

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 |

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| 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

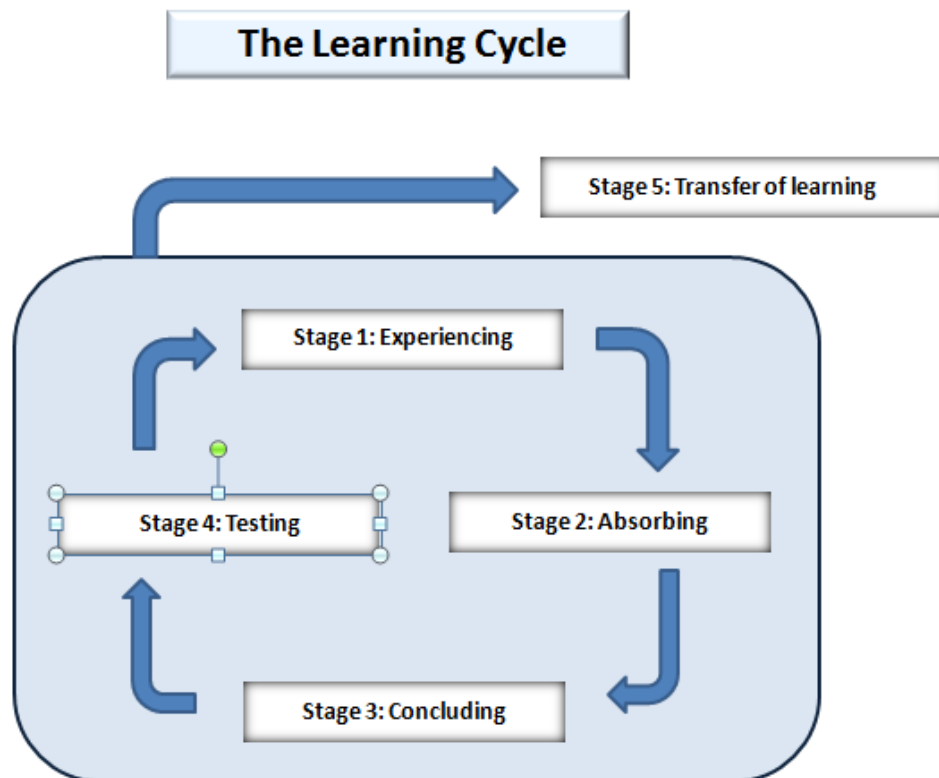
- Disciplined, aiming to fit things into rational order
- Keen on basic assumptions, principles, theories, models and systems thinking

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.