

PTLU – Career Building Program Foundational Courses Detailed Course Outline

Course Title: *Skills for Finding and Securing Employment*

Course Objectives:

- Explain key aspects of lifelong learning relevant to emerging professionals
- Identify meta-cognitive strategies to aid in actively transforming information during online learning
- Identify information literacy skills associated with problem solving including locating, evaluating, and organizing resources for addressing real world problems and challenges.

Course Outline:

- Course Introduction
- Section 1 – Becoming a Life Long Learner
- Section 2 – Active Learning
- Section 3 – Solving Problems with Information and Resources
- Course Review

Expected hours of instructional time: Approximately 4 hours

- Course Introduction – 15 minutes
- Section 1 – Becoming a Life Long Learner – 45 minutes
- Section 2 – Active Learning – 90 minutes
- Section 3 – Solving Problems with Information and Resources – 60 minutes
- Course Review – 15 minutes

Course Introduction

Screen Number & Objective	Student Experience	Content & Text	Time Allocated	Learning Devices & Offline Activities
0.1 – Context setting activity	1. Student listens to animated characters engage in a dialogue regarding life and learning.	<p>(Dialogue between two animated characters)</p> <p>(Ravi) I'm off to my first year of university. I hope to graduate and get a job in just a short while.</p> <p>(Shefalee) I have been working for a company for three years now and let me give you some advice. I have figured out that the most important thing I learned in school was how to learn.</p> <p>(Ravi) Why do you say that? Isn't learning something that happens in schools? Why do I need to learn how to learn?</p> <p>(Shefalee) Ravi, I work with clients around the globe on a daily basis. Sometimes I'm presented with questions on subjects I never studied in school. My boss expects me to be able to find information and find it quickly. Then I have to turn around and be able to understand the information and tell others about it in a way that maintains the accuracy of the information and makes the information more understandable.</p> <p>(Ravi) Stop right there. I never imagined that I would have to keep learning once I was done with my last examination in school. Isn't learning something you do for tests and classes? The real world does sound like a lot of work!</p>	3 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Animated characters share in dialogue <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none

		<p>(Shefalee) Ravi, the opportunity you have at university truly is a gift! Do not waste the time you have there. Learning how to learn is essential in today’s world. Technology is changing and so is the way business is conducted. You need to be sharp so that you can contribute to our society!</p> <p>(Ravi) Wow! I never imagined. I better figure out how to learn. It sounds like I’m going to be a student for a VERY long time!</p> <p>(Shefalee) Yes you are Ravi. Yes you are. We are all students of life. India is a place of opportunity right now. Don’t miss out!</p> <p>(End Animated Dialogue)</p>		
<p>0.2 – Transition from Dialogue Activity</p>	<p>1. Student reads text on screen</p>	<p>(Text on Screen) Have you ever thought about being a learner beyond the time you are in school?</p> <p>In the conversation between Shefalee and Ravi you probably noticed that Ravi, like many people, assumes that learning only happens in school.</p> <p>Learning is a vital part of our success both in school and out of school. The issue of learning to learn is not a new one. However, it has become more relevant as our world has seen great changes in the past few decades.</p> <p>This course provides an introduction to learning and establishes some skills that can be used beyond school for a lifetime of learning.</p> <p>As Shefalee shared with Ravi, get ready – your world is a place of opportunity! Don’t miss out!</p> <p>Let’s get started!</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Text on Screen <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none
<p>0.3 – Envision results of this</p>	<p>2. Read text on screen 1. Complete offline</p>	<p>(Text on Screen): Think of someone whom you regard as an effective at</p>	<p>3 min (online)</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Text on Screen

