

CHARACTERISTICS OF THE FOUR LEARNING STYLES

(Sources: Learning Styles. FEDA, 1995; Honey & Mumford, The Manual of Learning Styles. 1992)

| | ACTIVISTS | REFLECTORS | PRAGMATISTS | THEORISTS |
|------------------------|---|---|--|---|
| STRENGTHS | <ul style="list-style-type: none"> <input type="checkbox"/> Doing things <input type="checkbox"/> Putting ideas into action <input type="checkbox"/> Enjoy change and variety <input type="checkbox"/> Flexibility <input type="checkbox"/> Acting quickly | <ul style="list-style-type: none"> <input type="checkbox"/> Collection of data from variety of sources <input type="checkbox"/> Looking at situations from various perspectives and grasping the big picture | <ul style="list-style-type: none"> <input type="checkbox"/> Practical application of ideas <input type="checkbox"/> Integrating theory and practice <input type="checkbox"/> Decision making in organisations <input type="checkbox"/> Getting things done | <ul style="list-style-type: none"> <input type="checkbox"/> Creating theoretical models <input type="checkbox"/> Thoroughness <input type="checkbox"/> Industriousness <input type="checkbox"/> Verbal skills <input type="checkbox"/> Developing and working with systems |
| PREFERENCES | <ul style="list-style-type: none"> <input type="checkbox"/> New experiences <input type="checkbox"/> Taking risks <input type="checkbox"/> Getting involved in activities with people <input type="checkbox"/> Getting things done | <ul style="list-style-type: none"> <input type="checkbox"/> More interested in people (how they behave and how they feel) than in structures <input type="checkbox"/> To get involved directly and then reflect on the experience <input type="checkbox"/> More concerned with processes than outcomes | <ul style="list-style-type: none"> <input type="checkbox"/> More interested in structural aspects of situations than in people. <input type="checkbox"/> "Hands On" experience | <ul style="list-style-type: none"> <input type="checkbox"/> Dealing with ideas <input type="checkbox"/> Solving problems <input type="checkbox"/> To know the experts' views <input type="checkbox"/> To work alone |
| CONCERNED ABOUT | <ul style="list-style-type: none"> <input type="checkbox"/> Personal relevance <input type="checkbox"/> Doing what interests them | <ul style="list-style-type: none"> <input type="checkbox"/> Personal meaning <input type="checkbox"/> The feelings of others <input type="checkbox"/> Maintaining wide ranging interests <input type="checkbox"/> Harmony | <ul style="list-style-type: none"> <input type="checkbox"/> Testing things out to get correct solution <input type="checkbox"/> Practical application of what they learn | <ul style="list-style-type: none"> <input type="checkbox"/> Details <input type="checkbox"/> Quality of information <input type="checkbox"/> Accuracy of facts <input type="checkbox"/> Personal effectiveness <input type="checkbox"/> Intellectual ability |

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|--|---|--|---|--|
| PREFERRED WAY OF LEARNING AND WORKING | <ul style="list-style-type: none"> <input type="checkbox"/> Self discovery, trial and error learning <input type="checkbox"/> Learning by doing <input type="checkbox"/> Flexible approaches to learning <input type="checkbox"/> Not worried about getting it wrong <input type="checkbox"/> Can work well with others <input type="checkbox"/> Likes attention, chairing meeting, leading discussions etc. <input type="checkbox"/> More concerned with doing than thinking and feeling <input type="checkbox"/> Likes to get stuck in without wasting time | <ul style="list-style-type: none"> <input type="checkbox"/> Learning by listening and sharing ideas with others <input type="checkbox"/> Group work and discussions <input type="checkbox"/> Looking for meaning <input type="checkbox"/> Researching and reviewing <input type="checkbox"/> Thinking before doing <input type="checkbox"/> Bringing unity to diversity <input type="checkbox"/> Standing back from events and observing what happens | <ul style="list-style-type: none"> <input type="checkbox"/> Strong need to work on practical, relevant problems <input type="checkbox"/> To use skills and tinker with things <input type="checkbox"/> Test theories and apply common sense <input type="checkbox"/> Looking at information in a logical way, and then act on it immediately <input type="checkbox"/> Workshop and laboratory teaching methods <input type="checkbox"/> To solve problems <input type="checkbox"/> To reason deductively when focusing on specific problems <input type="checkbox"/> Making instinctive judgements based on practicality <input type="checkbox"/> Clear goals and adequate rewards | <ul style="list-style-type: none"> <input type="checkbox"/> Enjoy being taught in a didactic way <input type="checkbox"/> Prefer to work individually rather than in groups <input type="checkbox"/> Like to have access to a lot of information/resources <input type="checkbox"/> Collecting data <input type="checkbox"/> Enjoy reading <input type="checkbox"/> To specialise <input type="checkbox"/> Planning organising work <input type="checkbox"/> Thinking things through <input type="checkbox"/> Reworking notes/essays to achieve best results <input type="checkbox"/> Make links between ideas <input type="checkbox"/> Examining information carefully <input type="checkbox"/> Critically evaluating information <input type="checkbox"/> Thinking sequentially <input type="checkbox"/> Deductive reasoning |

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|----------------------|---|--|--|--|
| DISADVANTAGES | <ul style="list-style-type: none"> <input type="checkbox"/> Doing too many things at once <input type="checkbox"/> Lack of planning <input type="checkbox"/> Poor time management, leaving things to last minute <input type="checkbox"/> Lack of attention to detail <input type="checkbox"/> Not checking/testing things out <input type="checkbox"/> Jumping in too quickly and not thinking things through <input type="checkbox"/> Being too pushy at times <input type="checkbox"/> Giving insufficient consideration to alternative ways of doing things <input type="checkbox"/> Inability to stand back and allow others to take action | <ul style="list-style-type: none"> <input type="checkbox"/> Easily distracted <input type="checkbox"/> Waste too much time before getting started <input type="checkbox"/> Frustrated by action plans <input type="checkbox"/> Can be too easy going <input type="checkbox"/> Sometimes indecisive <input type="checkbox"/> Can forget important details <input type="checkbox"/> Tend to work in bursts of energy <input type="checkbox"/> Inability to act spontaneously | <ul style="list-style-type: none"> <input type="checkbox"/> Lack of patience with people's suggestions <input type="checkbox"/> Wanting to do everything their way <input type="checkbox"/> Lack of imagination <input type="checkbox"/> Poor presentation <input type="checkbox"/> Details can get in the way <input type="checkbox"/> Inability to consider alternatives <input type="checkbox"/> Intolerance to woolly ideas <input type="checkbox"/> Only doing what is perceived as directly relevant to a given task <input type="checkbox"/> Need to be in control and to do it alone <input type="checkbox"/> Not interested in concepts or theories | <ul style="list-style-type: none"> <input type="checkbox"/> Need a lot of information before starting work <input type="checkbox"/> Reluctant to try anything new <input type="checkbox"/> Like to do things in a set way <input type="checkbox"/> Get bogged down in theory <input type="checkbox"/> Don't trust feelings but rely on logic <input type="checkbox"/> Overcautious; don't take risks <input type="checkbox"/> Heavily reliant on expert opinion without considering other views <input type="checkbox"/> Uncomfortable in group work <input type="checkbox"/> May have difficulty understanding emotions and feelings |

