

Let's investigate...

Final task: To investigate an agreed subject in order to prepare a presentation for the group.

Objectives in relation to the competence of learning to learn

Organisation of the information

- Be able to select the appropriate information.
- Use of techniques to analyse, structure and organise information and develop it.
- Identify strategies both cognitive and manual useful to organise information in an educational environment.
- Distinguish between important elements and incidental ones...

Team work

- Develop social abilities...
- Promote cooperative learning...
- Work together in order to achieve a common goal...
- Be responsible, contribute and participate actively to the achievement of a common goal.

Framework of Learning to learn descriptors

Time Management	Organization of the information	Motivation and self-esteem	Team work
-----------------	--	----------------------------	------------------

Descriptors:

Organisation of the information

- 8.- I am able to identify what is important from what is not.
- 12.- I am able to sort information by subject, usefulness, interest...
- 15.- I am able to represent by means of outlines and concept maps the structure and content of a text.
- 19.- I am able to use varied information to organize and elaborate a report.

Team work

- 6.- I am able to share my knowledge and experiences with the team.



9.- I am able to participate actively in the team.

17.- I am able to contribute, fulfill my responsibilities on time, get involved, overcome difficulties, make up for imbalance...work for the achievement of a common goal.

Areas of knowledge within Adult Education		Level II
Core skills	Communication and social skills	Science – Technology

Objectives

The objectives will be defined depending on the chosen subject and the area of knowledge of Adult Education when they are categorized. For example, if the topic is the history of our town, the objectives would be:

- learning the historical development of the town
- the architectural styles and culture
- the demography
- the political and economical organization
- ...

Evaluation

Evaluation of, at least, the following aspects:

- What was the part of the work that you found easiest?
- What was the part of the work that you found more difficult?
- Would you have preferred to work in another group? Which one? Why?
- Do you think your group did a good job?
- Do you think you did a good job within the group?
- Did you enjoy the subject matter? Do you want to learn more?

Preparation

Timing	Materials	Activity to be done	Where
13 hours in class + time at home	Books, magazines, images, Internet	Individually, in pairs, in small groups, in large groups.....	Classroom Library Computer room



(the timing is purely an estimate. It can be changed following some special need of the learners, teacher)...

At home

Process

0.- Presentation of the task, objectives and evaluation.

1.- The teacher asks the group to propose themes that have already been studied within the course. Together they will decide which one to investigate further and what will be the deliverable outcome (i.e. poster, PowerPoint presentation, etc.), where information will be provided in different formats. (1 hour)

2.- Once the topic has been chosen, the teacher offers a first approach to the subject through the use of texts/articles and a selected bibliography. (1 hour)

3.- The group designs a common work plan.

4.- The whole group is divided into 2 or 3 smaller groups (4 – 5 persons each)

Each group has the task to find and select further material using various sources: one group will go to the computer room and will research through the internet; the second group will look through books, essays, etc.; the third group in newspapers and magazines. If the subject allows it, one of the groups could also interview family, friends, professionals, politicians, Non Governmental Organizations...

5.- The group will collect all the new materials and a discussion on the new pieces of information about the subject will follow. This debate is aimed at identifying, choosing and listing the contents of the final product. The teacher will ensure that milestones agreed in the work plan are achieved. (2 hours)

6.- The learners will now be divided into groups according to the results of their learning style assessment (kinesthetic, visual, auditory, read/write) and will choose a format and develop their contribution to the final outcome (see **Guidelines about learning styles** below)

7.- The whole class, together with the teacher, will check if the information of all groups is accurate, clear, appealing, complete, up-to-date, concise and consistent or if further research is required; then they will proceed to the collation of the final output. (3 hours)

8.- Evaluation.

Guidelines about learning styles

For the development of the task, the following learning styles will be considered:

- **Visual:** Learners with a visual preference base their learning activities on the use of images (pictures, mind-maps, etc.). Their learning skills are enhanced when they can visualise the object of their learning. For this reason it will be extremely important for the teacher to present the activity and describe the process in a schematic way. This can easily be achieved with forms, flow-charts, outlines, etc. In this activity, the visual group will be responsible for the management of all visual elements of the final output: selection of images, drawings representing the logical development of the theme, etc.
- **Auditory:** Learners with this learning preference need to receive clear and punctual oral information. In order to facilitate the participation of this group the activity proposes various debates between all class members and groups, from which must follow a clear summary of the decisions taken, of the outcomes and of the tasks assigned to the group. In this activity the group will manage all verbal/oral elements: realisation of an introduction/presentation of the theme and of a running commentary on its developments. In this activity the auditory group will work together with the students preferring a Kinesthetic style.
- **Read / write:** learners with this preference achieve more effective learning by reading information and writing down notes that allow concepts and ideas to emerge clearly from the mass of information received. In developing this activity they will benefit from the diagrams prepared by the teacher for the visual group, the list of contents of the final output and the texts collected in the preparatory stage. They will be asked to produce and manage all the written texts that explain and summarize the logical development of the theme which should match with the images and diagrams chosen by the visual group.
- **Kinesthetic:** learners with this preference need to participate actively to the implementation of the activity in order to achieve effective learning, through movement, research of materials, etc. In this activity this group will cooperate with the auditory group so that they can integrate, interact and optimise their respective skills. In particular they will be responsible for providing the auditory group with all the information by reading the selected materials and stimulating internal debates of analysis in order to develop the final output.