

Wiki Activity: Questionnaires

Find a questionnaire and critique the design, both the format and the questions used.

Consider areas such as 'why is this question included?', 'is the form of the question appropriate?' etc. How can you improve the questionnaire?

Put your analysis in the module wiki and comment on others' analyses.

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 of the questions and the inclusion of specific questions. Eddine (2021) suggested that the VARK Questionnaire, a widely used assessment tool designed to identify individuals' preferred learning styles, could greatly benefit from design improvements to enhance its accuracy and effectiveness.

The VARK questionnaire currently uses a closed questions format that allows for multiple choices, with the ability to select all that apply. However, according to Schaeffer & Dykema (2020), some questions could be improved by including ranking options to understand the strength of preferences better. Furthermore, incorporating specific phrasings such as "like to talk things through" could be rephrased as "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 comprehensively cover learning preferences in informal settings or when utilising digital tools. Additionally, some questions overlap in content without directly addressing social learning preferences involving interaction with others (Tomić et al. 2023).

As Maidin et al. (2023) emphasised, the VARK Questionnaire can be significantly enhanced by incorporating a ranking system that allows users to prioritise their preferred learning preferences. Expanding the range of scenarios presented in the questionnaire and refining the wording of the questions can also contribute to a more comprehensive assessment of individual learning styles (Shakeri et al. 2022).

Moreover, adding a social learning category could enrich the questionnaire, providing a more nuanced understanding of how individuals engage with and benefit from collaborative learning experiences (Zamiri & Esmaeili, 2024).

References:

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