2 2 25% 1 1 1 1 00%	5 5 5 5 v.well 4 4 4 4 well 3 3 3 3 aver. 2 2 2 2 poor 1 1 1 1 v.poor	A A A A exce B B B B good C C C C aver. D D D D poor F F F F fail.	5 5 5 5 v. str. 4 4 4 4 strong 3 3 3 3 aver. 2 2 2 2 some 1 1 1 1 no ne	x 1 2 2 x 3 9 x	5 5 5 5 v. str. 4 4 4 4 strong 3 3 3 3 aver. 2 2 2 2 some 1 1 1 1 no com

FuLB = 4.5 + 4.5 + 3.7 + 3.5 + 3.2 + 4.2 = 23.6

PrLB = 4.0 + 4.0 + 3.0 + 3.2 + 1.7 + 4.0 = 19.9

Goal Achievement Learning-Behavior (GALB = FuLB - PrLB) = 3.7

Learning-Behavior Self Concept (LBSC = FuLB + PrLB) = 43.5

Note 1: For Item 3, change the grades to the following values: A = 4, B = 3, C = 2, D = 1, & F = 0.

Note 2: For Item 5, COUNT the number of numbers; do not add the numbers' values.

Directions: Calculate the averages for each column and follow the above two notes.

Next, insert your four scores (PrLB, FuLB, GALB, and LBSC) into "Your Weekly ILBS Patterns Table."

Read the rest of this IL-BS workbook to learn more about your scores.

**Information Learning-Behavior Scale-- Scoring Matrix (insert the average score for each item).**

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-1		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
Start with		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-2		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-3		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-4		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-5		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-6		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-7		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-8		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

**Information Learning-Behavior Scale-- Scoring Matrix (insert the average score for each item; continued).**

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-9		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-10		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-11		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

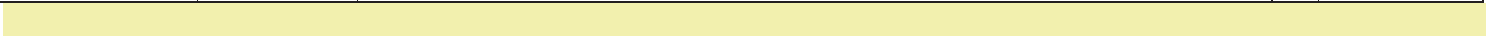
L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-12		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-13		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-14		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Future L-B =	+	+	+	+	+		=
Present L-B =	+	+	+	+	+		=
		<b>Goal Achievement Learning-Behavior (FuLB – PrLB)</b>					=
Week-15		<b>Learning-Behavior Self Concept (FuLB + PrLB)</b>					=

L-B Scales	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Scale Total
Final L-B =	+	+	+	+	+		=
Past L-B =	+	+	+	+	+		=
Week-16		<b>The End</b>					



**Table A:**  
**My Weekly**  
*Information Learning-Behavior Scale*  
**Scores**

<b>16 Week Semester</b>	<b>Present Learning- Behavior (PrLB).</b>	<b>Future Learning- Behavior (FuLB).</b>	<b>Goal Achievement Learning- Behavior (GALB= FuLB - PrLB).</b>	<b>Learning- Behavior Self-Concept (LBSC = FuLB + PrLB).</b>
Example:	21.3	23.6	2.3	44.9
Week 1				
Week 2 Start Here→				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				
Week 12				
Week 13				
Week 14				
Week 15				
Week 16				

- How would you describe your four information learning-behavior scale patterns?
- Are the patterns changing over time?

**Table 1**  
**Means and Standard Deviations of the Past, Weekly**  
**Present and Final Learning-Behavior Scales for the 2009-2010**  
**UNIV 1200: Learning-Behavior Assessment Students.**

Past, Weekly Present & Final Learning- Behavior Scales	N	Minimum	Maximum	↓ Mean	Std. Deviation
HS-PAST	133	11.80	27.40	21.1462	3.06748
PrLB-WK2	129	12.83	26.40	21.0055	2.86548
PrLB-WK3	130	14.33	27.43	21.7860	2.72145
PrLB-WK4	130	12.75	26.80	22.2914	2.58866
PrLB-WK5	129	10.25	27.00	22.5287	2.65679
PrLB-WK6	128	10.00	27.00	22.4172	2.68842
PrLB-WK7	131	8.00	27.40	22.3834	2.74604
PrLB-WK8	129	9.50	27.40	22.4901	2.60473
PrLB-WK9	128	12.14	27.60	22.2652	2.74607
PrLB-WK10	129	16.00	27.40	22.4972	2.36728
PrLB-WK11	130	16.00	27.00	22.7001	2.29630
PrLB-WK12	130	15.33	27.60	22.7695	2.30988
PrLB-WK13	129	16.00	27.60	22.8758	2.13599
PrLB-WK14	131	15.67	28.00	22.7335	2.13783
FINAL-WK15	133	15.83	29.00	23.0331	2.13151

