

Learning Styles Questionnaire

The following questionnaire was developed by Honey and Mumford and allows us to determine our preferred Learning Style.

Over the years you have probably developed learning habits that help you, although you will tend to have benefited more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

Your commitment will be to take account of your learning style wherever possible.

There are 80 statements in the questionnaire, which will probably take about 15 minutes to complete.

If you AGREE more than DISAGREE with a statement put a tick by it

If you DISAGREE more than you agree put a cross by it

Be sure to mark each item with either a tick or a cross

The accuracy of your results will obviously depend on how honest you can be – there are NO right or wrong answers – and this will help us plan your induction and training to best effect.

Learning Styles Questionnaire

	1. I have strong beliefs about what is right and wrong, good and bad
	2. I often act without considering the possible consequences
	3. I tend to solve problems using a step by step approach
	4. I believe that formal procedures and policies restrict people
	5. I have a reputation for saying what I think, simply and directly
	6. I often find that actions based on feelings are as sound as those based on careful thought and analysis
	7. I like the sort of work where I have time for thorough preparation and implementation
	8. I regularly question people about their basic assumptions
	9. What matters most is whether something works in practise
	10. I actively seek out new experiences
	11. When I hear about a new idea or approach I immediately start working out how to apply it in practise
	12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine etc
	13. I take pride in doing a thorough job
	14. I get on best with logical, analytical people and less well with spontaneous 'irrational' people
	15. I take care over the interpretation of data available to me and avoid jumping to conclusions
	16. I like to reach a decision carefully weighing up many alternatives
	17. I'm attracted more to novel, unusual ideas than to practical ones
	18. I don't like disorganised things and prefer to fit things into a coherent pattern
	19. I accept and stick to laid down procedures and policies as long as I regard them as an efficient way of getting the job done
	20. I like to relate my actions to a general principle
	21. In discussions I like to get straight to the point
	22. I tend to have distant rather formal relationships with people at work
	23. I thrive on the challenge of tackling something new and different
	24. I enjoy fun-loving spontaneous people
	25. I pay meticulous attention to detail before coming to a conclusion
	26. I find it difficult to produce ideas on impulse
	27. I believe in coming to the point immediately
	28. I am careful not to jump to conclusions too quickly
	29. I prefer to have as many sources of information as possible – the more data to think over the better
	30. Flippant people who don't take things seriously enough usually

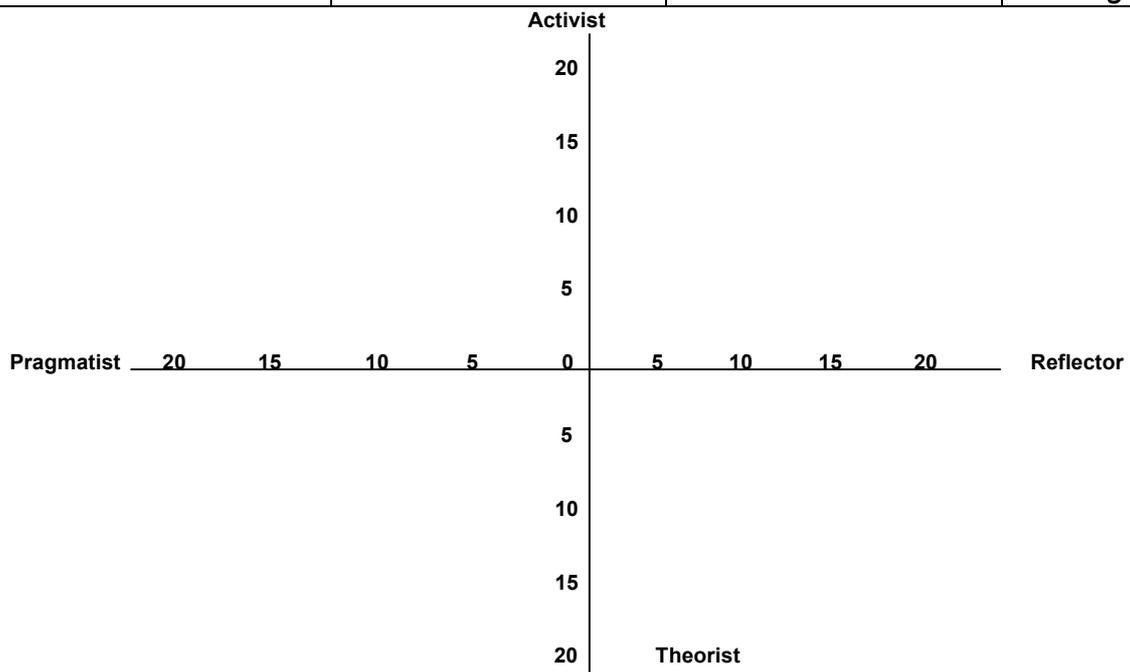
	irritate me
	31. I listen to other people's point of view before putting my own forward
	32. I tend to be open about how I'm feeling
	33. In discussions I enjoy watching the manoeuvrings of the other participants
	34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things in advance
	35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning etc
	36. It worries me if I have to rush out a piece of work to meet a tight deadline
	37. I tend to judge people's ideas on their practical merits
	38. Quiet, thoughtful people tend to make me feel uneasy
	39. I often get irritated by people who want to rush things
	40. It is more important to enjoy the present moment than to think about the future or past
	41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition
	42. I tend not to be a perfectionist
	43. In discussions I usually produce lots of spontaneous ideas
	44. In meetings I put forward practical, realistic ideas
	45. More often than not rules are there to be broken
	46. I prefer to stand back from a situation and consider all the perspectives
	47. I can often see inconsistencies and weaknesses in other people's arguments
	48. On balance I talk more than I listen
	49. I can often see better, more practical ways to get things done
	50. I think written reports should be short and to the point
	51. I believe that rational, logical thinking should win the day
	52. I tend to discuss specific things with people rather than engaging in social discussion
	53. I like people who approach things realistically rather than theoretically
	54. In discussions I get impatient with irrelevancies and digressions
	55. If I have a report to write I tend to produce lots of drafts before settling on the final version
	56. I am keen to try things out to see if they work in practise
	57. I am keen to reach answers via a logical approach
	58. I enjoy being the one who talks a lot
	59. In discussions I often find I am the realist, keeping people to the

