scopeVISION

Learning Styles

About this resource

This learner resource is provided for participants enrolled in a non-accredited program delivered by Scope Vision. We believe it will be of significant benefit to you as you learn, and appreciate any feedback you have that will enable us to create even better resources. The resource contains the materials that you will use during the workshop as well as materials to guide you in further learning.

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> **Everybody is a genius.
> But if you judge a fish
> by its ability to climb a tree,
> it will live its whole life
> believing it is stupid.**
> **—Albert Einstein**

scopeVISION
awaken the leader within

Learning style inventories

There is only one thing more painful than learning from experience and that is not learning from experience.

— Archibald MacLeish

Directions

Use this inventory to determine your learning style. For each statement appearing in the right column over the page, circle a code in the left column. Use the following scale:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

If you neither agree nor disagree with a statement, then mark the code that most closely approximates your feelings about it.

Your Responses				Statements	
SA	A	D	SD		
SA	A	D	SD	1	I learn best by listening to others.
SA	A	D	SD	2	Whenever I need information, I usually look it up in a book or manual.
SA	A	D	SD	3	Whenever I encounter a problem on the job, I usually ask a co-worker what to do to solve it.
SA	A	D	SD	4	I like to read in my spare time.
SA	A	D	SD	5	Of all the courses I've completed in school, I enjoyed English the most.
SA	A	D	SD	6	I learn best by watching others.
SA	A	D	SD	7	Whenever I am learning something new, I usually find it necessary to watch other people before I can apply the skill properly myself.
SA	A	D	SD	8	I like to watch television or movies in my spare time.
SA	A	D	SD	9	Other people have sometimes kidded me because I tend to imitate behaviours of people I admire.
SA	A	D	SD	10	Of all the courses I completed in school, I tended to like those in which I had an opportunity to imitate the behaviours of other people.
SA	A	D	SD	11	I learn best by doing things.
SA	A	D	SD	12	Whenever I am learning something new, I usually find it necessary to try out the new knowledge or skill before I can be effective in using it.
SA	A	D	SD	13	During my spare time, I enjoy participating in sports.
SA	A	D	SD	14	Other people have pointed out that I like to "jump in and get my feet wet" on new projects or tasks.
SA	A	D	SD	15	Of all the courses I had in school, I preferred those that I thought were "practical" - that is, courses that taught me things that I could use right away
SA	A	D	SD	16	I learn best by first trying something out and then having someone else let me know what I did "right" or "wrong".
SA	A	D	SD	17	When I am learning something new, I usually find it necessary to "jump in there and do it" and then have someone else help me figure out what I did well and not so well.
SA	A	D	SD	18	I enjoy activities that require me to *do something* and then measure my own progress.
SA	A	D	SD	19	Other people frequently give me advice, and I like that.
SA	A	D	SD	20	Of all the courses I completed whilst in school, I preferred those in which the teacher gave me general goals to achieve and then prompt specific feedback on how well I achieved the goals.

Learning styles
Identify your learning style
Inventory

Directions

Examine each code you marked on the survey and assign it the following points:

STRONGLY AGREE   **= 4 points**

AGREE   **= 3 points**

DISAGREE   **= 2 points**

STRONGLY DISAGREE   **= 1 point**

- Total your scores on items 1-5 and place the answer in the box below those items on the survey **[Listening Reading]**
- Total your scores on items 6-10 and place the answer in the box below those items on the survey **[Observing Imitating]**
- Total your scores on items 11-15 & place the answer in the box below those items on the total survey **[Doing]**
- Total you scores on items 16-20 and place the answer in the box below those items on the survey **[Receiving Feedback]**

Score for items 1-5	Score for items 6-10	Score for items 11-15	Score for items 16-20
Listening Reading	**Observing Imitating**	**Doing**	**Receiving Feedback**

> *Source: The Structured On-the-Job Training Workshop by Dr. William J. Rothwell.*
> *Extracted from Ittner & Douds (1997) Train the Trainer; 2nd Ed, p2-2.*

If your Score on items 1- 5 exceeds all other scores, then your Learning Style is dominated by **'Listening and Reading'**

These individuals tend to learn best when they:

- Hear what others have to say
- Read procedures, policies and other information

If your score on items 6 - 10 exceeds all other scores, then your Learning style is dominated by **'Observing and Imitating'**

These individuals tend to learn best when they:

- Observe others perform tasks
- Model their behaviours after what they've seen others do

If your score on items 11-15 exceeds all other score, then your Learning style is dominated by **'Doing'**

These individuals tend to learn best when they:

- Try things out on their own
- Adjust their behaviour through 'trial and error'

If your score on items 16 – 20 exceeds all other score, then your Learning style is dominated by **'Receiving Feedback'**

These individuals tend to learn best when they:

- Have others observe their behaviour
- Make adjustments based on feedback or advice

If your scores on two groups of items are tied then you have more than one major learning style.

