



SKILLS, *Several Keys in Learning to Learn Skills*

Portfolio for the learner



SKILLS



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SKILLS

This is your Portfolio of learning to learn competence

This Portfolio is a tool for you to record and evaluate your learning to learn progress and to help you plan your future learning.

It includes a **test for you to measure and self-assess your level of learning to learn competence** at any time during your learning process. You can use it in a paper format or as a computer application.

There is also a **learning styles test** for you to determine what your preferred learning style or styles are and a bank of strategies you can use to develop them. The level test is also available on paper and as a computer application. It includes reports about each learning style and suggestions to improve your learning skills according to your identified learning preferences.

Finally, you are supplied with examples of classroom activities designed to help improve your learning to learn competence.

In this Portfolio, you can store evidence of your learning and progress, as well as any other proof of learning to learn competence you wish to collect along the learning process.

We hope this Portfolio is of use to you!



I was a bit lost in my learning process...
didn't know what I already knew or
what to do next.





Then I found SKILLS and the computer application Learning to learn level of competence test.

With it, I learnt that I can check my level of learning to learn competence and find out my weak points and my strong points, so I know what I have to improve and plan my future learnings.



Investigating my learning to learn competence is only the start of my journey.

Let's have a look at the test and then see what I can do with the results I get.



TEST OF LEARNING TO LEARN LEVEL OF COMPETENCE

Name (not required)

Test nr:

(to be filled in by the educator)

Choose from 1 to 5 the answer that better suits you:

- 1 = in the classroom, I need a tutor to help do it
- 2 = in the classroom, I ask the tutor to help me
- 3 = in and out of the classroom, if I ask for help: from classmates, tutor or notes...
- 4 = in familiar situations, without help
- 5 = in almost any situation, using my initiative



	1	2	3	4	5
1. I am able to meet deadlines for tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am able to prioritize tasks, i.e. organize them according to importance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am able to use my timetable (diary) to remember, organize and plan my activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am able to use my time effectively to perform a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am able to allocate the time required for demanding tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am able to identify the resources available (Internet, library, etc.) to find the information I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to identify what is important from what is not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am able to sort information by subject, usefulness, interest...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am able to file information so that I can access it easily when I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am able to transfer learning from one situation to another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am motivated when I achieve my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am motivated when I overcome challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am motivated when I see myself progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am motivated when I learn in different situations, in different ways...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am motivated when I can encourage other people's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am able to express my opinion to the team even if it is different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am able to share my knowledge and experiences with the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	1	2	3	4	5
18. I am able to participate actively in the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I am able to accept the decisions made by the team, even if I do not agree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I am able to negotiate positively with the team in finding solutions to arising issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, remarks:

You answered the learning to learn competence test, but what are the results and what can you do with them?

The level of competence test is a useful tool that gives a picture of the level you reached in respect to the Learning to learn competence. The items you answered correspond to four important aspects of the learning to learn competence which are arranged as follows:

Items 1 - 5: Time management,

Items 6 - 10: Organisation of information,

Items 11 - 15: Team work,

Items 16 - 20: Motivation and self-esteem.

So now, look at the answers, the level you indicated. Look at all your strong points, that is to say, those items you valued with 4 or 5. Then, and most important of all, look at all those questions to which the value ranges from 1 to 3. It is on these points that you need to focus your work. It is important for you to be aware of these “weak points” because they show you the precise area of intervention from where to start your progression.

First of all, analyse in which of the four sections listed above you evaluate yourself as having the lowest scores. That section possibly constitutes one of the obstacles, or difficulties, to the maximisation of your learning potential, and so, from there journey to enhance your skills begins. You can start with some simple activities like the ones proposed by the Skills project or ask for help and support from your tutor/teacher.

Then, in a similar way you can work on the other areas in which you feel uncertain.

You can repeat this test after some months and see how you are progressing.



The next thing I found in SKILLS was the learning styles test, it helped me to learn what my preferred learning style was and what strategies I could use to enhance it. I also learned that I can have preferences to be a visual, auditory, read/write, kinesthetic or multimodal learner.

- If I am a visual learner, I remember best what I see - pictures, diagrams, flow charts ... etc.
- If I am an auditory learner, I get more out of words – spoken explanations. I can follow spoken directions well.
- If I am read/write learner, I learn and remember more when I can read material written on chalkboard and in textbooks and handouts.
- If I am a kinesthetic learner, I am more practical and I learn through experiencing/doing things. I remember what was done, not what was seen or talked about. I need to use some sort of physical activity to help learn.
- If I am multimodal learner, I can have for example two or three strong preferences or I can have no particular strong preference and my test scores may be almost even for all four types of learning styles.

