

The VARK Questionnaire: How Do I Learn Best?

This questionnaire aims to find out something about your preferences for the way you work with information. You will have a preferred learning style and one part of that learning style is your preference for the intake and output of ideas and information.

Choose the answer which best explains your preference and circle the letter next to it. Please circle more than one if a single answer does not match your perception.

Leave blank any question which does not apply, but try to give an answer for at least 10 of the 13 questions

When you have completed the questionnaire, use the marking guide to find your score for each of the categories, Visual, Aural, Read/Write and Kinesthetic. Then, to calculate your preference, use the Scoring sheet.

1. You are about to give directions to a person who is standing with you.

She is staying in a hotel in town and wants to visit your house later.

She has a rental car. I would:

- a. draw a map on paper
- b. tell her the directions
- c. write down the directions (without a map)
- d. collect her from the hotel in my car

2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. I would:

- a. look it up in the dictionary.
- b. see the word in my mind and choose by the way it looks
- c. sound it out in my mind.
- d. write both versions down on paper and choose one.

3. You have just received a copy of your itinerary for a world trip. This is of interest to a friend. I would:

- a. phone her immediately and tell her about it.
- b. send her a copy of the printed itinerary.
- c. show her on a map of the world.
- d. share what I plan to do at each place I visit.

4. You are going to cook something as a special treat for your family. I would:

- a. cook something familiar without the need for instructions.
- b. thumb through the cookbook looking for ideas from the pictures.
- c. refer to a specific cookbook where there is a good recipe.

5. A group of tourists has been assigned to you to find out about wildlife reserves or parks. I would:

- a. drive them to a wildlife reserve or park.
- b. show them slides and photographs
- c. give them pamphlets or a book on wildlife reserves or parks.
- d. give them a talk on wildlife reserves or parks.

6. You are about to purchase a new stereo. Other than price, what would most influence your decision?

- a. the salesperson telling you what you want to know.
- b. reading the details about it.
- c. playing with the controls and listening to it.
- d. it looks really smart and fashionable.

7. Recall a time in your life when you learned how to do something like playing a new board game. Try to avoid choosing a very physical skill, e.g. riding a bike. I learnt best by:

- a. visual clues -- pictures, diagrams, charts
- b. written instructions.
- c. listening to somebody explaining it.
- d. doing it or trying it.

8. You have an eye problem. I would prefer the doctor to:

- a. tell me what is wrong.
- b. show me a diagram of what is wrong.
- c. use a model to show me what is wrong.

9. You are about to learn to use a new program on a computer. I would:

- a. sit down at the keyboard and begin to experiment with the program's features.
- b. read the manual which comes with the program.
- c. telephone a friend and ask questions about it.

10. You are staying in a hotel and have a rental car. You would like to visit friends whose address/location you do not know. I would like them to:

- a. draw me a map on paper.
- b. tell me the directions.
- c. write down the directions (without a map).
- d. collect me from the hotel in their car.

11. Apart from the price, what would most influence your decision to buy a particular textbook?:

- a. I have used a copy before.
- b. a friend talking about it.
- c. quickly reading parts of it.
- d. the way it looks is appealing.

12. A new movie has arrived in town. What would most influence your decision to go (or not go)?

- a. I heard a radio review about it
- b. I read a review about it.
- c. I saw a preview of it.

13. Do you prefer a lecturer or teacher who likes to use:?

- a. a textbook, handouts, readings
- b. flow diagrams, charts, graphs.
- c. field trips, labs, practical sessions.
- d. discussion, guest speakers.

The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to.

Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle R and V in the question 3 row.

Scoring Chart

Question	A	B	C	D
1	V	A	R	K
2	R	V	A	K
3	A	R	V	K
4	K	V	R	-
5	K	V	R	A
6	A	R	K	V
7	V	R	A	K
8	A	V	K	-
9	K	R	A	-
10	V	A	R	K
11	K	A	R	V
12	A	R	V	-
13	R	V	K	A

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of **Vs** circled =

Total number of **As** circled =

Total number of **Rs** circled =

Total number of **Ks** circled =

Calculating your preferences

Use the "Scoring Instructions" sheet to work out your VARK learning preferences.

