



Task-based Activity Cover Sheet

Task Title: Manage Your Learning

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment ___ Apprenticeship ___ Secondary School <input checked="" type="checkbox"/> Post Secondary <input checked="" type="checkbox"/> Independence ___	
<b>Task Description:</b> To create a manageable, personal tool that will help the learner identify their goals, learning goals, barriers and possible ways to overcome them while also achieving an end, a big picture goal	
<b>Competency:</b> E: Manage Learning A: Find and Use Information B: Communicate Ideas and Information	<b>Task Group(s):</b> E.3: Manage Learning A1: Read continuous text B3: Complete and create documents
<b>Level Indicators:</b> E3: Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning A1.3: Read longer texts to connect, evaluate and integrate ideas and information B3.3a: Decide, what, where, and how to enter information in somewhat complex documents	
<b>Performance Descriptors:</b> see the chart <a href="#">or click here</a>	
<b>Skill Building Activities:</b> see the last page <a href="#">or click here</a>	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Pen</li><li>• Paper</li><li>• Computer; internet, Microsoft Office</li></ul>	
<b>ESKARGO:</b> <ul style="list-style-type: none"><li>• Uses context cues and personal experience to gather meaning from a document</li><li>• Navigates various displays of information to locate information</li><li>• Uses layout to locate information</li><li>• Performs complex searches using multiple search criteria</li><li>• Integrates several pieces of information from documents</li><li>• Makes inferences and draws conclusions</li><li>• Identifies sources, evaluates and integrates information</li><li>• Draws from multiple sources as required (i.e., other documents and texts)</li><li>• Uses layout to determine where to make entries</li></ul>	



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- Organizes information in a variety of ways
- Embraces the concept of goal-setting and the value of personal goals
- Sets realistic goals for short timeframes (e.g., day, week, or month)
- Prioritizes goals and sets realistic timelines for goal achievement
- Identifies/plans out steps/activities to achieve short timeframe goals
- Identifies markers that will show progress is being made
- Identifies possible barriers to achieving short timeframe goals
- Plans possible solutions for overcoming obstacles
- Identifies LBS goal and goal path based on assessment of own skills, needs, interest and abilities
- Participates in the development of a Learner Plan based on own identified goal and learning needs
- Identifies with literacy staff, tasks that build toward goal achievement
- Identifies with literacy staff, milestones that will show progress toward goal completion
- Adjusts goals, activities and timelines to address obstacles to achieving
- Uses multiple sources of information (text, document, classmate, co-worker) to complete a task
- Implements a number of learning strategies
- Shows increased ability to manage time
- Adapts to instructional approaches and learning materials that do not reflect preferred learning style
- Evaluates the quality and usefulness of various resources for completion of tasks
- Transfers knowledge from previous learning in order to complete a new task
- Shows increased ability to monitor learning, and engages in self-reflection and evaluation in relation to learning; i.e., does the following consistently and on a regular basis

### **Attitudes:**

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important     Attitude is somewhat important     Attitude is very important



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**Learner Information and Tasks:**

People learn in different ways. Some learn best by doing, while others prefer to learn by listening or reading. Some learn best in group situations, and others learn best alone. Adapting a learning style and preference to new learning experiences by experimenting and adapting techniques is learning!

Look at the following website and read Chapter 1:

[http://www.nuigalway.ie/student\\_services/documents/study\\_skills.pdf](http://www.nuigalway.ie/student_services/documents/study_skills.pdf)

**Task 1:** Explain what GRA means.

**Task 2:** How can you apply GRA in your own life?

Look at the following website and read the section “Understanding Procrastination”:

[http://www.learningcommons.uoguelph.ca/guides/time\\_management/](http://www.learningcommons.uoguelph.ca/guides/time_management/)

**Task 3:** When do you procrastinate most often?

**Task 4:** How can you change this procrastination problem?



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**Task 5:** Where are you when you procrastinate?