I realized that identifying, and learning in accordance with my preferred learning style, may be the single most important key to improving my grades.

The Learning Styles Test is a process that allows participants to discover and find out about which learning styles would be most appropriate for them in order that they can learn in the most effective way.

After the appropriate language has been selected participants are asked to answer a series of 28 questions that relate to how they prefer to do a variety of things. Each of these questions is answered by selecting the preferred answer from a choice of four options.

The Learning Styles Test takes approximately five minutes to complete and the result is shown in the form of both a pie chart and a bar chart at the end of the process. These charts display each of the four learning styles (Visual, Auditory, Read/Write, Kinesthetic) in proportion to each other allowing participants to see which style would be most suitable for their own learning. The charts can also be printed for future reference.

Finally, participants can select a link that opens a document describing each of the learning styles in detail in order that they can find out more about how they will learn most effectively.



Test Questions

1. When you think about a place you visited, would you remember it best by?
 - a. Imagining landmarks or images?
 - b. Talking about it to a friend?
 - c. Reading the notes in your diary?
 - d. Remembering what you did there?

2. When describing a trip to a group of friends, would you?
 - a. Show them your photographs of the day?
 - b. Talk about what you did that day?
 - c. Give them a brochure describing the trip destination?
 - d. Show them an interactive site about it on the Internet?

3. When trying to spell the name of a place, would you?
 - a. Try to imagine the place in your head?
 - b. Use a means to sound out the name?
 - c. Look it up in a dictionary?
 - d. Write the name down to see if it looks right?

4. When talking to your friends about a movie you have seen or a book you have read, do you?
 - a. Find yourself losing the thread of the conversation?
 - b. Enjoy the conversation feeling impatient to comment?
 - c. Feel that you want to write down what is being discussed?
 - d. Talk with your hands in an expressive manner?

5. When you are trying to concentrate on reading, which one of these would relate to you more; would you be?
 - a. Distracted if the room is untidy?
 - b. Distracted if the room was noisy?
 - c. Too absorbed in the content to be distracted?
 - d. Distracted if people are moving about?

6. When planning to meet up with a person for a second time; are you?
 - a. Likely to have forgotten their name, but remember where you met them.
 - b. Remember what you talked about, but vaguely recognise them?
 - c. Easily recall them from a communication such as an email?
 - d. Try to remember them by what you did?
7. If you wanted to learn a new skill such as a crossword; would you?
 - a. Prefer someone explained it to you?
 - b. Look at visual clues such as diagram detailing the before and after?
 - c. Read about it in a guide?
 - d. Prefer to watch someone complete it first?
8. When attending a presentation on a course you are interested in; which would you most like to be included?
 - a. Lots of diagrams, graphs and charts?
 - b. Questions and answers session with the presenter?
 - c. Receiving a handout along side the presentation?
 - d. Being shown a practical demonstration or given a real-life example of the contents of the presentation?
9. If you had to give a talk, would you?
 - a. Include visuals such as diagrams to help explain things?
 - b. Write out key words to help remember the content?
 - c. Read over your talk until you remember it?
 - d. Include various practical examples?
10. If you were to use a computer and the Internet for the first time to find specific information; would you prefer to?
 - a. Follow a step by step picture guide?
 - b. Talk to someone who has done it before?
 - c. Read the instructions guide that came with it?
 - d. Start by familiarizing yourself with the keyboard and mouse?



11. You have visited a zoo and are trying to remember the day's events; do you remember it best by?
- Imagining the animals and their compounds?
 - Telling a friend about it?
 - Reading a piece of literature you picked up whilst there?
 - By thinking about what you did when you were there?
12. If your friend was describing a place they visited to you and your friends; what would you prefer them to do?
- Be shown the photographs of the day?
 - Get them to tell you about what they did on the day?
 - Show you a piece of literature relating to their visit?
 - Want them to take you along the next time they went; so that you could experience it yourself?
13. When writing a letter you have difficulty in trying to remember the spelling of a word; would you?
- Be able to imagine the word in your head.
 - Sound out the word.
 - Get a dictionary and look it up.
 - Write the word down in several forms to see if it looks right.
14. You learn things best when you have the opportunity to;
- View and observe?
 - Listen and do according to verbal instructions?
 - Read about the subject?
 - Do and practise by yourself?
15. You find it easiest to remember situations when:
- You see people's faces and clothes they have worn?
 - Hearing their voices?
 - Writing and seeing their names on paper, e.g. a guest list?
 - Remembering things you have done or experienced with them?

