APPENDIX 1

The VARK Questionnaire - English Version

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 (available in the “advice to teachers” section of the VARK web site).

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 – English Version 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.

<table>
<thead>
<tr>
<th>Question</th>
<th>a category</th>
<th>b category</th>
<th>c category</th>
<th>d category</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>A</td>
<td>R</td>
<td>V</td>
<td>K</td>
</tr>
</tbody>
</table>

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 V's circled = [ ]
- Total number of A's circled = [ ]
- Total number of R's circled = [ ]
- Total number of K's circled = [ ]

Calculating your preferences

Use the “Scoring Instructions” sheet (available in the “advice to teachers” section of the VARK web site) to work out your VARK learning preferences.

APPENDIX 2

Letter of Permission to use Questionnaire

Dear Mr. Sanath Bhaskar .B

Thank you for seeking permission to use VARK. We have to rely on the honesty of people to act in a professional way when using our copyright materials. You are welcome to use the VARK materials from a link online, or in paper format, for your teaching and research, providing suitable acknowledgment is made. This is what we prefer:


You may be interested in a new VARK service starting soon. We will soon be able to capture the VARK scores for your work team, colleagues, your class or your classes. These results will be readily available to you for a small charge and you will have your own password for access. You may also purchase a description of your team/class profile. I now offer a service for VARK users. After completion of the questionnaire online, you can request a personal learning profile incorporating advice about the learning strategies that would be most helpful for you. A follow up email discussion about your learning is also available.

You may find the two VARK books (student and faculty) helpful for your work. There is also a book that teachers are finding very useful for encouraging active learning in class and for widening their repertoire of classroom strategies. It is titled - 55 Strategies for Teaching and has 55 one-page practical ideas. VARK principles can be applied equally well to coaching athletes and sports players and there is a new book that details how to do this, titled Sports Coaching and Learning. It is now available from our secure website at www.vark-learn.com.

Bona fide trainers should consider using the VARK Trainers’ Resource Kit and purchasing a lifetime licence to use the copyrighted VARK materials with a once-only lifetime fee. We also have a VARK PowerPoint Presentation available. There is VARK software that allows you to capture and use the data from your own students on your own intranet. If you want to use it, the site must be password protected. To purchase any of these resources (above) you can use a personal check/cheque, an institutional Purchase Order and check/cheque or buy from our secure website with a credit card.

Best wishes for your work.

Neil

Neil Fleming, Designer of the VARK Questionnaire

50 Idris Road, Christchurch 8005, New Zealand

www.vark-learn.com

phone: (64) 33517798, fax:(64) 33519939
### APPENDIX 3

A LIST OF RESEARCH ON LEARNING STYLES, MODELS AND INSTRUMENTS

Timeline - Involving the Multi-Modal Paired Associates Learning Test and Learning Styles Instruments