<p>course</p>	<p>journaling activity</p>	<p>learning. With that person in mind consider the following questions:</p> <ul style="list-style-type: none"> • What qualities does that person possess that make them a particularly remarkable learner? • If you had to name three skills they demonstrate consistently as they learn or study what would those be? • How do you think they became a remarkable at learning? • How could you become a great at learning like this person? <p>Take a moment and write down your top-of-mind responses in your offline journal.</p> <p>Quickly review the responses you wrote in your journal. As you review your responses consider this important point about learning:</p> <p>The ability to learn and work with information well depends upon the development of a skill set. The ability to learn is not determined by a set of personal traits or your background in life. This is great news! Since learning is something <i>everyone</i> can practice and improve upon you too can become a better at learning.</p> <p>This course will insight into several skills related to becoming a better learner.</p> <p>There are three sections in this course.</p> <p>Section 1 – Lifelong Learning Section 2 – Active Learning Section 3 – Solving Problems with Information</p> <p>Congratulations on beginning your journey to becoming a better learner.</p> <p>(Reckoner1: Poster) The ability to learn effectively depends upon the</p>	<p>5 min (offline)</p>	<ul style="list-style-type: none"> • Reckoner1 to highlight a quote in text <p>Offline Activities:</p> <ul style="list-style-type: none"> • Offline journaling activity
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		development of a skill set. The ability to learn is not determined by a set of personal traits or your background in life.		
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Section 1: Basic Self-Management Concepts and Terminology
Course Objective #1: *The learner...identifies basic concepts and terminology associated with personal and professional time management*

Screen Number & Objective	Student Experience	Content & Text	Time Allocated	Learning Devices & Offline Activities
1.0 – Preview of Module	1. Student reads text on screen which provides an overview of this particular section of the course.	<p>(Text on Screen)</p> <p>This section of the module will address the following key question related to self-management.</p> <ul style="list-style-type: none"> • Why is self-management important to me personally and professionally? • What are some basic terms and concepts used when we talk about time self-management? <p>When you have completed this section you should be able to answer these three questions. The section will take approximately 2 hours to complete. You may want to schedule a break in between the two learning questions provided.</p>	1 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Text on Screen <p>Offline Activities:</p> <ul style="list-style-type: none"> • none
1.1 – Content Discovery/ Learning	<p>1. Student reads the learning question on the screen.</p> <p>2. Student listens to audio narrate as watches as bulleted items appear on screen.</p> <p>3. Each bulleted item has a different visual explanation (picture) to aid in visualizing the concept presented.</p>	<p>(Text on Screen) Why is it important to be a lifelong learner?</p> <p>(Bullets to Appear as Audio Narrates)</p> <ul style="list-style-type: none"> • Increased Globalization = increased interdependence, integration and interaction across cultures and disciplines • Increasingly Complex Problems = reliance on accessing, understanding and relaying information from more than one discipline accurately and efficiently • Increasing Information Availability = need for strong intellectual skills coupled with skill in locating, accessing and utilizing resources to gather information 	3 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Text on Screen • Animate Bulleted Items in List – Appear in Synchronization with Audio Narration • Audio Narrates bulleted summaries • Visual explanations (including static