**Task 6:** How can you deal with a noise distraction?

Look at the following website and view the PowerPoint presentation:

<http://www.slideshare.net/oumoer/learning-skills-1-managing-your-learning-slides>

**Task 7:** List 2 symptoms of stress that you have experienced.

**Task 8:** What are 3 strategies you could use to help manage your stress?

**Task 9:** List the SMART goals from the characteristics of effective goals.



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**Answer Key**

**Task 1:** It stands for Goal Reward Achievement system and it means when you complete a goal or an assignment you should reward yourself.

**Task 2:** Answers will vary they just need to explain how they would apply the GRA in their own life.

**Task 3:** Answers will vary but should indicate a time of day

**Task 4:** Answers will vary but should explain how to fix the problem from Task 3

**Task 5:** Answers will vary but should indicate a location

**Task 6:** Answers will vary but should explain how they would deal with a noise distraction

**Task 7:** Any 2 of the following:

- Outburst of anger
- Loss of efficiency in your studies
- Restlessness and/or uneasiness at being alone
- Withdrawal from friends and social situations
- A lack of joy, spontaneity, happiness or enthusiasm
- Preoccupation with certain thoughts, especially negative ones
- Difficulty in concentrating and/or making minor decisions
- Intolerance of people and irritability, especially during discussions or disagreements

**Task 8:** Any 3 of the following:

- Take action to organize yourself
- Control your environment by controlling who and what is surrounding you
- Give yourself positive feedback
- Reward yourself
- Exercise your body
- Relax
- Rest as regularly as possible
- Be aware of yourself
- Eat a balance diet
- Learn to enjoy yourself



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### Task 9:

They may be listed out of order, as per the slide listing 9 effective goals:

**S = Specific**

**M = Measurable**

**A = Realistic and Attainable**

**R = Relevant**

**T = Time bounded**



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
E3	<ul style="list-style-type: none"> <li>identifies barriers to achieving goals</li> <li>adjusts goals, activities and timelines to address obstacles to achieving goals</li> <li>identifies how skills and strategies can transfer to different contexts</li> <li>evaluates the quality and comprehensiveness of multiple resources to complete tasks</li> <li>identifies ways to improve performance</li> </ul>			
A1.3	<ul style="list-style-type: none"> <li>manages unfamiliar elements (e.g. vocabulary, context and topic) to complete tasks</li> <li>identifies the purpose and relevance of texts</li> <li>skims to get the gist of longer texts</li> <li>infers meaning which is not explicit in texts</li> </ul>			
B3.3a	<ul style="list-style-type: none"> <li>uses layout to determine where to make entries</li> <li>makes inferences to decide what, where and how to enter information</li> </ul>			

**This task:** was successfully completed \_\_\_ needs to be tried again \_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## Skill Building Activities

### Links to Online Resources:

- <http://www.wikihow.com/Set-Goals> (A step-by-step guide to goal setting with illustrations)
- <http://www.mindtools.com/page6.html> (A short video discussing how to set achievable and realistic goals)
- <https://www.psychologytoday.com/blog/notes-self/201308/how-set-goals> (A reading activity about how to create a positive and specific action plan when setting goals)

### LearningHUB Courses available:

- **Independent Study (Assigned by practitioner after assessment):**
  - Basic Skills for the Real World, Assignment 2
- **Live classes (SABA):**
  - Discover Your Learning Style; Resume Writing for Beginners; On the Job Thinking Skills
- **Independent Study, Short Courses (Assigned by practitioner after assessment):**
  - Goal Setting – Discover Your Goals;
  - Understanding Your Learning Style;
  - Managing Your Money;
  - Manage College: College Readiness Tips;
  - Learning Strategies for Students with Learning Disabilities and ADHD;
  - Becoming a Lifelong Learner

**\*To access LearningHUB courses,** learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): [https://www.learninghub.ca/get\\_registered.aspx](https://www.learninghub.ca/get_registered.aspx)

**\*To Access LearningHUB Course Catalogue:**

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%202023,%202014%20revision.pdf>