



## Task Title: Understanding Learning Styles

### OALCF Cover Sheet – Practitioner Copy

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

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

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

**Successful Completion:** Yes ☐ No ☐

**Goal Path:** Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

**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>

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

Answer:

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

<b>Learning Suggestion:</b> Take frequent breaks during studying
<b>Concrete step I can take to benefit from this suggestion:</b> <ul style="list-style-type: none"><li>• Set a timer on my phone to remind me to take a break every 30 minutes</li></ul>
<b>Way(s) in which I will assess progress:</b> <ul style="list-style-type: none"><li>• I might ask myself if I feel like my studying is more productive when I take regular breaks</li><li>• I might look at the total amount of time I am studying with scheduled breaks compared to the total study time without scheduled breaks</li><li>• I might look at how quickly I work through material (e.g. chapter of a textbook) when taking breaks compared to without scheduled breaks</li><li>• I might look at how much I feel I retain when taking scheduled breaks compared to studying without breaks</li></ul>
<b>Potential barrier to using this learning suggestion:</b> <ul style="list-style-type: none"><li>• I could take long breaks or not return to studying at all</li><li>• Breaks could extend my studying time by quite a lot; I may not have additional time to devote to studying</li></ul>
<b>Way(s) in which I could address this barrier:</b> <ul style="list-style-type: none"><li>• I could be very structured about the length of my breaks (e.g. 5-minute break after 30 minutes of studying)</li><li>• 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)</li></ul>

Answer:

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

**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:**

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

## 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			



Task Title: UnderstandingLearningStyles\_SP\_A1.2\_D.2\_E.2

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
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 ☐

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Learner Comments:

Instructor (print):

Learner (print):