<table>
<thead>
<tr>
<th>YEAR</th>
<th>RESEARCH CARRIED ON:</th>
</tr>
</thead>
</table>
| 1975 | • Russell French, University of Tennessee, developed Learning Styles/Multi-Modal Paired Associates Learning Test theory  
      • Article on Teaching Style and Instructional Strategy  
      • Article on Teaching Strategies and Learning  
      • Daryl Gilley, University of Tennessee, Dissertation: Personal learning styles: Exploring the alternatives |
| 1980 | • Ed Cherry developed MMPALT II and PMPS |
| 1981 | • Ed Cherry, University of Tennessee, Dissertation: The measurement of adult learning styles: Perceptual modality |
| 1982 | • Russell French worked with Oklahoma State University to train in MMPALT II procedures |
| 1983 | • Jack Akins, Oklahoma State University, Dissertation: A study of the learning styles of Dale Oklahoma public school employees.  
      • Joe Nix, Oklahoma State University, Dissertation: The determination of adult learning styles of U.S. Coast Guard personnel.  
      • Len Schapier, University of Tennessee, Dissertation: Identification of perceptual learning style differences and the impact thereof upon individual university students. |
| 1984 | • Linda Rice, Oklahoma State University, Dissertation: A study of learning modality elements of the Oklahoma Association of Youth Services members.  
      • Bill Brown, Oklahoma State University, Dissertation: A descriptive analysis of perceptual modality learning style in older adults.  
      • Bill Russell, Oklahoma State University, Dissertation: The measurement of the perceptual learning styles of federal aviation administration supervisors.  
      • Waynne James and Michael Galbraith publish article in Journal of Applied Gerontology: *Perceptual learning styles of older adults.*  
      • Michael Galbraith and Waynne James publish *Assessment of dominant perceptual learning styles of older adults* in Educational Gerontology. |
| 1984 | • Waynne James, AERC Conference presentation and paper in Montreal  
      • Patricia Clark, University of Tennessee, Dissertation: Measurement of learning style dominance and hemispheric dominance of fourteen and fifteen-year-old high school students |
| 1985 | • Walter Lucas, Oklahoma State University, Dissertation: A study of the perceptual learning styles of adults age 40 to 60.  
      • Waynne James and Michael Galbraith published article in Lifelong Learning: |
<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
<td>• Waynne James and Michael Galbraith publish article in Activities, Adaptations, and Aging: Techniques for assessing perceptual learning styles: Implications for the activities manager.</td>
</tr>
<tr>
<td>1988</td>
<td>• J. Yount, University of Tennessee, Dissertation: Measuring and comparing cognitive learning styles by academic discipline.</td>
</tr>
<tr>
<td>1989</td>
<td>• Joyce Coolidge-Parker, University of South Florida, Dissertation: A comparison of perceived and objectively measured perceptual learning style modality elements of court reporters and court reporting students.</td>
</tr>
<tr>
<td>1990</td>
<td>• Marsha Butler and Russell French resurrect the &quot;Box of Rocks&quot;, University of Tennessee.</td>
</tr>
</tbody>
</table>
| 1991 | • Waynne James and Bill Blank published article in Adult Basic Education: Training teachers to train adults.  
• Marsha Butler and Donna Browning initiated MMPALT collaboration, continuing Ed Cherry’s work, through their graduate teaching assistantships. |
| 1992 | • Lisa Harden, University of South Florida, Ed.S.: A correlation of learning styles and standard achievement levels of adult vocational students in an area technical center.  
• Bill Hutchison, University of South Florida, Dissertation: Dominant perceptual modality element and learning performance: A factorial study. |
• Lynn Grady, University of South Florida, Dissertation: Convergent and discriminant validation of four instruments assessing perceptual learning styles using a multi trait-multi method matrix approach. |
| 1994 | • Marsha Butler, University of Tennessee, Dissertation: A study of relationships among perceptual modality dominance and choice of college major. |
| 1995 | • Initial MMPALT Researchers Reunion, University of Tennessee (July)  
• Waynne James and Dan Gardner publish article in New Directions for Adult and Continuing Education - Facilitating Distance Learning: Learning styles: Implications for |
<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
</tr>
</thead>
</table>
| 1996 | - Roger Smith, University of South Florida, Dissertation: An analysis of the dominant learning styles of functionally illiterate adult education students in a correctional education setting.  
- MMPALT Meeting, University of South Florida (February)  
- Institute for Learning Styles Research (ILSR) Incorporates obtaining legal status  
- Adult Education Research Conference held at the University of South Florida (April)  
- ILSR Meeting, University of Tennessee (June) |
| 1997 | - Learning Styles Seminar, Lowndes County Board of Realtors, Mississippi (January)  
- ILSR Conference, University of South Florida (February)  
- MMPALT Presentation, Columbus City Schools, Mississippi  
- ILSR Conference, University of Tennessee (July)  
- W. Harrison, University of Alabama, Dissertation: Adult student learning style and academic major choice: A technical institute profile.  
| 1998 | - ILSR Conference, University of South Florida (February)  
- MMPALT Presentation, Hall of Master Teachers, Mississippi University for Women (April)  
- ILSR Conference, University of Tennessee (July) |
| 1999 | - Donna Browning, University of Tennessee, Dissertation: Creative high school dropouts’ experiences of learning: A phenomenological study.  
- ILSR Conference, University of South Florida (February)  
- ILSR Conference, University of Tennessee (July) |
- MMPALT Presentation, Kentucky State  
- Randy Roberts, University of South Florida, Dissertation: A comparison of perceptual learning styles of successful and unsuccessful high school students in Pasco County, Florida.  
- Victoria Jacobs Gray with Kenneth R. Ratledge, University of Tennessee, publish article in American Football Coach (Vol 5), Head Game, Inside the Football Helmet: Applications of Psychological Type.  
- ILSR Website Established. |
| 2000 | - ILSR Conference, University of South Florida (February)  
- ILSR Conference, University of Tennessee (July)  
- PMPS available on website  
- Donna Ettel, University of South Florida, Dissertation: An analysis of young adults...
with attention deficit disorder on stimulant medication and their perceptual learning styles as measured by the Multi-Modal Paired Associates Learning Test III.

