

The VARK Questionnaire for Teachers/Trainers

How Do I Teach?

This VARK Teachers' Preferences Questionnaire is a companion to the VARK: How do I learn best? Questionnaire. The development of this questionnaire recognises the contribution of Marie Hunsinger, RN and Geisinger Medical Center, USA.

Please circle the options that you currently prefer. Choose no more than two options for each of the 16 questions.

1. My learners need to know about how to approach a poster assignment. I would:
 - a. use samples of text indicating the important definitions and other information that needs to be included..
 - b. use examples emphasizing overall layout, designs and formats that add visual information.
 - c. show them examples of posters presented by my previous classes that were highly graded.
 - d. use a question and answer session to help learners make choices about what to do and advice about things that don't work well..
2. My learners need to know there is a change of rooms for the next five sessions. To help them find the new room I would use a:
 - a. physical walk at the end of this class.
 - b. question and answer session.
 - c. list of directions.
 - d. map showing the location of the new room.
3. My learners need to know why they learn in different ways. I would use:
 - a. pie graphs showing the distribution of VARK preferences.
 - b. text about VARK with descriptions of the methods learners use for each mode.
 - c. my own explanation of the ways learners choose to learn.
 - d. their VARK results and the strategies each should use for their learning.
4. My learners need to know why one home for sale is better than another. I would use:
 - a. written descriptions and lists of its key features.
 - b. a walk-through video of the home.
 - c. plans, maps, graphs and diagrams of its features.
 - d. a video of the sales agent describing its features.
5. In my introductory lesson, my learners need to know the structure and content of my course or subject. I would use:
 - a. an inspiring talk about the importance of the subject and the topics in it.
 - b. an overview diagram showing the topics that I will teach and how they are linked.
 - c. examples of the topics and what the learners will need to do to succeed.
 - d. a written description about the course including a list of its contents and rules.

6. My learners need to know some strategies for a major test in my subject. I would use:
 - a. lists of helpful strategies in a handout or text-message.
 - b. my own explanations of what they should do to prepare.
 - c. diagrams of the topics to be tested and how they are linked.
 - d. examples from previous tests so students can practice.
7. My learners need to construct or assemble something as a team or group. I would set that up by:
 - a. providing them with a handout listing the steps to complete the exercise.
 - b. providing them with diagrams showing the steps to complete the exercise.
 - c. having them observe me as I completed the exercise.
 - d. describing and explaining the steps to complete the exercise.
8. The technologies/aides I use most in my teaching are:
 - a. bullet points on PowerPoint and easy access to my notes and handouts.
 - b. question and answer, emails, webinars and online chat/texting.
 - c. YouTube demonstrations, laboratories, practical sessions and field visits.
 - d. designs, images and symbols and well laid out handouts.
9. My learners want to know about courses in the next semester that connect with my course. I would use:
 - a. examples of choices that previous learners have found helpful.
 - b. my explanation and discussion with answers to their questions.
 - c. a chart showing pathways that link with learners' majors and the options that best fit.
 - d. a handout describing the courses that fit best for different majors.
10. I am using groups in my classroom to prepare and present a poster that will summarize a completed topic in my course. I would suggest that they begin by:
 - a. listing the contents and some useful text and print resources.
 - b. discussing who will contribute to the various parts of the poster.
 - c. recalling the important examples, applications and stories that I used.
 - d. drafting a first version of their poster to show its layout and ideas for content.
11. My learners need to know how to locate the different resources that will be used in my teaching. I would use a:
 - a. handout listing the resources available and where they can be found.
 - b. linked diagram showing the different resources and their usefulness for my course.
 - c. question and answer session with the students contributing their ideas.
 - d. YouTube video about what my previous classes had found useful.
12. Many of my learners are not using my handouts. I would try to improve them by:
 - a. rewriting some of the text to make it more interesting.
 - b. adding more YouTube references that contain helpful dialogue.
 - c. adding text that relates to their experiences, interests and needs.
 - d. adding more interesting visual material using different layouts and formats.
13. My learners need to know why it is summer in the northern hemisphere when it is winter in the southern hemisphere. I would use:
 - a. a YouTube video of an expert talking about the seasons.
 - b. a handout and book references with written explanations and definitions for the different seasons.
 - c. diagrams showing the impact of the sun's rays on the Earth in different seasons.
 - d. a demonstration using objects to show the relative positions of the earth and the sun at different times.

14. I am preparing the first session of my course for my learners. For the first ten minutes I would prepare:
 - a. a diagram showing the importance of my course and an overview diagram showing how it will fit together.
 - b. an oral statement that stresses my interest in the first topic and the importance of my course.
 - c. by reading through the handout of the course outline that the learners have.
 - d. examples and applications that have benefitted society and that have come from studying my course.

15. My learners need to know the dates and times for the course assignments and tests. I would use my course description and:
 - a. my explanation of the assignment deadlines to help explain the course description.
 - b. a discussion about how to prepare for each assignment with examples of the types of questions that they will contain.
 - c. a calendar for them to schedule their dates and times.
 - d. a shorter handout that includes only the assignment information.

16. My learners need to know how the whole class performed in a major test. I would use:
 - a. examples of common mistakes made and how to avoid those in the future.
 - b. discussion about what they found easy and what was difficult.
 - c. textbook answers for some of the difficult parts of the test.
 - d. bar and pie graphs to show the results and the proportions for each grade.

The VARK Questionnaire for Teachers/Trainers – 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 V and R in the question 3 row:

Question	a category	b category	c category	d category
3	K	V	R	A

Scoring Chart

Question	a category	b category	c category	d category
1	R	V	K	A
2	K	A	R	V
3	V	R	A	K
4	R	K	V	A
5	A	V	K	R
6	R	A	V	K
7	R	V	K	A
8	R	A	K	V
9	K	A	V	R
10	R	A	K	V
11	R	V	A	K
12	R	A	K	V
13	A	R	V	K
14	V	A	R	K
15	A	K	V	R
16	K	A	R	V

Calculating Your Scores

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

Total number of V s circled =	<input type="text"/>
Total number of A s circled =	<input type="text"/>
Total number of R s circled =	<input type="text"/>
Total number of K s circled =	<input type="text"/>

Fill in the questionnaire online at <https://vark-learn.com/the-vark-questionnaire/teaching-questionnaire/> to find out your VARK teaching preference.