- As the semester progressed, the 2010 students have improved their present learning-learning behavior scores. Finally, they finished with a mean score of 23.03. How are you doing academically?

**Table 2**  
**Weekly Means and Standard Deviations of the**  
**Future Learning-Behavior Scale for the 2009-2010**  
**UNIV 1200: Learning-Behavior Assessment Students.**

Weekly FuLB Scales	N	Minimum	Maximum	↓ Mean	Std. Deviation
FuLB-WK2	129	20.00	28.75	25.1583	1.94963
FuLB-WK3	130	20.17	28.60	25.2100	1.96353
FuLB-WK4	130	18.00	28.40	25.2904	1.69553
FuLB-WK5	129	19.00	28.80	25.2890	1.83841
FuLB-WK6	128	14.75	28.00	25.2896	1.94809
FuLB-WK7	131	11.25	28.17	25.1689	2.18773
FuLB-WK8	129	12.25	28.20	25.1398	2.18125
FuLB-WK9	128	15.40	28.00	25.0677	2.02352
FuLB-WK10	129	19.83	28.00	25.2070	1.71013
FuLB-WK11	130	19.00	28.00	25.2286	1.79328
FuLB-WK12	130	17.17	28.00	25.0962	1.93622
FuLB-WK13	129	18.67	27.80	25.1285	1.79756
FuLB-WK14	131	16.67	28.00	25.0653	1.82384

- As you can see, the Future Learning-Behavior Scores are not changing. The mean scores are constant at 25.06 to 25.29; thus, the changes are slight.
- Are your FuLB scores high, average, low, and are the scores constant? See your instructor/advisor if your scores are consistently dropping; the sooner, the better.

**Table 3**  
**Weekly Means and Standard Deviations of the**  
**Goal Achievement Learning-Behavior Scale for the 2009-2010**  
**UNIV 1200: Learning-Behavior Assessment Students.**

Weekly Goal Achievement Learning-Behavior Scales	N	Minimum	Maximum	↓ Mean	Std. Deviation
GALB-WK2	129	.00	9.67	4.1527	2.14190
GALB-WK3	130	.00	10.50	3.4240	2.00817
GALB-WK4	130	-.20	12.00	2.9990	1.83809
GALB-WK5	129	-.20	16.50	2.7604	2.07997
GALB-WK6	128	.00	14.50	2.8724	1.99829
GALB-WK7	131	-.67	11.60	2.7855	1.81403
GALB-WK8	129	.00	7.20	2.6498	1.73395
GALB-WK9	128	-.40	14.71	2.8025	2.07921
GALB-WK10	129	.00	9.00	2.7098	1.74111
GALB-WK11	130	-.20	8.50	2.5285	1.68885
GALB-WK12	130	.00	6.60	2.3267	1.57845
GALB-WK13	129	-.33	6.50	2.2527	1.54430
GALB-WK14	131	-.50	6.50	2.3318	1.52339

- As you can see, the scores are dropping significantly; this is good. The mean score for week 2 is 4.15, and the mean score for week 14 is 2.33; thus, the Present Learning-Behavior score was approaching the Future Learning-Behavior Score (GALB = the FuLB score minus the PrLB score).
- If your GALB scores are dropping, that is good; if the scores are increasing, you might want to discuss the issue with your instructor/advisor.