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
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</table>
| 2000 | - Paula Myers, University of South Florida, Dissertation: Association between perceptual learning modalities and high frequency sensorineural hearing impairment in adult males.  
- Yvonne Williams, University of South Florida, Dissertation: A comparison of the perceptual learning style modalities of African-American, Hispanic-American, and European-American adult females as measured by the Multi-Modal Paired Associates Learning Test III.  
- Grace Endres, University of South Florida, Dissertation: The relationship between perceptual modalities, analogical reasoning, age, and gender as measured by the Multi-Modal Paired Associates Learning Test III and the Miller Analogies Test. |
| 2001 | - ILSR Conference, University of South Florida (February)  
- ILSR Conference, Tusculum College, Knoxville (July)  
- Patricia D’Urso, University of South Florida, Dissertation: The relationship between perceptual modality performances and short-term memory capacity of developmental math and English students as measured by the Multi-Modal Paired Associates Learning Test III and the Wechsler Memory Scale III |
| 2001 | - Maria Martinez Witte & James E. Witte, AAACE Presentation: Learning Styles-Mindstyles: Implications for Adult Learners (October)  
- Wayne B. James & James E. Witte, AAACE Presentation: Implications of Current Learning Styles Research (October) |
| 2002 | - ILSR Conference, University of South Florida (February)  
- ILSR Conference, Auburn University, Auburn (August) |
| 2003 | - ILSR Conference, University of South Florida (February)  
- ILSR Conference, Wiley Publishing, New York City (July) |

Source: Institute of Learning Styles Research (ILSR)

Citation: (http://www.learningstyles.org)
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Page No.</th>
<th>Observations made by the examiner</th>
<th>Corrections made</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22-29</td>
<td>The contents from page 22 to 29 and 33-34 should come under the research methodology chapter i.e. chapter three.</td>
<td>As these contents viz. Statement of the research problems and research questions, Objectives, Significance and Limitations of the study, usually, form part of chapter one in a thesis, these have been put in chapter one, and the inclusion of these under this chapter has been concurred with by the supervisor.</td>
</tr>
<tr>
<td>2</td>
<td>Chapter III</td>
<td>The sample respondents of teachers seems to be unrepresentative as the study is concerned about implications of perceptual learning style preferences on Management pedagogy, preferably management teachers should have been considered. Moreover, there is no pattern involved in the selection of teachers from different levels of schools.</td>
<td>Although the study is concerned about implications of perceptual learning style preferences on Management pedagogy, the rationale behind the inclusion of teachers in the survey is that the management students come to the MBA course only after going through the different educational strata, that is, the “kindergarten –to-undergraduate- process “ of education, in which teachers from kindergarten to undergraduate level teach, and a peep into the way teachers of all these levels learn can give a clue as to how they teach. And so, management teachers were considered along with other teachers, and not as a special category of teachers. The pattern involved in the selection of teachers is that of ascending pedagogical pattern, that is from kindergarten to postgraduate level teachers, as the management students pass through the entire standardized education structure of the Karnataka State SSLC and Pre-University Board and the universities.</td>
</tr>
<tr>
<td>3</td>
<td>Chapter III</td>
<td>The reliability and validity of the VARK Inventory has been well presented. Tables 3.1 to 3.10 may be removed from this chapter and put as appendix tables at the end of the thesis.</td>
<td>Tables 3.1 to 3.10 have been put in chapter three in the fitment of things to show how the data collection has been made. Anyway, the examiner’s observation will be considered and they will be put as appendix tables at the end of the thesis during the publication.</td>
</tr>
<tr>
<td>Chapter VII</td>
<td>Page 212: 658 respondents’ 400 students and 250 teachers makes 650</td>
<td>The error has been rectified.</td>
<td></td>
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<tr>
<td>Chapter VII</td>
<td>Page 152: it says all respondents 658 went through student cover letter, why should the teachers go through the student cover letter?</td>
<td>Here the term ‘student’ has been used to mean ‘learner’. As the teachers are also learners, perpetual learners of newer and newer teaching strategies, they also went through the ‘student’ (‘learner’) cover letter.</td>
<td></td>
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<tr>
<td>7</td>
<td>The bibliography at the end of the thesis is not based on a uniform pattern. The researcher can use any one of the referencing styles – Harvard, APA or Oxford.</td>
<td>The uniform pattern will be adhered to during the publication.</td>
<td></td>
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</tbody>
</table>
Corrections incorporated as per the suggestions recommended by the Indian Examiner

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Suggestions recommended by the Examiner</th>
<th>Corrections made</th>
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<tbody>
<tr>
<td></td>
<td>- Nil</td>
<td>- Nil</td>
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</tbody>
</table>

Name and signature of the candidate. [SANATH BHASKAR B]

Certified by the Research Supervisor

Dr. Sridhara Shri, M. Com, Ph.D
Professor & H.O.D. of Commerce
M.S.R.S. College, Shirva
Udupi, Karnataka