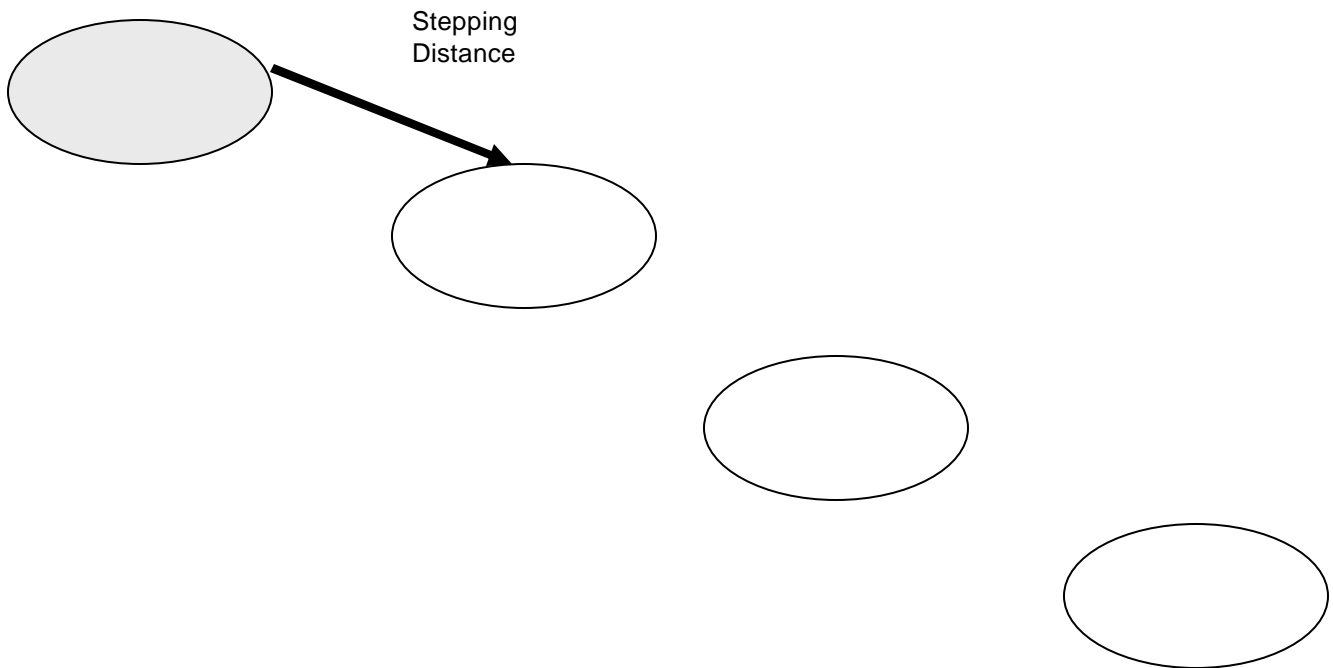
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Scoring Instructions

Because respondents can choose more than one answer for each question the scoring is complex. It can be likened to a set of four stepping-stones across water.

1. Add up your scores, **V + A + R + K =**

2. Enter your scores from highest to lowest on the stones below, with their V, A, R, and K labels.



3. Your stepping distance comes from this table.

Total of my four VARK scores is	My stepping distance is
10-16	1
17-22	2
23-26	3
More than 26	4

3. Your first preference is your highest score so check the first stone as one of your preferences and enter its label on the stone.

4. If you can reach the next stone with a step equal to or less than your stepping distance then check that one too.

Once you cannot reach the next stone you have finished defining your set of preferences.

Administering the questionnaire

When you are instructing others to fill in the questionnaire they should be verbally advised to make a selection (a, b, c or d) for each question, but they may omit a question or choose two or three options if appropriate. Some may contest the meaning of words in the questionnaire and others may ask for additional contextual or situational information before they choose their answers. Avoid giving further information, as it may prejudice responses to the questions. Encourage them to choose more than one response if they think the context is not clear. Some may want to discuss the purpose of the questionnaire or its validity or reliability. Ask them to hold such questions till later when they can be more appropriately answered.

Stress, in whatever ways you can, that the results indicate their preferences but are not necessarily their strengths. This reduces the anxiety for respondents who may express the view that the questionnaire says they are not good readers or not visually strong.

You should make the point that some strong preferences may lessen as individuals mature. Work experiences and life experiences will blur differences between preferences as people learn to use aural, visual, read/write and kinesthetic modes equally well. Preferences may also be masked by experiences.

No one mode is superior and there is no superior profile. Although our academic institutions may be strongly read/write, life is much more varied. And you can be successful with almost any combination. You may be different but you are not dumb. Students and teachers can investigate the preferences shown and explore their own views about whether the preference fits. For example, a student with a strong visual (V) preference could be asked: *"How important is colour in your life?" "Do you consider yourself a visual person?" "Are there aspects of your life where your visual preference is obvious?" "Do you think you have a strong sense of space or shape or position or location?" "Do the study strategies fit with what you do now?"*

Finally, some may ask questions about output preferences rather than input preferences. *"How is it that I like reading but I hate writing?"* Research indicates that those who have a strong preference for "taking in the world" in any particular mode (V, A, R, or K) will want to output in the same mode.