16. Finding a new place unknown to you, would you?

- a. Look at a map?
- b. Ask for spoken directions?
- c. Write out the directions and follow them?
- d. Follow your nose and try to find the place 'trial and error'?

17. What you like most of all when relaxing is to;

- a. Look at beautiful scenery or watch TV and movies.
- b. Listen to good music or talk with your friends?
- c. Read a book?
- d. Play sports or build something with your hands?

18. When talking with others about a subject of your interest;

- a. You prefer listening and watching the speaker's expressions?
- b. You like to take part in the discussion?
- c. You want to write down what they are saying?
- d. You like to communicate using your hands a lot?

19. When spelling and understanding words;

- a. You see things as pictures or images?
- b. You sound out the word?
- c. You look up the word?
- d. You write down the word?

20. When presented with numerical information you prefer:

- a. Diagrams, charts or images?
- b. Someone to describe it in detail?
- c. To have it written down in figures?
- d. To listen to a lecturer showing a 3D real-life example?

21. When you are buying a new book, you are usually influenced by

- a. Its cover, the pictures inside...
- b. Its title?
- c. Your impression after reading a paragraph at random?
- d. The opinion of a friend who has read it?

22. If you were a teacher you would

- a. Use outlines, pictures, power-point presentations...
- b. Explain theories and ideas?
- c. Read articles, books?
- d. Present real life facts and situations?

23. When someone gives you oral directions, you

- a. Have trouble trying to remember them, you ask for a drawing?
- b. Easily remember the exact words and details they told you?
- c. Take notes?
- d. Start moving before they finish telling you what to do?

24. In class, you are more easily distracted

- a. By movement?
- b. By noise?
- c. If you are not allowed to take notes?
- d. If explanations are too long?

25. You are going to cook something special for visiting friends. You would

- a. Look for ideas from the pictures in a cookbook?
- b. Call a friend and ask him/her for help?
- c. Go to your favorite cookbook and choose a recipe that has caught your attention before?
- d. Cook a dish you know how to cook?

26. When you go shopping for clothes, you tend to

- a. Imagine what they would look like on you?
- b. Ask the shop assistant what s/he thinks?
- c. Read everything written on the labels?
- d. Try them on?

27. You have twisted your ankle. You'd like the doctor to

- a. Show you a diagram of what's wrong with it?
- b. Describe in detail what's wrong?
- c. Give you several sources of information where you can read about what's wrong with it?

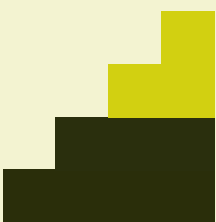
d. Show you what's wrong using a plastic model?

28. During your free time, you mostly enjoy

- a. Going to museums and art galleries?
- b. Listening to music and talking to your friends?
- c. Reading books?
- d. Playing sports or doing handicrafts and do-it-yourselfes?



Learning styles



Visual style

The results of your test indicate you have a strong Visual Learning preference.

What does this mean?

The Visual sense strongly relies on what a person sees and can also be described or explained as; an individual constructing pictures in their mind when in thought or daydreaming, this is the visual sense at work.

This preference will favour the learners' information being explained and provided in graphical format such as maps, diagrams, charts, graphs, flow charts.

I have a Visual learning preference

As a Visual learner you will have a tendency to think in pictures, rather than in words. You will prefer information to be colourful, shown in maps, diagrams, charts, graphs, rather than having information provided to you in words, but this does not mean you don't like written content it only indicates you have a stronger preference for images or pictures.

You learn best when:

- trying to remember something by visualising it
- you also prefer information to be presented visually – charts etc...
- you benefit from instructors who use visual techniques – diagrams etc...
- you like instructors who can provide you with handouts to augment a discussion
- you mostly benefit from information obtained from textbooks and class notes
- you tend to like to study by yourself in a quiet room



Visual style

Learning Strategies that will help you:

It is vital you know what the purpose of the lesson is. Always ensure you have a clear understanding of the learning goal. When and where ever possible you should meet with your tutor to get a clearer understanding of what is required of you and when possible always write down the details of the advice to help you remember and achieve your learning goals.

