Questionnaire: Learning styles

1. Write the score that most applies to you next to each sentence below:

- 5 – almost always
- 4 – fairly often
- 3 – sometimes
- 2 – rarely
- 1 – almost never

Score Statement

1. It helps me understand if I discuss things with other people.
2. When learning, I watch the teacher's face a lot.
3. I use colours when I take down notes or read (e.g. highlighter pens, different coloured pens).
4. I get good ideas while I am doing some kind of physical activity.
5. I prefer spoken to written instructions.
6. I'd rather listen to a tape than read about a topic.
7. I prefer someone to draw me a map than to tell me directions to somewhere.
8. I do less well on written tests than on oral tests.
9. I don't like sitting at a desk, but study, for example, on the floor, on the bed, in all kinds of places.
10. I take notes but they are a bit of a mess.
11. I can easily understand maps, charts, graphs, etc.
12. I can't sit still for very long.
13. I like making things with my hands.
14. If I am doing some work, having the radio on annoys me.
15. I like to take a lot of breaks when I study.
16. I use a lot of body language (e.g. gestures) when talking.
17. I can't picture things in my head very well.
18. I would rather start doing an activity instead of listening to instructions about how to do it.
19. I like telling jokes and can remember them well.
20. I take lots of notes when I read or listen to a lecture.

2. Transfer your scores and add them up:

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Visual learner
Kinaesthetic learner
Auditory learner

Total score: 80
Total score: 70
Total score: 70

Your highest score indicates which your strongest learning style is, your lowest score shows your weakest. There is no right, or perfect, learning style: everyone is, to some degree, a mixture of all three learning styles, but most people may have one learning style which is dominant. A score of more than 40 indicates a particularly strong style; a score of under 20 indicates quite a weak style.

1 This Learning Styles questionnaire was inspired by those in Reid, 1995.