		<p>(Audio to Narrate First Bullet In List) (Show pictures as visual explanations) Globalization is a term that relates to a complex series of economic, social, technological, cultural and political changes seen as contributing to an increasing interdependence, integration and interaction between people and companies in multiple locations around the globe.</p> <p>(Audio to Narrate Second Bullet In List) (Show pictures as visual explanations) Because of the escalating complexity of the world marketplace, individuals are faced with diverse, complex problems that require us to quickly acquire, understand and relay information accurately and efficiently. This trend can be observed in academic studies, in the workplace, and in our personal lives. Today’s problems require understanding of multiple cultures and domains of knowledge. Likewise solutions to the problems will require consulting and organizing multiple resources to access the information needed.</p> <p>(Audio to Narrate the Third Bullet In List) (Show pictures as visual explanations) Technology has reduced the gaps in terms of who has access to information. Information is now available to most anyone through technology that connects them to libraries, community resources, special interest organizations, media, and the Internet. Increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability.</p> <p>The sheer abundance of information will not in itself create a more informed citizenry and workforce. An informed citizenry and workforce will have to exercise strong intellectual abilities in critical thinking and reasoning in order to utilize this information effectively.</p>		<p>pictures) change as each bulleted item appears</p> <p>Offline Activities:</p> <ul style="list-style-type: none">● none
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<p>1.2 – Content Discovery/ Learning</p>	<p>1. Student reads learning question in reckoner as screen opens. 2. A graphic on the page shows student an equation in synchronization with the audio portion.</p>	<p>(Display Learning Question in Reckoner As Screen Opens) How do changes in globalization, problem complexity and information availability affect your future?</p> <p>(Graphic with Equation Below Appears as Audio Narrates) Globalization + Complex Problems + Information Availability = Need for Lifelong Learning</p> <p>(Audio to Narrate as Graphic with Equation Appears) Given the impact of globalization, increasingly complex problems and the sheer amount of information available it is essential that graduates entering the workforce are prepared for a working environment where new learning is a constant requirement for job performance. Because of this, workplaces are beginning to recruit for, reward and recognize those who are able to demonstrate abilities in accessing and learning new information efficiently and effectively.</p>	<p>2 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Reckoner with text on screen ● Graphic of Equation Animated in Synch with the Audio Narration ● Audio Narrates Graphic Equation <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none
<p>1.3_a – Content Discovery/ Learning</p>	<p>1. Student sees main text on screen “The Need for Literacy...” 2. Student can optionally read the reckoner with a definition of literacy to aid in understanding 3. Student watches and listens as a list of the types of literacy shows on the screen and audio narrates the list as it appears.</p>	<p>(Reckoner: Poster to Display on Page with Definition of Literacy) Literacy is traditionally defined as the ability to use language – to read, write, listen and speak. However, today the definition for literacy has expanded to include various types of literacy. Today literacy refers to a general set of skills and abilities.</p> <p>(Text on Screen) The Need for Literacy in Today’s Workplace...</p> <p>(Display when Audio Prompts)</p> <ol style="list-style-type: none"> 1. Functional literacy – being able to read, write, listen and speak in the primary language 2. Numerical literacy – being able to think quantitatively using mathematical and statistical tools to manipulate numbers and data 3. Social literacy – mastery of the ability to work effectively with many people from multiple backgrounds 	<p>3 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Reckoner with key term defined ● Text on Screen ● List appears as audio narrates <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none

		<p>4. Technology literacy – mastery of abilities in selecting and using appropriate technologies to address issues and solve real-world problems</p> <p>5. Information literacy – the ability to locate, evaluate, understand and use information to solve real-world problems</p> <p>(Audio to Narrate Screen) <i>In the past a student who completed compulsory and advanced schooling was expected to be able to walk into the workplace with two sets of general skills.</i></p> <ol style="list-style-type: none"> 1. <i>Functional literacy – being able to read, write, listen and speak in the primary language</i> 2. <i>Numerical literacy – being able to think quantitatively using mathematical and statistical tools to manipulate numbers and data</i> <p><i>PAUSE</i></p> <p><i>While being able to write, speak, and work with numbers is important in many careers; the factors mentioned on the previous screen (globalization, increased problem complexity, and increased information availability) have given rise to two other kinds of literacy required for effective functioning in today’s workplace.</i></p> <ol style="list-style-type: none"> 3. <i>Social literacy – mastery of the ability to work effectively with many people from multiple backgrounds</i> 4. <i>Technology literacy – mastery of abilities in selecting and using appropriate technologies to address issues and solve real-world problems</i> 5. <i>Information literacy – the ability to locate, evaluate, and use information to solve real-world problems</i> 		
<p>1.3_b – Content Discovery/ Learning</p>	<p>1. Student watches as #5 in the list displayed is highlighted on the screen. 2. Audio narrates as the item is highlighted.</p>	<p>(Highlight Information Literacy - #5 - on Screen through Graphic Treatment as Audio Narrates the Following) Of these two forms of literacy the ability to demonstrate lifelong learning is most closely related to information</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Graphic treatment applied to visually highlight a portion of the existing list