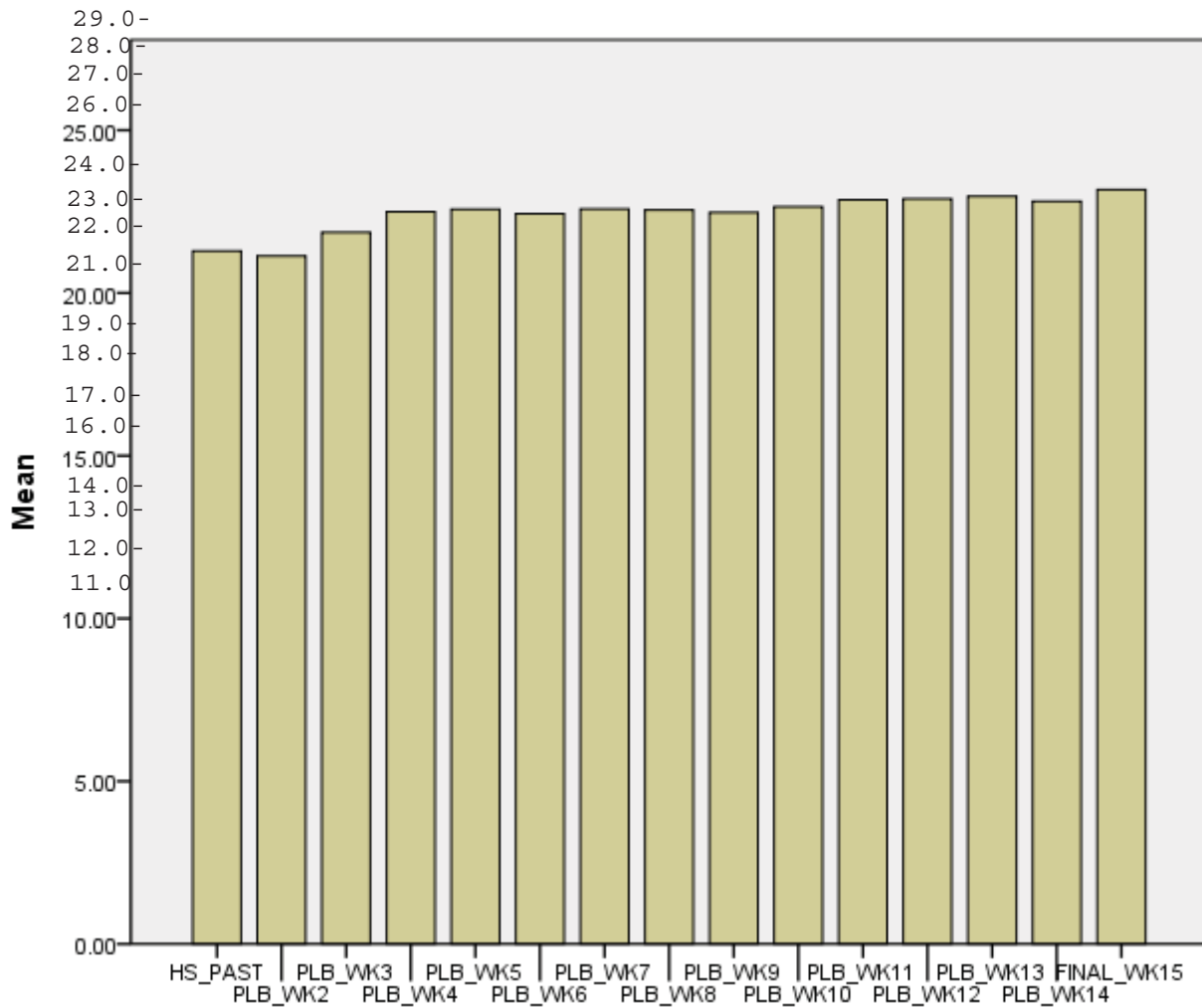


**Table 4**  
**Weekly Means and Standard Deviations of the**  
**Learning-Behavior Self Concept Scale for the 2009-2010**  
**UNIV 1200: Learning-Behavior Assessment Students.**

