

Task Title: Understanding Learning Styles

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** The learner will take an online quiz to assess their own style of learning, and explore how they could incorporate learning recommendations.

**Main Competency/Task Group/Level Indicator:**

* Find and Use Information/Read continuous text/A1.2
* Use Digital Technology/D.2
* Manage Learning/E.2

**Materials Required:**

* Pen/pencil and paper and/or digital device
* Computer

# Learner Information

People learn in many different ways. Understanding your own learning style can help you manage study and exam strategies in the classroom.

# Work Sheet

**Task 1: Complete the Learning Style Self-Assessment Quiz:**

[**https://www.educationplanner.org/students/self-assessments/learning-styles**](https://www.educationplanner.org/students/self-assessments/learning-styles)

**Write down your primary learning style(s).**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 2: Read the descriptions of auditory, visual, and tactile learning styles.**

[**https://www.educationplanner.org/students/self-assessments/learning-styles-styles**](https://www.educationplanner.org/students/self-assessments/learning-styles-styles)

**List three learning suggestions you think could benefit you.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 3: Read the example below. Complete the chart based on each of the three learning suggestions you listed in Task 2.**

**Example:**

|  |
| --- |
| **Learning Suggestion:** Take frequent breaks during studying |
| **Concrete step I can take to benefit from this suggestion:**   * Set a timer on my phone to remind me to take a break every 30 minutes |
| **Way(s) in which I will assess progress:**   * I might ask myself if I feel like my studying is more productive when I take regular breaks * I might look at the total amount of time I am studying with scheduled breaks compared to the total study time without scheduled breaks * I might look at how quickly I work through material (e.g. chapter of a textbook) when taking breaks compared to without scheduled breaks * I might look at how much I feel I retain when taking scheduled breaks compared to studying without breaks |
| **Potential barrier to using this learning suggestion:**   * I could take long breaks or not return to studying at all * Breaks could extend my studying time by quite a lot; I may not have additional time to devote to studying |
| **Way(s) in which I could address this barrier:**   * I could be very structured about the length of my breaks (e.g. 5-minute break after 30 minutes of studying) * I could take breaks with a study partner and ask them to hold me accountable (e.g. ask my partner to remind me to return to studying after a 5-minute break) |

Answer:

|  |
| --- |
| **Learning Suggestion #1:** |
| **Concrete step I can take to benefit from this suggestion:** |
| **Way(s) in which I will assess progress:** |
| **Potential barrier to using this learning suggestion:** |
| **Way(s) in which I could address this barrier:** |

|  |
| --- |
| **Learning Suggestion #2:** |
| **Concrete step I can take to benefit from this suggestion:** |
| **Way(s) in which I will assess progress:** |
| **Potential barrier to using this learning suggestion:** |
| **Way(s) in which I could address this barrier:** |

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| --- |
| **Learning Suggestion #3:** |
| **Concrete step I can take to benefit from this suggestion:** |
| **Way(s) in which I will assess progress:** |
| **Potential barrier to using this learning suggestion:** |
| **Way(s) in which I could address this barrier:** |

Answers

Answers will vary.

# Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| A1.2 | scans text to locate information |  |  |  |
|  | locates multiple pieces of information in simple texts |  |  |  |
|  | makes low-level inferences |  |  |  |
|  | makes connections between sentences and between paragraphs in a single text |  |  |  |
|  | follows the main events of descriptive, narrative and informational texts |  |  |  |
|  | obtains information from detailed reading |  |  |  |
|  | begins to identify sources and evaluate information |  |  |  |
| D.2 | selects and follows appropriate steps to complete tasks |  |  |  |
|  | locates and recognizes functions and commands |  |  |  |
|  | makes low-level inferences to interpret icons and text |  |  |  |
| D.2 cont’d | begins to identify sources and evaluate information |  |  |  |
| E.2 | sets realistic short- and long-term goals |  |  |  |
|  | identifies steps required to achieve goals |  |  |  |
|  | monitors progress towards achieving goals |  |  |  |
|  | identifies barriers to achieving goals |  |  |  |
|  | monitors own learning |  |  |  |
|  | begins to adapt instructional approaches and learning materials that do not reflect preferred learning style |  |  |  |
|  | begins to identify how skills and strategies can transfer to different contexts |  |  |  |
|  | begins to identify ways to improve performance |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

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