		<p>literacy - the ability to locate, evaluate and use information in order to learn, solve problems and make decisions in formal and informal settings (i.e. at work, at home and in educational settings)</p> <p>Throughout our lifetime we will need to be able to effectively approach problems with or without all of the information needed to solve them. It is vital that we are capable of accessing information through available resources to address personal and professional needs.</p>		<p>on the screen</p> <ul style="list-style-type: none"> ● Audio narrates as graphic treatment is applied <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none
<p>1.4 – Review and Apply</p>	<p>1. Student completes three practice exercise questions. Each are multiple choice with only one correct answer. Feedback tells them if they are correct or try again.</p> <p>2. When they complete all three questions a reckoner displays on the screen with text that transitions them into the next part of the lesson</p>	<p>(Practice Exercises: Multiple Choice Single Correct)</p> <p>Let’s take a moment to review the information shared in this section.</p> <ol style="list-style-type: none"> 1. Which of the following is NOT one of the factors highlighted as a reason for needing lifelong learners as citizens and in the workplace? <ol style="list-style-type: none"> a. Globalization b. Information Availability c. Functional Literacy d. Complexity of Problems <p>(Correct answer is C – Display “Correct!” if answer is accurate, Display, “Try Again!” if answer is inaccurate)</p> <ol style="list-style-type: none"> 2. In general, what does the term literacy describe? <ol style="list-style-type: none"> a. A general set of skills b. An approach to globalization c. Specific skills for reading and writing d. The amount of information available <p>(Correct answer is A – Display “Correct!” if answer is accurate, Display, “Try Again!” if answer is inaccurate)</p> <ol style="list-style-type: none"> 3. What type of literacy is best described by the following description? <i>“The ability to locate, evaluate, understand and use information to solve real-world problems.”</i> <ol style="list-style-type: none"> a. Functional Literacy 	<p>3 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Practice exercise: Multiple choice with single correct answers ● Reckoner timed to show when student completes third question on the page correctly. <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none

		<p>b. Social Literacy c. Numerical Literacy d. Information Literacy</p> <p>(Correct answer is D – Display “Correct!” if answer is accurate, Display, “Try Again!” if answer is inaccurate)</p> <p>(When complete display the following text in a reckoner on screen) Congratulations! You are making progress! Next we will explore more the skills associated with lifelong learning and information literacy.</p>		
1.5_a – Content Discovery/ Learning	<p>1. Student reads text on screen and listens to audio narrate.</p> <p>2. Student accesses layered information by rolling mouse over one of two options on the screen.</p>	<p>(Text on Screen) How do I become a lifelong learner?</p> <p>(Text on Screen and Audio to Narrate) Lifelong learners are literate with information. There are two sets of skills associated with information literacy and lifelong learning. Roll your cursor over each set below to learn more.</p> <p>(Layered Information: Rollover Interactivity with Access to Popup Window with more information) Active Learning Strategies</p> <p>Solving Problems with Information</p>	1 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Text on Screen ● Audio Narrates and prompts student to layered information ● Access to two layered information pop-ups from this page <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none
1.5_b – Content Discovery/ Learning	<p>1. Student reads the information in the first reckoner to understand what is on the page.</p> <p>2. Student reviews text and listens to audio narrate a scenario. Student also views a static character picture to illustrate the scenario.</p> <p>3. Student reads second reckoner as a summary of the scenario.</p>	<p>(Display in Popup for Set 1 – General Learning Strategies)</p> <p>(Reckoner1 in Pop-up: Poster) Information literacy emphasizes the learner’s active role and autonomy in learning rather than reliance on a teacher for acquiring skills and knowledge. In the scenario on this page Ala, a student, is exercising several strategies related to active learning. Using active learning strategies when interacting with new information is essential to lifelong learning. The second section of this course will provide a number of general active learning strategies for you to practice as you complete the courses in this program.</p>	3 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Pop-up displays when student rolls over/ clicks on general learning strategies ● Reckoners 1 & 2 display in pop-up window ● Text displays for scenario ● Picture of static character appears