Learning-Behavior Self Concept Scales	N	Minimum	Maximum	↓ Mean	Std. Deviation
LBSC-WK2	129	33.33	54.86	46.1638	4.40867
LBSC-WK3	130	34.50	55.43	46.9960	4.30008
LBSC-WK4	130	34.33	54.80	47.5818	3.97157
LBSC-WK5	129	36.33	55.00	47.8177	4.06820
LBSC-WK6	128	24.75	54.40	47.7068	4.24879
LBSC-WK7	131	19.25	55.00	47.5522	4.62202
LBSC-WK8	129	21.75	55.20	47.6299	4.48089
LBSC-WK9	128	27.60	55.40	47.3329	4.35292
LBSC-WK10	129	37.00	55.00	47.7043	3.74508
LBSC-WK11	130	36.25	54.60	47.9286	3.75839
LBSC-WK12	130	32.50	55.20	47.8658	3.95947
LBSC-WK13	129	35.00	55.20	48.0043	3.63352
LBSC-WK14	131	32.83	56.00	47.7988	3.67052

- The Learning-Behavior Self Concept mean scores are about the same. There are some changes from week 2 to week 3, and again when compared to week 4. Remember, the LBSC score is a combination of the FuLB score and the PrLB score. From week 4 to the end of the term, the LBSC mean scores were about the same.
- So, how do you feel about “yourself when it comes to learning?” If you need some advice, see your instructor/advisor. In addition, you might want to investigate additional sources of information; see your *Information Learning-Behavior Scale* booklet.

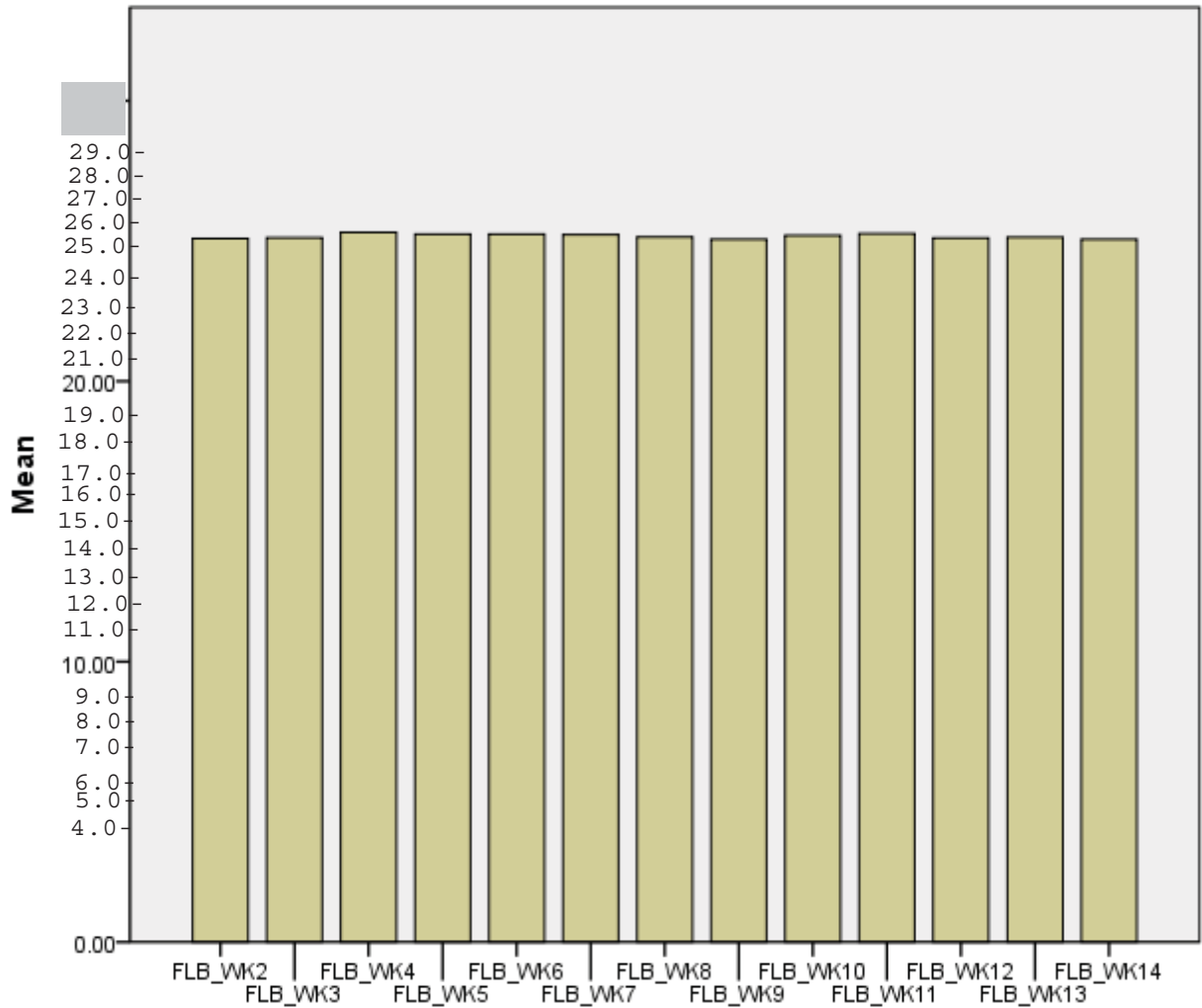
Figure 1. Graph of Present Learning-Behavior Mean Scores from the 2009-2010 UNIV 1200: Learning-Behavior Assessments Data; plot your weekly Present Learning-Behavior (PrLB) scores below.