Always request Information in advance of a lesson from your teacher. This will help you focus on the subject long before the lesson and will also help you to think about and apply what you already know. Having this information to hand will give you the opportunity to work with and engage with new material before the lesson. For example, you could colour code some of the text to highlight important points or information you are not quite sure about, thus allowing you to ask for an explanation when you attend the lesson.

Assessment Pointers

Maintaining focus on tasks can be difficult. Therefore, it could be helpful to create a step-by-step illustrated checklist.

You should try to think of visual cues and associate them with something specific to help remember information. For example, try to visualise the location of an answer rather than the answer itself!

If you have a tendency to worry at the thought of completing a standard or timed assessment it may be worth your while to meet with a teacher to discuss alternatives for the assessment.

Seek out independent and open-ended studies, problem-based learning, case studies, or ways you can be more active with the material to be learned and try to negotiate alternative strategies of assessment or demonstrating learning with your tutor.





Kinesthetic style

The results of your test indicates you have a strong Kinesthetic learning preference.

What does this mean?

As a Kinesthetic learner you will have a tendency to use the practical hands on approach and will consider feelings and emotions when absorbing information. Kinesthetic learners will also be responsive to a relaxed, engaging environment.

A Kinesthetic learner will make good use of any hands on situation. The learner will focus on watching the tutor carry out a practical example and will participate actively in demonstrations, simulations, videos and documentaries, as well as case studies, practice and applications.

I have a Kinesthetic learning preference

As a Kinesthetic learner you will learn best by doing things and gaining good practical experience of examples offered. The Kinesthetic teaching method allows an individual to learn best by, you as the learner, carrying out a physical activity, rather than listening or watching. Learners who have a tendency to favour this learning style are said to be natural discovery learners; they have realizations through doing, rather than thinking about a task prior to beginning.

You learn best when:

- you are physically engaged in an activity
- information is presented to you to let you physically work with it
- you benefit from instructors who encourage in-class demonstrations
- an instructor provides you with “hands on” student learning experiences
- engaging in fieldwork outside the classroom

Learning Strategies that will help you:



Kinesthetic style

Know what your learning goal is

As the learner, you should ensure you have a full understanding of what is required of you in terms of the aims of the lesson. It is fundamental you understand what your study techniques are. When you do study, a tip to follow would be to walk about when you are reading a book or your notes out loud as this can help focus your mind. Another good tip is to join a study group and engage in field-work such as visiting a museum to gain first-hand experience of your subject matter. It is also a good idea to study in short blocks of time rather than extended periods and take frequent breaks when studying. Another technique is to engage in the use of games and simulators whilst practicing the subject.

Before learning takes place or in class work

You learn much better in a situation where there are experimental opportunities, so wherever possible join a group of learners who like to go on field trips and take notes though out the day to help remember what you saw. If you find yourself in a classroom situation always sit near the front of the room and ensure you take as many notes as you feel is necessary to remember the content of the lesson.

If you find yourself having to listen to an audio recording write down key words to assist you in remembering the information. Sometimes drawing pictures or making charts relating to audio information can help you to recollect the content more easily. Enrol in courses that meet in short blocks such as one-hour.

Assessment pointers

Discuss with your tutor the option of having organised assessments where learning is completed in portfolios rather than exam based. It is worthwhile making up practice exams/mocks to help you review material. Try to summarise your notes and read them out loud to help stimulate new ideas. You would be much more suited to Short definition tests, fill-ins or multiple choice. Always ask your tutor if there is a possibility you could be assessed in this manner.





Read / write style

The results of your test indicates you have a strong Read/Write Learning preference.

What does this mean?

A Read/Write learner will have a tendency to absorb information which is presented to them in written formats.

The Read/Write function is heavily connected to the visual sense by nature. It relies on visual cues such as: actual signs, laminated paper or card stock with words in order to process and make sense of information.

A Read/Write learner will have a strong preference towards information organised and presented to them in formats such as, the Internet, lists, dictionaries, thesauri, quotations, etc...

I have a Read/Write learning preference

As a Read/Write learner you should make use of sources of information from the Internet, lists, dictionaries, textbooks, magazines etc... you simply learn best when using written words, so ask your tutor for handouts or wherever possible attend a presentation or look for information in relation to the subject from the?.