		<p>(Reckoner2 in Pop-up: Poster) Active learning strategies include:</p> <ol style="list-style-type: none"> 1. Planning for Learning and Goal Setting 2. Evaluating and Monitoring Learning <p>(Text on Screen with a Picture of Static Character of Woman Completing Online Course – Audio Narrates the Following Scenario) Ala is a student at university who is completing an online course. She reads each screen and does the simulations provided. Ala recently took a course where she discovered several strategies for improving her understanding of new content. For now we will refer to these as General Learning Strategies. She decides to employ several of the strategies while completing this online course.</p> <p>As she reads each screen she finds herself asking questions (in her mind) regarding the content. She asks questions like: Why is this concept important to me? How is this concept related to the previous concepts we have discussed? She takes the time to muse about the answers to these questions rather than simply rushing through each slide to finish quickly. Often times she looks for the answer in the future slides. If the question she has is not answered she writes it down and takes it to a meeting where she discusses it with a professor or another student who is completing the course to seek out an answer.</p> <p>Ala also finds it useful to take time after each online session to review her notes and reorganize them into her own words. She creates flow-charts and diagrams to represent the relationships between the concepts presented. She does not rely on simply memorizing the text – she strives to understand the text in her own way.</p> <p>Lastly, Ala sets short-term goals, or objectives, for her learning in the course. For instance, she wishes to</p>	<ul style="list-style-type: none"> ● Audio narrates the scenario example <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none
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		<p>complete the first course within two weeks and earn a passing grade on the test at the end of the course. Ala uses this goal to plan out a timeline for studying that will help her accomplish the goal.</p> <p>Ala finishes the course within the timeframe and with a passing grade as planned. She also understands the information and can use it in settings outside of just completing the online course. As a result, the information is more meaningful and useful to her.</p>		
<p>1.5_c – Content Discovery/ Learning</p>	<ol style="list-style-type: none"> 1. Student reads the information in the first reckoner to understand what is on the page. 2. Student reviews text and listens to audio narrate a scenario. Student also views a static character picture to illustrate the scenario. 3. Student reads second reckoner as a summary of the scenario. 	<p>(Display in Pop-up 2 – Set 2: Solving Problems with Information)</p> <p>(Reckoner1 in Pop-up: Poster) Lifelong learners are able to solve problems with information. They develop problem solving skills related to locating, evaluating and organizing resources and information to address real life questions and issues. In the scenario on this page Ahmed, an employee, has been asked to pull together a summary for his supervisor on a topic with which he has no background. The third section of this course deals with specific skills in using information to solve a problem. For now, review the following example to see how these skills are employed in a real life setting.</p> <p>(Reckoner2 in Pop-up: Poster) Skills for solving problems with information include:</p> <ol style="list-style-type: none"> 1. Defining the problem 2. Creating information seeking plans 3. Locating and accessing information 4. Synthesizing, organizing and representing information <p>(Text on Screen with Picture of Male Character in a Work Environment – Audio Narrates the Following Scenario)</p> <p>Ahmed has been asked to pull together a report summarizing the details for usage of crop insurance in the American agriculture industry. Ahmed has heard of the</p>	<p>3 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Pop-up displays when student rolls over/ clicks on general learning strategies ● Reckoners 1 & 2 display in pop-up window ● Text displays for scenario ● Picture of static character appears ● Audio narrates the scenario example <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none

		<p>term crop insurance, but has little experience with its use in the American agriculture market. To begin Ahmed clearly defines the objective of his search and lists out what he knows about crop insurance.</p> <p>Before beginning a formal search he decides to use the Internet to find a couple quick articles to help him define what to look for as he conducts his search. As well he knows a professor from his University who has some experience with this topic. After reviewing two articles from the internet Ahmed calls his friend to ask some more questions. After an initial informal search Ahmed has identified a set of topics to use in a formal search, an outline for the summary, and several key resources to consult in answering the questions his boss posed.</p> <p>Ahmed consults the resources identified, refines his search as his understanding becomes deeper, utilizes active learning strategies to help make sense of the information presented and organizes the information into a coherent summary to present to his boss.</p> <p>This scenario outlines the major skills associated with solving a problem using information and resources. Ahmed is demonstrating information literacy and the ability to be a lifelong learner.</p>		
<p>1.6 – Review/ Application</p>	<p>1. Student reads text on screen and views visual illustrating journal. 2. Student completes offline journaling activity.</p>	<p>(Text on Screen with Visual of a Journal) Offline Journaling Activity Utilize an offline notebook to consider the following questions:</p> <ol style="list-style-type: none"> 1. Describe your current approach to learning new information. 2. How does your approach to learning reflect aspects of active learning as demonstrated in the example about the student Ala? 3. Describe a time when you had to locate, evaluate, and organize information to write a report for school. 4. How does your approach compare to the example involving Ahmed? 	<p>1 min (online)</p> <p>20 min (offline)</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Text on screen ● Visual illustration of journal <p>Offline Activities:</p> <ul style="list-style-type: none"> ● Offline Major Assignment Activity