Note 1: Range of scores = 4 to 29, and the means and standard deviations are in Table 1.

Note 2: As you can see, the PrLB mean scores gradually climb throughout the semester. Are your scores climbing, staying about same, or dropping? If there are any drops, are you using your sources of information wisely?

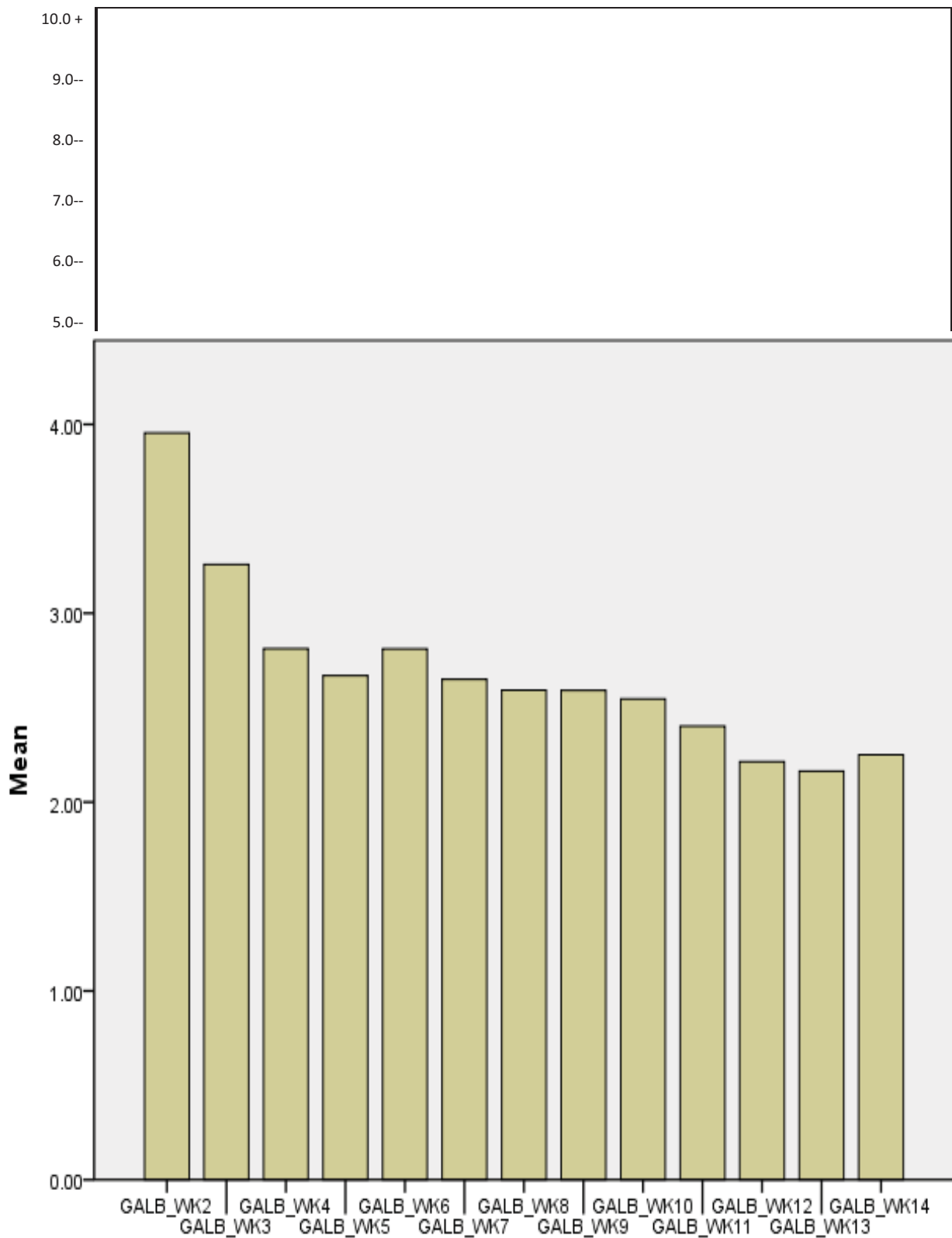
Figure 2. Graph of Future Learning-Behavior Mean Scores from the 2009-2010 UNIV 1200: Learning-Behavior Assessments Data; plot your weekly Future Learning-Behavior (FuLB) scores below.