You learn best when:

- you repeat writing out the same words again and again
- quietly and repeatedly reading over your notes
- rewriting the ideas and principles into other words.
- remodeling diagrams and graphs into meaningful sentences, for example. "You can see from the graph the overall trend is..."
- turning reactions, actions, diagrams, charts and flows into words
- teachers use words well and have lots of information in sentences and notes

Read / write style

Learning Strategies that will help you:

Know what your learning goal is

As the learner, you should ensure that the learning materials are suited to you.

- when and wherever possible try to get a handout for the lesson.
- it is important to have the learning materials in list format
- documents should contain distinct headings
- the use of dictionaries is helpful
- making use of glossaries helps too
- always search for various definitions

Before learning takes place

Make sure you know what the topic is about and use learning resources such as books, journal articles, handout materials and own notes.

Read essays on the subject from your local library and compile lots of notes, often. Also, make use of interactive computer-based communications media, including computer conferencing, electronic mail, on-line databases, and the Internet. Try to gain access to laboratories which have media-based resource materials, including videotapes, audiotapes, and practical kits can be useful too, these will supplement your existing materials and reinforce learning already undertaken.

Assessment pointers

When you are studying for assessments or just revising your materials try to convert all your notes into a simple list structure and revise them repeatedly. Obtain some multiple-choice questions and practice with them. Practice writing new paragraphs with a fixed focus on a beginning and an end. Always, layout your information in bulleted list format with hierarchies of points and sub points.



Auditory style

The results of your test indicate you have a strong Audio Learning preference

What does this mean?

Audio learners will tend to learn best when hearing the information. They prefer lectures, tutorials, group discussion, speaking and debate.

An audio learner will make good use of their active listening skills. The learner will focus on paying attention to the speaker, and repeat, in the learners own words, what they think the speaker has said in order to absorb the information.

I have an Audio learning preference

As an auditory learner you should make use of listening techniques in order to absorb, process and retain information. This means practicing and honing your active listening skills. For example, listen for verbal clues. Your tutor will emphasize any important terms and concepts. It is important you avoid making predictions. If we think we know what someone is about to say, we stop listening and start drifting.

You learn best when:

- when interacting with others in a listening/speaking exchange
- information is presented to you verbally and in audio format
- instructors deliver a lecture and then allow for classroom debate
- the instructor provides you with an audio transcript of a lesson after a lecture
- information is obtained from audio recordings of class lessons rather than note taking
- studying in company and discussing the material.



Auditory style

Learning Strategies that will help you:

Know what your learning goal is

As the learner, you should ensure you have complete comprehension of the question, it is important that you have a clear understanding of the learning goal.

When and whenever possible attend discussions, debates and tutorials and spend time in group discussion and debating the learning materials, always record, listen and continuously review the question.

Before learning takes place

You learn much better in a group situation, so wherever possible join an informal learning group and talk to other people about the subject to ensure your comprehension is accurate. When you are presented with new information you should repeatedly talk your way through the materials with a study partner. Verbally describing and explaining your notes to your peers will also help. If you are placed in a group, ensure the workload is divided up equally and when working on project based tasks agree a completion date for compiling work with others

Assessment pointers

Try to organise your assessments where learning is completed in projects.

Summarise your notes and read them out loud to help stimulate new ideas

Write down any new ideas you may have. Find a quiet room and spend time recalling your ideas or even imagine having a discussion with the examiner.

Ask the tutor if you can first discuss the assessment question as a group and where there is the opportunity, try to complete some past exam papers.



Multimodal style

The results of your test indicate you have a strong Multimodal learning preference.

What does this mean?

Multimodal people are diverse in their preferences for learning. They can use all styles singularly or they can use as many permutations of the four styles as they feel they need to. There is a high percentage of the population who fall into the Multimodal category, somewhere in the region of 50% to 70%

This preference will favour the learners' information being explained and provided in two, three or four of the formats. For example, you may choose the visual and auditory combination, the read/write and kinesthetic combination or even visual, auditory and kinesthetic combination.

I have a Multimodal learning preference

As a Multimodal learner you will have the option to switch your mode of learning to the style of delivery offered from the tutor and adapt your learning as required. It is quite common practice for Multimodal types to switch to the common majorities style to fit with the group. The Multimodal learner may need to process information in more than one mode in order to gain effective understanding.