		NOTE: There are two slides remaining in this section of the course. If you would like, record the questions posed here in your journal and then complete this assignment following your viewing of the next two slides.		
1.7 – Transition to Next Section	1. Student reads text on screen	<p>(Text on Screen) This section addressed why lifelong learning is important; how lifelong learning will affect you (personally and professionally) and identified to general skill sets associated with lifelong learning and information literacy.</p> <p>The next two sections address the skill sets associated with lifelong learning and information literacy with more detail.</p> <p>Section two deals with the development of active learning strategies. This section will take approximately 90 minutes to complete.</p> <p>A closing thought: This course contains information that applies generally to your studies and the world of work. However, as you complete the following two sections be aware that the strategies identified are very relevant for your learning in this particular online course program. Try to practice the skills outlined as you complete future courses offered through PTLU.</p>	1 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Text on screen <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none

Section 2: Active Learning Strategies

Course Objective #2: The learner... *Identifies meta-cognitive strategies to aid in actively transforming information during learning*

Screen Number & Objective	Student Experience	Content & Text	Time Allocated	Learning Devices & Offline Activities
2.0 – Scenario Activity to Set context for Section 2	1. Student scenario text and view character art to	<p>(Scenario with Static Characters to Illustrate text on screen)</p> <p>Ahmed and Anwar are students in a program where they are learning about computer skills. Read through the following descriptions about their approach to</p>	3 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Text on screen

	<p>illustrate scenario</p> <p>2. Students roll mouse over four aspects related to learning and reflect on the scenario</p> <p>3. Students read a reckoner with a reflection question</p>	<p>learning the information in an online course:</p> <p>Ahmed approaches the situation by reviewing the slides and completing the required assignments. Throughout the course he finds concepts and terms that he does not understand. He decides it is probably best to skip over these terms temporarily so that he can make it through the course and stay on his original timeline. When there are practice exercises he completes them, but if he answers the questions incorrectly he knows that he can just choose the correct answer the next time so he doesn't spend much time reviewing information should he answer a question incorrectly. He copies down the information on the slides word-for-word so that he can use it later.</p> <p>Anwar approaches the situation by reviewing the slides in each section and also completes the required assignments. Throughout the course when he finds a concept or term that he does not understand he utilizes a resource such as a dictionary, online glossary, or the internet to do some further research to help him get the concept. This causes Anwar to have to revise his original timeline for completing the course. He must go a little more slowly and often takes time to complete some of the most difficult sections more than once. If he answers a question incorrectly he stops and goes back to the slides with that information to re-read. As he does so he revises his notes. As he finishes each section he reviews his notes and identifies questions he still has about the material. His notes aren't that long, everything he has written uses his own words to explain the concepts and ideas.</p> <p>How do you think the two approaches will influence the following aspects of their learning?</p> <p>(Layered Information: Rollover interactivity with a short pop-up when they roll the cursor over each of the following terms)</p> <p>Performance/ Grade (Text for Pop-up) <i>It is possible that both Ahmed and Anwar will pass the course. Based upon their approach alone we cannot predict who will perform better. It is likely that Anwar will produce a higher score.</i></p> <p>Understanding the Content (Text for Pop-up) <i>Anwar is likely going to more deeply understand the content due to his approach</i></p>	<ul style="list-style-type: none"> ● Static characters to illustrate scenario ● Layered information – rollover interactivity with terms and small pop-up windows with explanations <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none
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		<p><i>to learning. His approach ensures understanding before moving on to new information. Ahmed’s approach will provide only a surface understanding of the content.</i></p> <p>Retention of the Content (Text for Pop-up) <i>Anwar will likely retain more content than Ahmed. Anwar is actively regulating his learning which means he is likely to recall more information. He is also applying the information outside of just learning it for school alone.</i></p> <p>Satisfaction with the Course (Text for Pop-up) <i>Anwar will likely feel a sense of accomplishment at the end of the course. Whereas, the approach Ahmed takes is associated with course and school dissatisfaction.</i></p> <p>(Text in Reckoner on Screen) Which is the right approach?</p>		
Transition and Preview of section	1. Student reads text on screen	<p>(Text on Screen) Our approach to learning affects more than just the grade we achieve. If we are to become information literate we must practice active learning strategies that truly engage us in learning new information.</p> <p>Based upon exploring the factors listed on the previous page we hope you agree that there are a number of large benefits to the approach Anwar takes. Obtaining a passing grade in a course is not the only reason to learn a skill or gain new knowledge. As you will see throughout this section active learning has many benefits beyond getting a good grade. Active learning is a skill set you can use for a lifetime.</p> <p>After completing this section you will be able to answer the following questions:</p> <ul style="list-style-type: none"> • What is active learning? • What are some strategies I can use to help make my learning more active? <p>This section will take approximately 90 minutes to complete.</p>	1 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Text on screen <p>Offline Activities:</p> <ul style="list-style-type: none"> • none
2.2 – Content Learning/Discovery	1. Read text 2. Narrate with Audio	<p>(Text on Screen with Audio Narration and Pictures of a Computer and ClipArt of A Human Brain) What is active learning?</p>	1 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Display

