



# Learning style

Consortium national de formation en santé

# Learning style

- Description of attitudes and behaviours that determine a preferred learning method (Honey and Mumford, 1992)
- This is not a measure of learning performance.

# Four styles (*and other descriptors*)

## **Activist**

- Accommodator
- Intuitive / pragmatic

## **Reflective**

- Diverger
- Intuitive / reflective

## **Theoretical**

- Assimilator
- Methodical / reflective

## **Pragmatic**

- Converger
- Methodical / pragmatic

# Activist (*Accommodator*)

- Action-oriented
- **Involved**
- Challenges → search for performance
- Impulsive problem solving
- Expert in trial and error / impatience
- Expert in unexpected situations

# Reflective (*Diverger*)

- Caution and reflection
- Analysis
- Creativity, open-mindedness, imagination
- Ingenuity
- Laboured decision making

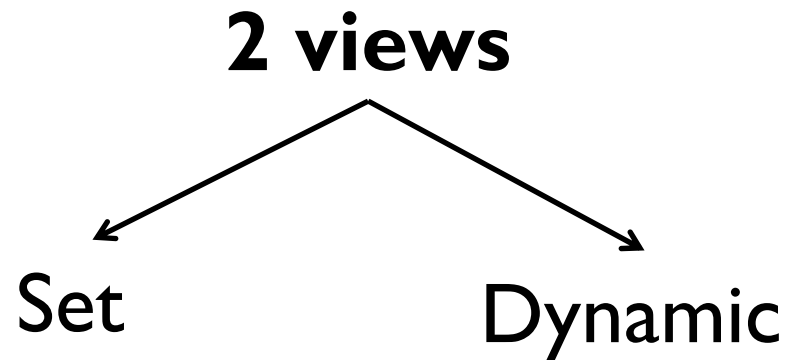
# Theoretical (*Assimilator*)

- Organized ideas
- Analytical problem solving
- Sense of objectivity
- Technical application

# Pragmatic (*Converger*)

- Likes logic and experimentation
- Precise work methods
- Efficiency (advantages / benefits)
- Concrete decision making and problem solving

# Can learning styles be altered?





# Contextual stability

- Adopting a style that fits the situation
- Adjusting a style to the task at hand and its complexity

(Orly-Louis, 1995)