Adult learning styles and preferences
Structure content and processes
Inventories

There is strong support from the theorists and proponents of adult learning that each adult has a particular style of learning and once known, it enables the individual to engage in learning activities that best suit their style. It also provides a source of information that enables them to understand what they can do to expand their personal repertoire of learning preferences.

For the educator, having knowledge of these styles, assists them to structure the content and processes that they use in adult learning situations and also customise individual learning activities to maximise the learning potential.

Two types of inventories commonly used in relation to helping adults understand how they learn best:

1. VAK Dominance Inventory

The visual, audial, kinaesthetic inventory is designed to assist the learner identify what their preferred way is for experiencing the learning.

2. Honey and Mumford's Learning Style Inventory

This inventory is based upon the work of Kolb and is designed to assist the learner to identify the preferences they have and their strengths in assimilating information and experience to learning.

Other Assessment Inventories

- Gardiners Multiple Intelligence Test
- Benezigers Thinking Styles and Brain Dominance Profiles
- Canfield's Learning Style Inventory
- The Gregorc Learning Style Instrument.

Having multiple perspectives will assist you to better understand your own learning preferences and style, and the styles of other learners.

What is your learning style?
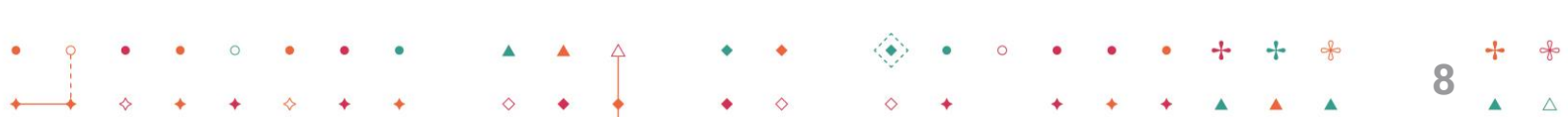
VAK dominance

VAK Inventory
Preferred method of learning

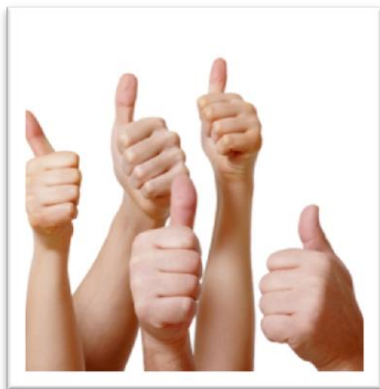Before you complete the VAK Inventory write down what you think your preferred method for learning is:

I think my style is…

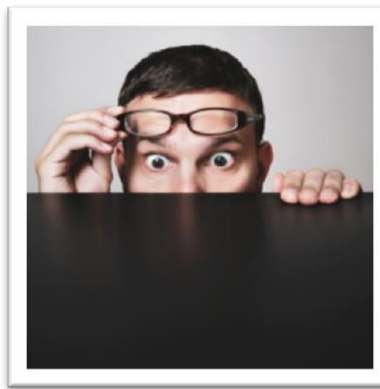Complete the VAK self-assessment inventory to see what your preferred involvement in learning is.

I am predominantly a

and

learner.

Visual	Auditory	Kinaesthetic

According to the VAK model, most people have a dominant or preferred learning style; however some people have a balance between two or even the three styles.

Visual learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc.

Auditory learning style involves the transfer of information through listening: to the spoken word, of self or others, of sounds and noises.

Kinaesthetic learning involves physical experience - touching, feeling, holding, and doing practical hands-on experiences.

VAK learning style inventory

Inventory
30 questions

Circle or tick the answer that most represents how you generally behave.

