

Honey and Mumford Learning Styles Descriptions

Activists

Activists like to take direct action. They are enthusiastic and welcome new challenges and experiences. They are less interested in what has happened in the past or in putting things into a broader context. They are primarily interested in the here and now. They like to have a go, try things out and participate. They like to be the centre of attention.

In summary activists like:

- to think on their feet
- to have short sessions
- plenty of variety
- the opportunity to initiate
- to participate and have fun.

Reflectors

Reflectors like to think about things in detail before taking action. They take a thoughtful approach. They are good listeners and prefer to adopt a low profile. They are prepared to read and re-read and will welcome the opportunity to repeat a piece of learning.

In summary reflectors like:

- to think before acting
- thorough preparation
- to research and evaluate
- to make decisions in their own time
- to listen and observe.

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Theorists

Theorists like to see how things fit into an overall pattern. They are logical and objective “systems” people who prefer a sequential approach to problems. They are analytical, pay great attention to detail and tend to be perfectionists.

In summary theorists like:

- concepts and models
- to see the overall picture
- to feel intellectually stretched
- structure and clear objectives
- logical presentation of ideas.

Pragmatists

Pragmatists like to see how things work in practice. They enjoy experimenting with new ideas. They are practical, down to earth and like to solve problems. They appreciate the opportunity to try out what they have learned/are learning.

In summary pragmatists like:

- to see the relevance of their work
- to gain practical advantage from learning
- credible role models
- proven techniques
- activities to be real.

Extracted from:

Peter Honey and Alan Mumford (2000) *“The Learning Styles Questionnaire”*, Peter Honey Publications.

For more information about learning styles go to www.peterhoney.com