Note 1: Range of scores = 4 to 29, and the means and standard deviations are in Table 2.

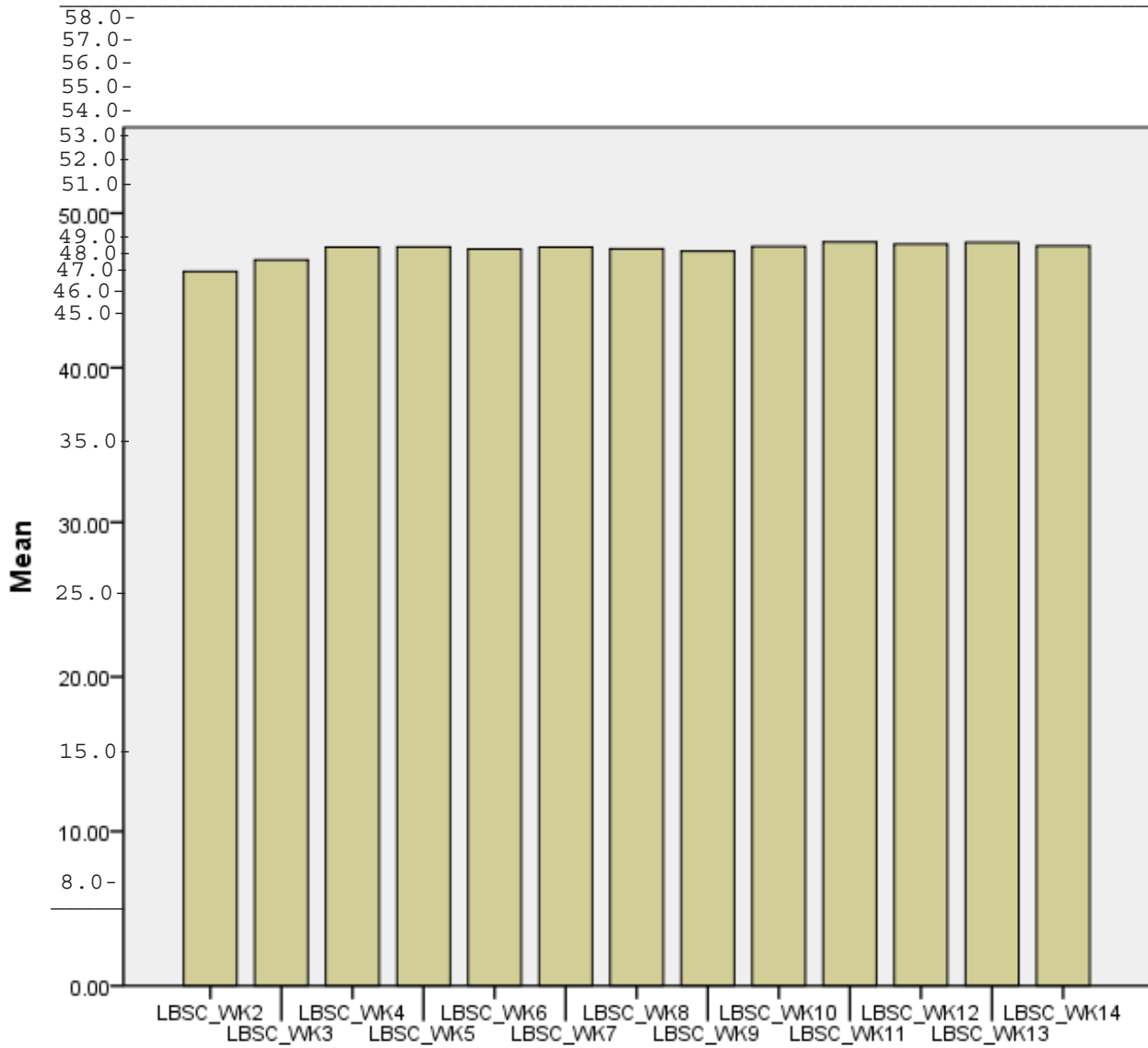
Note 2: As you can see, the FuLB goals tend to be constant throughout the semester. Are your FuLB goals changing?