	<p>3. Students look at images that relate to the content on the screen</p>	<p>Psychologists have spent a considerable amount of time studying how students learn new information. One particular model for learning compares our mental processing to the way computers process information. This model for learning suggests that people, similar to computers, have a central processing unit (CPU in computer terms). In a computer the CPU controls the entire activity going on to make the computer work. In the same way, people may have a certain set of mental processes that help to regulate and control learning.</p> <p>It is believed that individuals can improve their ability to learn new information by actively regulating and processing information using strategies that exercise these mental processes. For the scope of this learning program we will call these processes active learning strategies. Active learning strategies help us regulate and deeply process information we gather during learning.</p> <p>Generally the active learning strategies falls into two categories: Planning and Monitoring</p> <ul style="list-style-type: none"> • Planning involves setting goals, activating available resources and selecting appropriate strategies for learning information • Monitoring involves checking your progress and selecting new strategies when the current strategies are not working 		<p>Reckoner</p> <ul style="list-style-type: none"> • Audio Narration <p>Offline Activities:</p> <ul style="list-style-type: none"> • none
<p>2.3_a – Content/ Learning Discovery</p>		<p>(Text in Reckoner on Screen) Practicing Strategies that Aid in Learning</p> <p>(Text on Screen with Audio Narration) Strategies for Planning</p> <p>Part of active learning involves the act of planning for learning. When we plan for learning it...</p> <ul style="list-style-type: none"> • Improves our understanding of the content • Gives meaning to our learning (rather than just doing meaningless tasks) • Organizes the information to be learned prior to engaging in the learning activity (i.e. prior to reading a chapter or listening to a lecture) <p>There following are two strategies to help us actively plan for our learning. Click on each to learn more.</p> <p>(Layered Information: Links to new window organized with tabs)</p> <p>Using Advance Organizers</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Display Reckoner • Text on screen • Audio Narration • Access to layered information links – link to new windows with tabs to explore <p>Offline Activities:</p>

		Setting Learning Goals		<ul style="list-style-type: none"> • none
2.3_b – Content Learning/Discovery	<p>1. Student accesses pop-up window from original slide by clicking on “Using Advance Organizers”</p> <p>2. Student explores information by clicking on tabs found at the bottom of the window</p>	<p>(Tab 1 – Appears when User Opens Window) Advance Organizers</p> <p>Advance Organizers help us plan for and anticipate learning topics. As well they help us see the relationships between key topics discussed in a lecture, online course, or textbook before learning the new material. Advance organizers are often made available in a text book or by a teacher to help point out important information to a student prior to their interaction with the information. Browse through some of the examples below to find a strategy you can apply as you approach a new learning situation.</p> <p>(Tab 2 – Must click to see information on this tab)</p> <p>Advance Organizer Examples</p> <p>(Show a sample of a summary in a common textbook) Example: In a textbook often authors include a chapter summary. This can serve as an excellent organizer to read prior to reading the whole chapter. It will help you determine more important information from least important information as you read. Likewise, study questions posed at the end of a chapter can be used as an advance organizer if you read the questions first and then search for the answers as you read the content.</p> <p>(Show a visual of this slide from Section 1 of this course) Example: A slide at the beginning of section 1 in this course told you what the three learning questions for that particular section were.</p> <p>(Show a sample of the beginning of a chapter in a textbook where the author outlines the objectives) Example: At the beginning of a chapter in a textbook the author outlines the chapter by providing a set of learning objectives.</p> <p>(Show a simple graphic with the main circle labeled “Topic” and four smaller circles drawn below the main topic each labeled “Sub Topic A, Sub Topic B...” and so on. Connect the sub topic circles to the main topic with a straight line) Example: A teacher presents a graphic showing the main topic in a central circle</p>	10 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Tabs to explore – each tab contains text on screen • Tab 2 has visual explanations associated with text <p>Offline Activities:</p> <ul style="list-style-type: none"> • none