Do it quickly without thinking too much about it.

(It's best to complete the questionnaire before
reading the accompanying explanation.)

1. **When I operate new equipment I generally:**
   a) read the instructions first
   b) Listen to an explanation from someone who has used it before
   c) Go ahead and have a go, i can figure it out as i use it

2. **When I need directions for travelling I usually:**
   a) Look at a map
   b) Ask for spoken directions
   c) Follow my nose and maybe use a compass

3. **When I cook a new dish, I like to:**
   a) Follow a written recipe
   b) Call a friend for an explanation
   c) Follow my instincts, testing as i cook

4. **If I am teaching someone something new, I tend to:**
   a) Write instructions down for them
   b) Give them a verbal explanation
   c) Demonstrate first and then let them have a go

5. **I tend to say:**
   a) Watch how I do it
   b) Listen to me explain
   c) You have a go

6. **During my free time I most enjoy:**
   a) Going to museums and galleries
   b) Listening to music and talking to my friends
   c) Playing sport or doing DIY

7. **When I go shopping for clothes, I tend to:**
   a) Imagine what they would look like on
   b) Discuss them with the shop staff
   c) Try them on and test them out

8. When I am choosing a holiday I usually:

a) Read lots of brochures

b) Listen to recommendations from friends

c) Imagine what it would be like to be there

9. If I was buying a new car, I would:

a) Read reviews in newspapers and magazines

b) Discuss what i need with my friends

c) Test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:

a) Watching what the teacher is doing

b) Talking through with the teacher exactly what I'm supposed to do

c) Giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:

a) Imagine what the food will look like

b) Talk through the options in my head or with my partner

c) Imagine what the food will taste like

12. When I listen to a band, I can't help:

a) Watching the band members and other people in the audience

b) Listening to the lyrics and the beats

c) Moving in time with the music

13. When I concentrate, I most often:

a) Focus on the words or the pictures in front of me

b) Discuss the problem and the possible solutions in my head

c) Move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:

a) Their colours and how they look

b) The descriptions the sales-people give me

c) Their textures and what it feels like to touch them

15. My first memory is of:

a) Looking at something

b) Being spoken to

c) Doing something

16. When I am anxious, I:

a) Visualise the worst-case scenarios

b) Talk over in my head what worries me most

c) Can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:

a) How they look

b) What they say to me

c) How they make me feel

18. When I have to revise for an exam, I generally:

a) Write lots of revision notes and diagrams

b) Talk over my notes, alone or with other people

c) Imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:

a) Show them what I mean

b) Explain to them in different ways until they understand

c) Encourage them to try and talk them through my idea as they do it

20. I really love:

a) watching films, photography, looking at art or people watching

b) Listening to music, the radio or talking to friends

c) Taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:

a) Watching television

b) Talking to friends

c) Doing physical activity or making things

22. When I first contact a new person, I usually:

a) Arrange a face to face meeting

b) Talk to them on the telephone

c) Try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:

a) Look and dress

b) Sound and speak

c) Stand and move

24. If I am angry, I tend to:

a) Keep replaying in my mind what it is that has upset me

b) Raise my voice and tell people how I feel

c) Stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:

a) Faces

b) Names

c) Things I have done

26. I think that you can tell if someone is lying if:

a) They avoid looking at you

b) Their voices changes

c) They give me funny vibes

27. When I meet an old friend:

a) I say "it's great to see you!"

b) I say "it's great to hear from you!"

c) I give them a hug or a handshake

28. I remember things best by:

a) Writing notes or keeping printed details

b) Saying them aloud or repeating words and key points in my head

c) Doing and practising the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:

a) Writing a letter

b) Complaining over the phone

c) Taking the item back to the store or posting it to head office

30. I tend to say:

a) I see what you mean

b) I hear what you are saying

c) I know how you feel

VAK learning styles
Self-assessment inventory
Scoring

Now add up how many A's, B's and C's you selected:

A's =	B's =	C's =

If you chose mostly A's you have a **VISUAL** learning style.

If you chose mostly B's you have an **AUDITORY** learning style.

If you chose mostly C's you have a **KINAESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below.

