

**GRASHA-RIECHMANN
STUDENT LEARNING STYLE SCALES**

General Class Form

The following questionnaire has been designed to help you clarify your attitudes and feelings toward the courses you have taken thus far in college. There are no right or wrong answers to each question. However, as you answer each question, form your answers with regard to your *general attitudes and feelings towards all of your courses.*

Respond to the items listed below by using the following rating scale. Follow the instructions of the person administering this questionnaire and put your answers either on a separate sheet of paper or on a computer scored answer sheet that is provided.

- Use a rating of **1** if you strongly *disagree* with the statement.
- Use a rating of **2** if you moderately *disagree* with the statement.
- Use a rating of **3** if you are *undecided*.
- Use a rating of **4** if you moderately *agree* with the statement.
- Use a rating of **5** if you strongly *agree* with the statement.

01. I am confident of my ability to learn important course material.
02. I often daydream during class.
03. Working with other students on class projects is something I enjoy.
04. Facts presented in textbooks and lectures usually are correct.
05. To do well, it is necessary to compete with other students for the teacher's attention.
06. I usually am eager to learn about the content areas covered in class.
07. My ideas about content are often as good as those in the textbook.
08. Classroom activities generally are boring.
09. I enjoy discussing my ideas about course content with other students.
10. Teachers are the best judges of what is important for me to learn in a course.
11. It is necessary to compete with other students to get a grade.
12. Class sessions typically are worthwhile.
13. I study what is important to me and not always what the instructor says is important.
14. Very seldom do I become excited about material covered in a course.
15. I enjoy hearing what other students think about issues raised in class.
16. Teachers should state exactly what they expect from students.
17. During class discussions, I must compete with other students to get my ideas across.
18. I get more out of going to class than staying at home.
19. Most of what I know, I learned on my own.
20. I generally feel like I have to attend class rather than like I want to attend.
21. Students can learn more by sharing their ideas with each other.
22. I try to do assignments exactly the way my teachers say they should be completed.
23. Students have to become aggressive to do well in school.
24. Everyone has a responsibility to get as much out of a course as possible.

Please turn over this page to complete the questionnaire.

Rating Scale:

Use a rating of 1 if you strongly *disagree* with this statement
Use a rating of 2 if you moderately *disagree* with the statement.
Use a rating of 3 if you are *undecided*.
Use a rating of 4 if you moderately *agree* with the statement.
Use a rating of 5 if you strongly *agree* with the statement.

25. I can determine for myself the important content issues in a course.
26. Paying attention during class sessions is difficult for me to do.
27. I like to study for tests with other students.
28. Teachers who let students do whatever they want are not doing their jobs.
29. I like to get the answers to problems or questions before anybody else can.
30. Classroom activities generally are interesting.
31. I like to develop my own ideas about course content.
32. I have given up trying to learn anything from going to class.
33. The ideas of other students help me to understand course material.
34. Students need to be closely supervised by teachers on all course related projects.
35. To get ahead in class, it is necessary to step on the toes of other students.
36. I try to participate as much as I can in all aspects of a course.
37. I have my own ideas about how classes should be run.
38. In most of my courses, I study just hard enough to get by.
39. An important part of taking courses is learning to get along with other people.
40. My notes contain almost everything the teacher said in class.
41. Students hurt their chances for a good grade when they share their notes and ideas.
42. Course assignments are completed whether or not I think they are interesting.
43. If I like a topic, I usually find out more about it on my own.
44. I typically cram for exams.
45. Learning should be a cooperative effort between students and faculty.
46. I prefer class sessions that are highly organized.
47. To stand out in my classes, I try to do assignments better than other students.
48. I complete course assignments soon after they are given.
49. I prefer to work on class related projects (e.g. studying for exams, papers) by myself.
50. I would like teachers to ignore me in class.
51. I let other students borrow my notes when they ask for them.
52. Teachers should tell students exactly what material is going to be covered on a test.
53. I like to know how well other students are doing on exams and course assignments.
54. I complete required reading assignments as well as those that are optional.
55. When I don't understand something, I try to figure it out for myself before seeking help.
56. During class, I tend to talk or joke around with people sitting next to me.
57. Participating in small group activities in class is something I enjoy.
58. I find teacher outlines or notes on the board very helpful.
59. I ask other students in class what grades they received on tests and assignments.
60. In my classes, I often sit towards the front of the room.

