

## STUDY PREFERENCE QUESTIONNAIRE

Ford, N. (1985). Learning styles and strategies of postgraduate students. *British Journal of Educational Technology*, 16(1), 65-77.

18 Item

Dimensions are not defined

1. When reading a book (or othe info source) for my studies, I generally tend to concentrate on certain parts, and skip over others quite markedly, going back later if necessary to fill in any 'gaps' or 'missing links'	1 2 3 4 5	I tend to follow the author's presentation reasonably closely, rather than skipping about a lot.
2. When I'm studying for an essay, I try to gather as much information as possible at the start.		I prefer to have more of a 'steady flow' throughout my preparation for the essay.
3. When I'm studying, I generally prefer to deal reasonably thoroughly with one book (or other information source) before moving on to another.		I generally prefer to have a number of books (or other info sources) 'on the go' at the same time.
4. When I'm studying a new subject, I tend to want to keep the whole picture of the subject in my mind all the time and find it hard to concentrate on very detailed aspects unless I can constantly relate them clearly to the broad overall picture.		Once I've analysed the subject into its component parts, I like to focus on each of these parts in detail, systematically building up the overall picture bit by bit.
5. When I'm in the library, I tend to be looking for specific books, etc, rather than browsing (generally speaking).		I tend to spend quite a lot of time browsing in the library.
6. For students who learn in the way I do, the best form of training in library use would be to follow a well structured course, building up from the basics and going on to more complex skills that will be essential for them to know.		For students who learn in the way I do, the best form of training in library use would be to learn them (whether simple or complex) as they encounter the need for them during their studies (a sort of 'on demand' teaching).
7. When reading a book (or other info source) for my studies, I prefer to spend quite a long time skimming over and dipping into it to get a clear picture of what it's about and how it will be relevant		I prefer to get quite soon into a fairly detailed reading of it once I know that it's going to be useful, in the knowledge that its precise relevance and contribution will become clear from a detailed reading.
8. Generally I prefer to concentrate on one (or a very few) aspect(s) of a subject at a time when I'm learning about it.		Generally I prefer to be learning about a number of different aspects of a subject at the same time.
9. Once I've done a basic analysis of what the subject involves, I'm happy to put to the back of my mind temporarily the broad overall picture while I do some work on more detailed aspects.		I tend to want to keep the overall picture uppermost in my mind the whole time, and only work on more detailed aspects if I can see precisely how they will fit in to this picture.
10. Summaries of a wide range of books (and other info sources) would not really be much use to me when I'm doing an essay-I really need the full texts more or less straight away		Summaries would be very useful in the initial stages of my work on an essay.

11. I like to approach a new subject in a broad way-often looking at widely spaced aspects of the subject and seeing how they may all fit together, before going back to 'fill in' any strictly logical steps that I may have skipped.		I like the logical links between different aspects of a new subject to be very close so that when I'm learning about a second aspect I can see very clearly how it relates to the first aspect that I have already learned about, and so on.
12. When I'm doing an essay, I think that I tend to use rather fewer information sources than most people on the course.		I think that I tend to use rather more information sources than most people on the course.
13. I find it too restrictive to wait until I have thoroughly 'mastered' one aspect of a new subject I am learning about before going on to study other aspects		I like to deal fairly thoroughly with the particular aspect I'm working on before going on to study others.
14. Where a book chapter or journal article includes a separate summary of what it is about, I generally prefer to get straight into the main text-since it contains all that is in the summary anyway		Generally I prefer to read the summary before reading the full text-even though it will all be found in greater detail in the main text.
15. When I'm studying for an essay, I like to start by 'soaking in' a wide range of information in order to get the 'feel' of the subject		I prefer to analyse the topic fairly early on, and search for information which is more clearly focused on particular aspects of the topic.
16. When I'm reading a book (or other info source) for my studies, I prefer to work through it fairly logically from beginning to end		I prefer to skip about and 'dip in' quite a lot.
17. Where a book or journal article has a separate summary of conclusions, I prefer to get straight into the main text, where each conclusion is presented along with the evidence on which it is based		I prefer to spend quite a bit of time reading the summary of conclusions before going on to a detailed reading of the main text.
18. When I'm learning about a new subject, I like to keep coming back to particular aspects on different occasions, to get further details as I require them.		I prefer to deal with particular aspects of a new subject as thoroughly as I can at one time, so that I need not keep returning to them on different occasions to get further details.

5-point Likert Scale (1 = I agree with the statement on the left. 2 = I agree (with reservations) with the statement on the left. 3 = No preferences for either statement. 4 = I agree (with reservations) with the statement on the right. 5 = I agree with the statement on the right.)

Cronbachs  $\alpha$ : NA