	point and avoiding wild speculation
	60. I like to ponder many alternatives before making up my mind
	61. In discussions with people I often find I am the most dispassionate and objective
	62. In discussions I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking
	63. I like to be able to relate current actions to a longer term bigger picture
	64. When things go wrong I am happy to shrug it off and 'put it down to experience.'
	65. I tend to reject wild, spontaneous ideas as being impractical
	66. It's best to think carefully before taking action
	67. On balance I do the listening rather than the talking
	68. I tend to be tough on people who find it difficult to take a logical approach
	69. Most times I believe the end justifies the means
	70. I don't mind hurting people's feelings as long as it gets the job done
	71. I find the formality of having specific objectives and plans stifling
	72. I'm usually one of the people who puts life into a party
	73. I do whatever is expedient to get the job done
	74. I quickly get bored with the methodical, detailed work
	75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events
	76. I'm always interested to find out what people think
	77. I like meetings to be run on methodical lines, sticking to laid down agenda etc
	78. I steer clear of subjective or ambiguous topics
	79. I enjoy the drama and excitement of a crisis situation
	80. People often find me insensitive to their feelings

Learning Styles Questionnaire: Scoring

You score one point for each item ticked. There are not points for items crossed. Simply indicate on the list below which items were ticked.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
Totals			
<i>Activist</i>	<i>Reflector</i>	<i>Theorist</i>	<i>Pragmatist</i>



Learning Styles: notes

■ ***Activists, reflectors, theorists and pragmatists***

This scheme was developed by Honey and Mumford in the mid 80s. It identifies four types of learners (descriptions courtesy of Honey and Mumford):

Activists

These love novelty, and will 'try anything once'. Give them a task, and they will throw themselves wholeheartedly into it. They like to get on with things, so they are not interested in planning what they are about to do. They live very much in the present. They get bored with repetition and what they see as raking over the dead embers of the past. They are exciting, vital, open-minded and gregarious.

Reflectors

These like to 'look before they leap'. They like to collect information and sift it. They are cautious, thorough people. They prefer to observe rather than take the lead. They are slow to make up their minds, but when they do, their decisions are very soundly based - not only on their own knowledge and opinions, but also on what they have learned from watching and listening to others. Though they are often quiet in groups, this stems from their 'Olympian detachment' rather than from nervousness.

Theorists

These live in a world of ideas. They have tidy, organised minds. They are not happy until they have got to the bottom of things and explained their observations in terms of basic principles. They want to know the logic of actions and observations. They dislike subjectivity, ambiguity, and those who take action that is not underpinned by a theoretical framework. When a teacher uses figures in support of an argument, it is the theorists who will ask questions about their statistical validity.

Pragmatists

These are also keen on ideas, but want to try them out to see if they work. They are much less interested in actually developing the ideas - in fact, they will cheerfully beg, borrow or steal those they think will help them take action more effectively. They enjoy experimentation, but are not interested in the long dissection of the results that would appeal to the reflector. They take the view that if something works, that's fine, but if it doesn't, there is no point in wasting much time wondering why. The thing to do is to find something more promising and try that. They love solving problems.

Clearly, these basic types are extremes, and most people have some characteristics of all four. Honey and Mumford have devised a highly sophisticated self-perception inventory to help people find out which type (or types) dominate in their particular case.



People can find out their preferred learning style or styles by completing a self-description questionnaire. This comprises 80 statements, it stresses there are no right or wrong answers, and it asks the respondent to mark a tick against a statement if they agree with it more than they disagree with it, a cross if they disagree more than they agree. The scoring reveals the person's strength of preference for each of the four learning styles. Those who like active learning tick statements such as: I often act without considering the possible consequences, I actively seek out new experiences, I enjoy being the one that talks a lot and I'm usually one of the people who puts life into a party. **Reflectors** agree with statements such as: I like the sort of work where I have time for thorough preparation and I'm always interested to find out what people think. **Theorists** tick statements such as: I tend to solve problems using a step-by-step approach and In discussions with people I often find I am the most dispassionate and objective. **Pragmatists** agree with: What matters most is whether something works in practice and I do whatever is expedient to get the job done. Study skills courses often ask students to complete learning style questionnaires to increase their awareness of their preferred approach.

Different learning activities incorporate the learning styles in different proportions, and an understanding of this can help people allocate their time most effectively between different learning activities. But learning can also be seen as a continuous cycle, each stage of which links with one of the learning styles. Honey and Mumford define the learning stages corresponding to the styles as: Having an experience, Reviewing the experience, Concluding from the experience and Planning the next steps. This suggests we all need to make some use of each style of learning, and that we need to develop those learning skills that come less naturally to us.

Activists, reflectors, theorists and pragmatists

Summary:

<i>style</i>	<i>learn best when</i>
Activist	working with others, brainstorming
Reflector	analysing data, working alone
Theorist	evaluating ideas, integrating theories
Pragmatist	solving problems, implementing ideas