When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a **Visual learning style** has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

- Someone with an **Auditory learning style** has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

- Someone with a **Kinaesthetic learning style** has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Honey and Mumford learning styles

Adapted from Kolb
Four way classification

The Honey and Mumford's Learning Style Inventory was adapted from the work of Kolb by two management development specialists. Kolb's learning theory sets out four distinct patterns that apply to the way that individual's process and integrating learning. Kolb's model offers a way to understand how different people learn and what strategies to use to enable individuals to maximise their learning potential.

Honey and Mumford use a four way classification that closely represents that of Kolb, but is simplified for training situations.

Honey and Mumford	Kolb
Activist	Accommodating
Reflector	Diverging
Theorist	Assimilating
Pragmatist	Converging

Complete the H&M Learning Style Inventory to see what your style is.

| Reflector | Theorist | Activist | Pragmatist |

My predominant approach to processing and integrating learning are:		
1.		
2.		

Style	Preference	Most Effective Learning	Least Effective Learning
Activists	Activists like to be involved in new experiences. They are open minded and enthusiastic about new ideas but get bored with implementation. They enjoy doing things, tend to act first and consider the implications afterwards. They like working with others but tend to hog the limelight.	• Involved in new experiences, problems and opportunities • Working with others in business games, team tasks, role-playing • Being thrown in the deep end with a difficult task • Chairing meetings, leading discussions	• Listening to lectures or long explanations • Reading, writing or thinking on their own • Absorbing and understanding data • Following precise instruction to the letter
Reflectors	Reflectors like to stand back and look at a situation from different perspectives. They like to collect data and think about it carefully before coming to any conclusions. They enjoy observing others and will listen to their views before offering their own.	• Observing individuals or groups at work • They have the opportunity to review what has happened and think about what they have learned • Producing analyses and reports doing tasks without tight deadlines	• Acting as leader or role-playing in front of others • Doing things with no time to prepare • Being thrown in at the deep end • Being rushed or worried by deadlines
Theorists	Theorists adapt and integrate observations into complex and logically sound theories. They think problems through in a step by step way. They tend to be perfectionists who like to fit things into a rational scheme. They tend to be detached and analytical rather than subjective or emotive in their thinking.	• They are put in complex situations where they have to use their skills and knowledge • They are in structured situations with clear purpose • They are offered interesting ideas or concepts even though they are not immediately relevant • They have the chance to question and probe ideas behind things	• Participating in situations which emphasise emotion and feelings • The activity is unstructured or briefing is poor • They have to do things without knowing the principles or concepts involved • They feel they're out of tune with the other participants e.g. With people of very different learning styles
Pragmatists	Pragmatists are keen to try things out. They want concepts that can be applied to their job. They tend to be impatient with lengthy discussions and are practical and down to earth.	• There is an obvious link between the topic and job • They have the chance to try out techniques with feedback - • They are shown techniques with obvious advantages e.g. Saving time • They are shown a model they can copy e.g. A film or a respected boss	• There is no obvious or immediate benefit that they can recognise • There is no practice or guidelines on how to do it • There is no apparent pay back to the learning e.g. Shorter meetings • The event or learning is 'all theory'

Honey and Mumford learning styles
Preferred learning style
Inventory

This inventory is designed to find out your preferred learning styles(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this inventory will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

There is no time limit. It will probably take you **10-15 minutes**. The accuracy of the results depends on how **honest** you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it ( ). If you disagree more than you agree put a cross by it (X). Be sure to mark each item with either a tick or cross.

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 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 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 after 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 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.
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 points of view before putting my own forward.
32.	☐	I tend to be open about how I am 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 out 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 past or future.
41.	☐	I think that 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 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 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 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 wrongs I'm 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 adopt a logical approach.
69.	☐	Most times I believe the end justifies the means.
70.	☐	I don't mind hurting people's feelings so long as the job gets 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 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 meeting to be run on methodical lines, sticking to a 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.

You score one point for each item you ticked (✓).

There are no points for items you crossed (X).

Simply indicate on the lists 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
Total ( )	Total ( )	Total ( )	Total ( )
Activist	**Reflector**	**Theorist**	**Pragmatist**

➢ *Used with permission of the authors for educational purposes.*
➢ *Source: Smith, A. (1992), Training and Development in Australia.*

Activist

Pragmatist

Reflector

20
15
10
5
20 15 10 5 5 10 15 20
5
10
15
20

Theorist