You learn best when:

- You identify which learning preferences you prefer at the time.



Multimodal style

Learning Strategies that will help you:

In all learning situations it is vital you know what the purpose of the lesson is. Always ensure you have a clear understanding of the learning goal.

Please read all the Strategies offered in the various modes your results correspond with.

Assessment Pointers

Please read the assessment pointers for each of the modes you have a preference for.



Task-based activities



SKILLS

Catalogue of activities

Title of the activity (sub competence)

SKILLS act1 Lets investigate (OI)

SKILLS act2 Multimodal representation (OI)

SKILLS act3 Life stories (OI)

SKILLS act4 Growing through self assessment (TW)

SKILLS act5 Discovering open spaces (TW)

SKILLS act6 What do you think? (TW)

SKILLS act7 Discovering EU countries (M&SE)

SKILLS act8 Myself (M&SE)

SKILLS act9 Success and motivation (M&SE)

SKILLS act10 Life cycle project (TW/OI)

SKILLS act11 Learning through experience (TW)

SKILLS act12 Myself as a learner (M&SE)

SKILLS act13 Let's create an agenda (TM)

SKILLS act14 A weekend in an EU country (TM)

SKILLS act15 The protection of the environment (TM)

SKILLS act16 Golf course design (TW)

SKILLS act17 Vote for us (M&SE)

SKILLS act18 Package holiday (OI/TM)



Package Holiday Destinations

Final task: To research, evaluate and produce information on a holiday destination.

Objectives in relation to the competence of learning to learn

Organising Information

- to select and classify information
- analyse information to be organised using techniques such as concept maps and outlines
- to identify the importance of organised information in any field
- to be able to transfer knowledge into different fields

Time Management

- to design and plan a series of steps to achieve a goal
- identifying the final goal and setting targets to achieve it
- to analyse any difficulties which may occur in order to overcome them
- to identify the time needed to perform each task and assign it
- to put in a sequence, order and prioritize tasks in order to perform them depending on their urgency and necessity according to the final objective
- to assign each task the best time, in order to ensure performance.

Framework of Learning to learn descriptors

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

Organising Information

- 1.- I am able to use the resources available in a library
- 2.- I am able to search the Internet for the information I need
- 3.- I am able to identify the resources available (Internet, library, etc.) to find the information I need.



4.- I am able to ask the appropriate questions in order to learn about a situation, a procedure etc.

9.- I am able to realize that I need to get more information when I listen to somebody speaking, watch a television program or read a piece of text

Time Management

2.- I am able to assign a task or activity the relative time needed in order to complete it accurately.

6.- I am able to prioritize tasks, i.e organize them according to importance.

7.- I am able to split a big task into several smaller ones, so I can tackle those for which I have enough time.

16.- I am able to use my time effectively to perform a task.

20.- I am able to look for help and use resources to fulfil my time targets.

Areas of knowledge within Adult Education		Level I/II/III
Core skills	Communication and social skills	Scientific – Technologic

Objectives

The main objective is

- to discuss, identify and select appropriate destinations
- remain within a budget
- to gather and organize information
- to produce accurate information
- to present on the theme of a researched holiday destination for adventurers

Evaluation

Evaluation of, at least, the following aspects:

- achievement of learning to learn objectives
 - which sections of the task did you find easiest?
 - which sections of the task did you find hardest?
- use of learning styles
 - are you now aware of a preferred learning style?
 - has this helped you in this task?
- achievement of content/knowledge objectives
 - did you manage to collect enough information?
 - did you know where to look for the information?
- procedures
 - Do you value planning for things?
 - Would you develop a plan in the future?
- satisfaction of learner
 - did you value working in a group?
 - do you think your group worked well together?
 - are you happy working in the group and on your own when needed?
 - Did you enjoy the task?

Preparation

Timing	Materials	Activity to be done	Where
20 Notional hours: 14hrs Class work 4 hrs Field work 1 hr for Preparation 1 hr for Presentation	A4 binder paper, magazines, images Projector Internet Access	Individually, in pairs, in small groups, in large groups.....	In classroom or at home or at the library. Indoors and outdoors Travel Agency Internet Access

Process

0.- Present the task and objectives to the group.

1.- The group has to identify and discuss with help from the tutor additional criteria such as, the length of the holiday, for example a week, two weeks or a few days. The other issue could be the budget, how much will they decide to allocate to the cost off the entire holiday excluding spending Money etc. - Group to discuss.



