

Media Helping Media

Learning Style Questionnaire

This questionnaire has been created in order to help discover the preferred learning styles of those who are likely to take part in a training course. Each participant must complete the questionnaire before the event. This can happen prior to the training or during the first training session. There are no right or wrong answers and there is no time limit although it should only take about 15 minutes. The accuracy of the results depends on how honest you can be. If you agree more than you disagree with a statement put a tick. 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

Mark	#	Question
	1	I have strong beliefs about what is right or wrong, good and bad
	2	I don't believe in being too cautious
	3	I tend to solve problems using a step by step approach
	4	I believe that formal procedures and policies limit people
	5	I have a reputation for having a straightforward style
	6	I feel actions based on instinct are as good as those based on careful thought and analysis
	7	I like to do thorough work, considering every aspect
	8	I regularly question people about their basic assumptions
	9	What matters most is whether something works in practice
	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 practice
	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 better with logical, analytical people than 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 after weighing up many alternatives
	17	I am attracted more to novel, unusual ideas than to practical ones
	18	I don't like unfinished tasks and prefer things to fit into a coherent pattern
	19	I accept and stick to laid down procedures and policies so 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 of the matter
	22	I tend to have a distant, rather formal relationship 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 come up with innovative, spontaneous ideas
	27	I don't believe in wasting time by avoiding the issue
	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 the better
	30	Flippant people, who don't take things seriously, irritate me
	31	I listen to the views of others before putting my own views forward
	32	I tend to be open about how I am feeling
	33	In discussions I enjoy watching the manoeuvring of the other participant

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 a tight deadline
37	I tend to judge ideas on their practical merit
38	Quiet, thoughtful people make me uneasy
39	I often get irritated by people who want to rush into things
40	It is more important to enjoy the present moment than to think about the past or future
41	Decisions based on a thorough analysis of all the information are sounder than those based on intuition
42	I tend to be a perfectionist
43	In discussions, I usually pitch in with lots of spontaneous ideas
44	In meetings I put forward 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 weaknesses and inconsistencies in the arguments of others
48	I talk more than I listen
49	I can often see better, more practical ways of getting things done
50	I think written reports should be short, punchy, and to the point
51	I believe that rational, logical thinking should take priority
52	I tend to discuss specific things with people rather than engage in trivial talk
53	I like people who are realistic
54	In discussions I get impatient with irrelevancies and distractions
55	If I have to report to write I tend to produce a lot of drafts before settling on the final version
56	I am keen to try things out to see if they work in practice
57	I am keen to reach answers via a logical approach
58	I enjoy being the one that talks a lot
59	In discussions, I often find that I am the realist, keeping people to the point and avoiding speculation
60	I like to ponder many alternatives before making up my mind
61	In discussions with other people I often find I am the most dispassionate and objective
62	In discussions I'm more likely to remain quiet rather 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 objective or target
64	When things go wrong I am happy to accept it as a learning experience
65	I tend to reject unconventional, spontaneous ideas as being impractical
66	It's best to think through what is likely to happen next before making a decision
67	I like to do the listening rather than the talking
68	I tend to be tough on people who find it difficult to adopt a logical approach
69	Most times I believe the end justifies the means
70	I don't mind hurting the feelings of others so long as the job gets done
71	I find the formality of specific objectives and planning stifling
72	I am a party person, joining in and taking part
73	I do whatever is expedient to get the job done
74	I get bored with detailed, methodical 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 other 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
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Learning styles questionnaire – scores

You score one point for each item you ticked. There are no points for items that you have crossed. Circle the numbers you ticked in the list below.

	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				
	ACTIVIST	REFLECTOR	THEORIST	PRAGMATIST

Activists (Do)

- Immerse themselves fully in new experiences
- Enjoy here and now
- Open minded, enthusiastic, flexible
- Act first, consider consequences later
- Seek to centre activity around themselves

Reflectors (Review)

- Stand back and observe
- Cautious, take a back seat
- Collect and analyze data about experience and events, slow to reach conclusions
- Use information from past, present and immediate observations to maintain a big picture perspective.

Theorists (Conclude)

- Think through problems in a logical manner, value rationality and objectivity
- Assimilate disparate facts into coherent theories

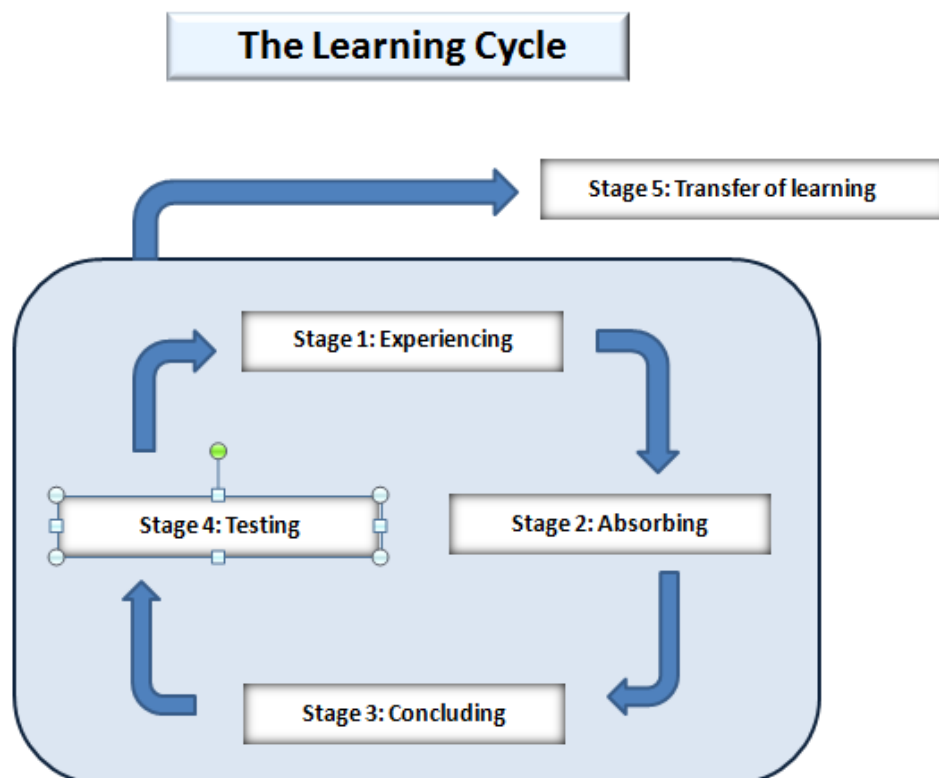
- Disciplined, aiming to fit things into rational order
- Keen on basic assumptions, principles, theories, models and systems thinking

Pragmatists (Plan)

- Keen to put ideas, theories and techniques into practice
- Search new ideas and experiment
- Act quickly and confidently on ideas, gets straight to the point
- Are impatient with endless discussion

Each of these styles corresponds to a stage on the continuous learning cycle, shown diagram below:

- **Stage 1** = Having an experience
- **Stage 2** = Reviewing the experience
- **Stage 3** = Concluding from the experience
- **Stage 4** = Planning the next steps



The Experiential Learning Cycle (from Exeter 2001 Learning in the Outdoors. London, Outward Bound., adapted from Kolb 1984.

The Learning Cycle above, adapted by Exeter from a model drawn up by Kolb, includes an extra stage – **Stage 5**: The transfer of learning. The questionnaire was adapted from one shared by a UK charity with close links to Media Helping Media.