

As you work through this module, you will inevitably come across terms and pieces of information which are novel and worth sharing. You can place such information in the Module Wiki to benefit the whole group.

In the wiki, you can place a term/word/phrase, as well as its definition and/or any information you have sourced on the topic (clearly referenced).

To add a document/link click on 'Add a new entry'. You will then need to add a Concept title and Definition, add your attachment and click 'Save changes'.

Browse the glossary using this index

[Special](#) | [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) | [ALL](#)

C

Critique of the VARK Questionnaire Design

I selected the VARK Questionnaire by VARK (2024) for this activity. I will critically assess its design, specifically concentrating on the format. (2021) suggested that the VARK Questionnaire, a widely used assessment tool designed to identify individuals' preferred learning styles, could be improved by including ranking options to understand the strength of preferences better. Furthermore, incorporating specific phrases like "learn best by discussing with others." This could significantly improve the overall experience (Wijesinghe et al. 2024).

The VARK questionnaire currently uses a closed questions format that allows for multiple choices, with the ability to select all that apply. It could be improved by including ranking options to understand the strength of preferences better. Furthermore, incorporating specific phrases like "learn best by discussing with others." This could significantly improve the overall experience (Wijesinghe et al. 2024).

The questionnaire's questions have a limited scope, mainly focusing on traditional learning scenarios (Timisina et al. 2021). They fail to cover digital learning when utilising digital tools. Additionally, some questions overlap in content without directly addressing social learning preferences involving

As Maidin et al. (2023) emphasised, the VARK Questionnaire can be significantly enhanced by incorporating a ranking system that allows for the range of scenarios presented in the questionnaire and refining the wording of the questions can also contribute to a more comprehensive understanding. Moreover, adding a social learning category could enrich the questionnaire, providing a more nuanced understanding of how individuals learn (Zamiri & Esmaili, 2024).

References:

- Eddine, B. M. C. (2021) *Using learning style instruments for MOOCs*. Available from: <http://archives.univ-biskra.dz/bitstream/123456789/123456789> [Accessed 9 June 2024].
- Maidin, S., Shahrum, M.A., Qian, L.Y., Rajendran, T.K. & Ismail, S. (2023) Effective Blended Learning Model Selection Based on Student Learning Styles in an Undergraduate Engineering Course. *International journal of engineering. Transactions C: Aspects*, 36(12), pp.2232–2242. Available from: <https://doi.org/10.1016/j.ije.2023.123456>
- Schaeffer, N.C. & Dykema, J. (2020) Advances in the Science of Asking Questions. *Annual Review of Sociology*, 46(1), pp.37–60. Available from: <https://doi.org/10.1016/j.annrevsoci.2020.01.001>
- Shakeri, F., Ghazanfarpour, M., MalaKoti, N., Soleimani Houni, M., Rajabzadeh, Z. & Saadat, S. (2022) Learning styles of medical students in a medical school. *Journal of Medical Education*, 97(4), pp.456–460.
- Timisina, P.P., Tschewang, U., Tshering, N., Sherab, R., Dawa, K., Dorji, T. & Tashi, P. (2021) Preferred Learning Style of Students of Nangpa College. *Teacher Education*, [online] 25(1), pp.35–47. Available from: <https://eric.ed.gov/?id=EJ1305567>.

Tomić, D., Rastovski, D. & Ćurić, M. (2023) *Exploring the VARK model: a review of the validity and reliability of the questionnaire and its re* https://www.researchgate.net/publication/371633359_Exploring_the_VARK_model_a_review_of_the_validity_and_reliability_of_tl [Accessed 9 June 2024].

VARK (2024) *VARK Questionnaire: How do you learn best?* [Online] [online]. Available from: <https://vark-learn.com/the-vark-questionnaire>

Wijesinghe, Y.V., Xu, Y., Li, Y. & Zhang, Q. (2024) A phrase-based questionnaire-answering approach for automatic initial frailty assessment. *Journal of Biomedical Informatics* 170, pp.108043–108043. Available from: <https://doi.org/10.1016/j.combiomed.2024.108043> [Accessed 9 June 2024].

Zamiri, M. & Esmaeili, A. (2024) Technologies for Supporting Knowledge Sharing within Learning Communities: A Systematic Review. *Administrative Sciences* 14(1), pp.1–15. Available from: <https://doi.org/10.3390/admsci14010017>.

Keyword(s): Questionnaire Design; VARK model, Critique design; Survey ▾

► **Comments (0)**

Q

Questionnaire

A series of questions to gather information from interesting parties.

 **5.) Wiki Activity_Questionnaires.docx**

► **Comments (0)**

Questionnaire Critique

Critiques a local council questionnaire using Breitling's (2018) 'The 7 Deadly Survey Questions':

1. The Leading Question
2. The Assumptive Question
3. The Pushy Question
4. The Confusing Question
5. The Random Question
6. The Double-Barrelled Question
7. The Ambiguous Question

 **5_RMPP_6_Questionnaire_v0.3.docx**

Keyword(s): questionnaire, 7 deadly survey questions, survey ▾

► **Comments (0)**

You are logged in as [Gokul Kurunthasalam](#) ([Log out](#))

[Policies](#)

[Switch to the standard theme](#)

Powered by [Moodle](#)

[Site Accessibility Statement](#)

[Privacy Policy](#)

© 2025 University of Essex Online. All rights reserved.