**Grasha-Riechmann
Student Learning Style Scales**

Scoring Key: General and Specific Forms

Instructions:

The numbers below represent the items in the questionnaire that correspond to each of the learning style dimensions on the questionnaire. To self score this questionnaire, place the ratings you assigned to each item in the space provided. Sum each column and divide by 10 to obtain the mean score for each scale.

<i>Independent</i>	<i>Avoidant</i>	<i>Collaborative</i>	<i>Dependent</i>	<i>Competitive</i>	<i>Participant</i>
01. _____	02. _____	03. _____	04. _____	05. _____	06. _____
07. _____	08. _____	09. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____	17. _____	18. _____
19. _____	20. _____	21. _____	22. _____	23. _____	24. _____
25. _____	26. _____	27. _____	28. _____	29. _____	30. _____
31. _____	32. _____	33. _____	34. _____	35. _____	36. _____
37. _____	38. _____	39. _____	40. _____	41. _____	42. _____
43. _____	44. _____	45. _____	46. _____	47. _____	48. _____
49. _____	50. _____	51. _____	52. _____	53. _____	54. _____
55. _____	56. _____	57. _____	58. _____	59. _____	60. _____
<i>Total :</i> _____	_____	_____	_____	_____	_____
<i>Mean:</i> _____	_____	_____	_____	_____	_____

Learning Scale Norms For Each Style By Age:

<i>Independent</i>	<i>Avoidant</i>	<i>Collaborative</i>	<i>Dependent</i>	<i>Competitive</i>	<i>Participant</i>	
<i>Age</i>						
17-21:	3.34	2.18	3.67	3.34	2.76	3.91
22-28:	3.28	1.96	3.72	3.45	2.68	4.03
29-33:	3.41	1.99	3.77	3.37	2.69	4.07
34-40:	3.42	1.76	3.69	3.39	2.70	4.21
41-45:	3.47	1.74	3.62	3.42	2.68	4.32
46+	3.46	1.66	3.78	3.29	2.60	4.35

Table 1

**Description of Grasha-Riechmann Student Learning Styles
and Classroom Preferences**

Competitive: Students who learn material in order to perform better than others in the class. They feel they must compete with other students in a course for the rewards that are offered.

Preferences: Become a group leader in discussions ... Teacher centered instructional procedures.... Singled out in class for doing a good job....Like to dominate discussions... Class activities where they can do better than others.

Collaborative: Typical of students who feel they can learn by sharing ideas and talents... They cooperate with teacher and peers and like to work with others.

Preferences: Lectures with class discussions in small groups ... Small seminars...Student-designed aspects of courses... Group rather than individual projects.

Avoidant: Not enthusiastic about learning content and attending class... Do not participate with students and teachers in the classroom... They are uninterested and overwhelmed by what goes on in class.

Preferences: Generally turned off by most classroom activities... Would prefer no tests...Blanket grades where everyone gets a passing grade...Does not like enthusiastic teachers.

Participant: Good citizens in class. They enjoy going to class and take responsibility for getting the most out of a course. Want to take part in as much of the course activity as possible.

Preferences: Lectures with discussion... Opportunities to discuss material...Class reading assignments...Teachers who can analyze and synthesize information well.

Dependent: Characteristic of students who show little intellectual curiosity and who learn only what is required. They view teacher and peers as sources of structure and support and look to authority figures for specific guidelines on what to do and how to do it.

Preferences: Outlines or notes on the board... Clear deadlines and instructions for assignments...Teacher centered classroom methods...As little ambiguity as possible in all aspects of course.

Independent: Students who like to think for themselves. They prefer to work on their own but will listen to the ideas of others in the classroom. Learn the content they feel is important and are confident in their learning abilities.

Preferences: Independent study...Prefer to work alone...Self paced instruction... Assignments that give students a chance to think independently...Projects that students can design...Student-centered rather than a teacher-centered course designs.