

VAK Learning Styles Assessment Questionnaire

These questions may need to be made adapted to be made relevant to the individual student. They are questions that can be brought up in conversation so you can get to know your student better. Only ask a few each lesson and then record the answer to establish your student's learning style.

Circle or tick the answer that most represents how the student generally behaves.

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 magazine

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 a piece of clothing 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

Now add up how many A's, B's and C's were 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 in the explanation below.

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

Now see the VAK Learning Styles Explanation. [VAK Learning Styles Explanation](#)

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 the students preferred learning style(s) you understand the type of learning that best suits them. This enables you to choose the types of teaching that will work best.

There is no right or wrong learning style. The point is that there are types of learning that are right for the student's preferred learning style.

Visual Learners

If there is a strong preference for Visual (V- seeing) learning, you should use some or all of the following:

To help the student take in information, use-

- underlining
- different colours
- highlighters
- symbols
- flow charts, charts, graphs
- pictures, videos, posters slides
- different spatial arrangements on the page
- white space
- textbooks with diagrams, pictures

- gestures and picturesque language
- rather than giving or making notes reduce them into page pictures.
- reconstruct images in different ways - try different spatial arrangements
- get the student to redraw pages from memory
- replace words with symbols or initials.
- look at the pages

To aid practical use of information-

- ask the student to recall the 'pictures' of pages
- draw - use diagrams where appropriate
- practice turning visuals back into words
- be holistic rather than reductionist in your approach.
- give the whole picture.

Visual learners do not like handouts, words, lectures, textbooks or assessments that hinge on word usage, syntax and grammar.

Aural Learners

If there is a strong preference for learning by Aural methods (A- hearing) you should use some or all of the following:

To help the student take in information, use-

- ask the parents/friends to discuss topics from lessons and ask questions about what they have to do/learn
- talk and discuss topics in length with your student
- explain new ideas to other people
- make recordings for your student
- include interesting examples, stories, jokes..
- describe/ get the student to describe any computer pages, pictures and other visuals
- put your summarized notes onto tapes and ask the student to listen to them.
- read written notes aloud.
- get your student to explain the notes you make for them to another person.

To aid practical use of information-

- converse constantly with your student
- ask them to write ideas down
- revise new ideas from the lesson in a summary at the end
- use verbal repetition
- ask the student to repeat what you ask
- ask them to verbalise all answers to questions

Kinesthetic Learners

If there is a strong preference for Kinesthetics (K- doing) learning you should use some or all of the following:

To help the student take in information, use-

- all the senses - sight, touch, taste, smell, hearing . .
- field trips , field tours, experiments
- find real-life examples
- applications, hands-on approaches (computing)
- trial and error
- collections of tactile resources
- exhibits, samples, photographs..
- they will remember the 'real' things that happened
- use plenty of examples

To aid practical use of information-

- relate examples/experiments etc. immediately to a visual
- role play – let the student be the teacher and the teacher be the student
- ideas will only be valuable if they sound practical, real and relevant to the student