Figure 3. Graph of Goal Achievement Learning-Behavior (GALB) Mean Scores from the 2009-2010 UNIV 1200: Learning-Behavior Assessments Data; plot your weekly GALB scores below.



Note 1: If your GALB scores are dropping, that is good. See Table 3 to view the mean scores; as the scores drop, that means that you are accomplishing your goals.

Figure 4. Graph of Learning-Behavior Self Concept (LBSC) Mean Scores from the 2009-2010 UNIV 1200: Learning-Behavior Assessments Data; plot your weekly LBSC scores below.



Note 1: The LBSC scale tends to stay around 48.0, but it can fluctuate. This scale reflects your view of your overall self image as determined by your efforts to learn. In addition, it reflects how you felt about your self in general. But, everyone can improve if they try (see Table 4).

Note 2: If your LBSC scores do not improve, see you instructor/advisor.

## Logs that present your overall information learning-behavior.

### Log Number 1:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

### Log Number 2:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

## Logs that present your overall information learning-behavior.

Log Number 3:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

Log Number 4:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

## Logs that present your overall information learning-behavior.

### Log Number 5:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

### Log Number 6:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?



## Logs that present your overall information learning-behavior.

Log Number 7:

➤ Describe your overall learning-behavior for the period of week 1 to the present.

➤ Do you need to change your overall learning-behavior or keep it the same; please explain?

Log Number 8:

➤ Describe your overall learning-behavior for the period of week 1 to the present.

➤ Do you need to change your overall learning-behavior or keep it the same; please explain?

## Logs that present your overall information learning-behavior.

### Log Number 9:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

### Log Number 10:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

## Logs that present your overall information learning-behavior.

### Log Number 11:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

### Log Number 12:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

## Logs that present your overall information learning-behavior.

### Log Number 13:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

### Log Number 14:

- Describe your overall learning-behavior for the period of week 1 to the present.

- Do you need to change your overall learning-behavior or keep it the same; please explain?

Log Number 15:

➤ Describe your final learning-behavior for the complete term.

➤ Do you need to change your overall learning-behavior for next semester, or keep it the same; please explain your views?

Hopefully, the IL-BS Amigo has been good to you.

## References

Pomales, M. (2009). *Analyses of learning-behavior patterns for students enrolled in UNIV 120: Learning-Behavior Assessments during the academic year 2008-2009*. Unpublished manuscript, Office of Multicultural Affairs, Bowling Green State University, Bowling Green, Ohio.

Pomales, M. (2010). *Effectiveness of UNIV 1200: Learning-Behavior Assessments on students' study patterns and grades during the academic year 2009-2010*. Unpublished manuscript, Office of Multicultural Affairs, Bowling Green State University, Bowling Green, Ohio.

Rotter, J. B. (1954). *Social learning and clinical psychology*. New York: Prentice-Hall.

Note: The data for the *Information Learning-Behavior Scale, Amigo* workbook came from the Pomales 2010 reference.

I wish you the very best, the author.

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