2.- Each participant notes how they have previously researched information on holidays. For example, Internet research, Holiday brochures, friend and family etc....

3.- In pairs they exchange their knowledge and develop a method on collecting and organising information. For example, you could use ideas generated from the group to produce a mind-map.

4.- Writing down personal experiences in contacting travel agencies: calling them on telephone or visiting them directly? What questions to ask? What information they provided? Is it within budget? Etc....

5.- Work through ideas within the group:

- decide who will research the information online
- decide who will go out and visit travel agencies
- decide who will ask people who have already been on similar trips
- decide who will collate the information
- decide who will produce the final report

6.- Each group will investigate the destination for example Theme park holiday or restful sightseeing break for mature couple and decide on which category of travellers to base their research and final task on. For example, a young family (2 Adults 2 Children), a group of teenagers, a young couple, a mature couple etc... Look for information to analyse and will then make a first draft of the findings.

7.- Each group compiles their findings and presents its first draft and ideas. Its main aim is for one person to present the information accurately on the researched materials. The others in the group will evaluate and participate by contributing ideas, suggestions with the aim of improving the draft.

8.- The draft should be modified to include the contributions of the group. Each contribution should be recorded next to the name of the person who thought of them for the purpose of evidencing participation of each group member.

9.- A meeting is planned to decide on whether to utilise other travel agencies or online resources to attain several options of various deals.... and further suggestions of which the group may have. During the visit to the travel agents brochures, leaflets and notes should be gathered to compile research for the final report once back at base.



10.- Each group makes a list of tasks to be carried out in the selling pitch to their peers, for example: to write a summary of the package deal destination and travel, costing details, etc...

- decide on who are going to prepare the materials for the sales pitch
- deciding what people are going to speak

11.- Groups can contact their marketing department to ask for advice on how to pitch a sale. (if they have one)

12.- Finally a group discussion to evaluate the final pitch



Guidelines about learning styles

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

- **Visual:** The Visual learner needs to have a clear understanding of the learning goal presented as visual information therefore use of images, pictures, mind-maps, etc.) are all useful features and therefore strategies should be put in place for this. Their learning abilities are enhanced and they benefit from being able to visualise their goal in terms of the learning objective. It would be useful if the tutor made use of a whiteboard for this activity to help explain each stage of the activity for the learner in a verbal manner.
- **Auditory:** The audio learner needs verbal instruction and benefits from the likes of classroom debates (listening/speaking exchanges) and studying in a group setting. The tutor should read the task out to these learners ensuring that they are able to grasp the objectives of the task. For example, asking them to recap in their own words what they think the task is about. The tutor must ensure the group has a clear understanding of what the task is asking of them and they must be sure of each of their roles within the task. The tutor could also stimulate classroom debates with audio transcripts; these transcripts can then be given to the learner at the end of the debate to help them identify their role within the task.
- **Read / write:** Learners in this category learn best when using written words. This type of learner uses reading and writing in all its forms – for example PowerPoint, the Internet, lists, dictionaries, textbooks and magazines. The teacher could compose a PowerPoint presentation with notes and handouts to the class on the task. Read write learners like to work with lists, so ensuring the PowerPoint Presentation is formatted in such a way as to accommodate this learning preference would be largely beneficial.



- **Kinesthetic:** Kinesthetic learners learn best by doing things. They learn by experience, example and practice which include demonstrations, videos and movies of „real“ things, as well as case studies, practice and applications. By setting up a physical classroom activity to help demonstrate to the learners how they should tackle the task would be useful and allow the learner to tap into their natural ability to discovery more whilst doing will help with new realizations through doing, rather than thinking about a task prior to starting. Encourage classroom debate whilst in the process of practical demonstration. For example, have some brochures with holiday articles to show, cut out and discuss.
- **Multimodal:** Multimodal types are basically open to being able to suit themselves and adapt to the particular learning mode which is being offered. For example, they may have two or three strong preferences or they may have no particular strong preference, this will not influence how they absorb information. On a positive note it is common for multimodal types to go with the flow and adapt to what is being offered.



REFERENCES
AND
BIBLIOGRAPHY

REFERENCES

This notebook for learners has hopefully given you an idea how to improve your learning skills. If you are interested in determining more analysis of learning styles and strategies, you might find the list of references below helpful.

More information is also found from the SKILLS project's website.

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