		<p>with sub-topics to be addressed in smaller circles below the main topic with a line connected each back to the main topic. Each time she starts a new sub-topic she shows where the topic fits into the graphic.</p> <p>(Tab 3 – Must click to see information on this tab) Using Advance Organizers</p> <p>The following tips will help you get the most out of advance organizers as a method for actively planning prior to engaging in a learning task.</p> <ul style="list-style-type: none"> • When advance organizers are available you can use them to help guide you through your reading or review of the information. • Review the advance organizer prior to reading the text. • Copy down the parts of the advance organizer (i.e. the objectives presented at the beginning of the chapter or online course, the study questions at the end, or key phrases from the summary) and then add notes underneath each as you read through the text. • During a lecture copy down the objectives and then organize your notes according to those higher level objectives <p>(Tab 4 – Must click to see information on this tab) Advance Organizers in Action</p> <p>Ala is completing section 1 of this course. As she reviews the screens she notices that one of the first screens says... “by the end of this section you will be able to.” Remembering what she learned from a study skills course she recognizes that this is an advance organizer. She knows that if she focuses in on these three learning questions she can better organize the information presented. To get the most out of this advance organizer she copies down the three learning questions as stated:</p> <ul style="list-style-type: none"> • Why is it important to be a lifelong learner? • How do changes in globalization, problem complexity and information availability affect your future? • How do I become a lifelong learner? <p>As she reads the following slides she organizes her notes using these three questions provided. After viewing the information on the first learning question she has attached the following information to that question in her notes:</p> <ul style="list-style-type: none"> • Why is it important to be a lifelong learner? <ul style="list-style-type: none"> ○ Increased Globalization = increased interdependence, integration and interaction across cultures and disciplines ○ Increasingly Complex Problems = reliance on accessing, 		
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		<p>understanding and relaying information from more than one discipline accurately and efficiently</p> <ul style="list-style-type: none"> ○ Increasing Information Availability = need for strong intellectual skills coupled with skill in locating, accessing and utilizing resources to gather information 		
<p>2.3_c – Content Discovery/ Learning</p>	<p>1. Student accesses pop-up window from original slide by clicking on “Using Advance Organizers” 2. Student explores information by clicking on tabs found at the bottom of the window</p>	<p>(Tab 1 – opens to this information when new window opens)</p> <p>Setting Learning Goals</p> <p>Setting goals can be a useful and motivating strategy to plan for learning. A learning goal is simply stating what it is you hope to accomplish while completing a learning task. You may wish to achieve a particular level of performance: thus you set a learning goal to get a passing grade on the course exam. Perhaps you wish to improve a particular skill: thus you set a learning goal to demonstrate mastery of a skill you know you will learn in a particular course in which you are enrolled. There are numerous goals we may set for learning.</p> <p>There are a number of categories in which our goals may fall. For the purposes of this course we will focus on one particular category: length to goal accomplishment. There are short-term goals and long-term goals. Generally, short-term goals may be accomplished within a few weeks or a few months. Long-term goals tend to be accomplishable within a year or a few years. An example of a short term goal involves wanting to earn a passing grade on the upcoming statistics exam. A long-term goal may be to earn a certification required to work in a particular field of work.</p> <p>It is helpful to distinguish between short-term and long-term goals in that it helps us determine the amount of resources that will need to be invested to realize our aspiration. Generally long-term goals will take longer to realize requiring use of more resources and facing more set-backs than short-term goals. To maintain optimal motivation in learning it is best to set both long term and short term goals. Short term goals are best when they help us to accomplish our long-term wishes.</p> <p>(Tab 2 – Must click on this tab to see information)</p> <p>Tips for Setting Learning Goals</p> <p>The following are some tips for setting Learning Goals. An acronym is a word where each letter stands for something else. The following is an acronym to help</p>	<p>5 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Tabs to explore – each tab contains text on screen <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none

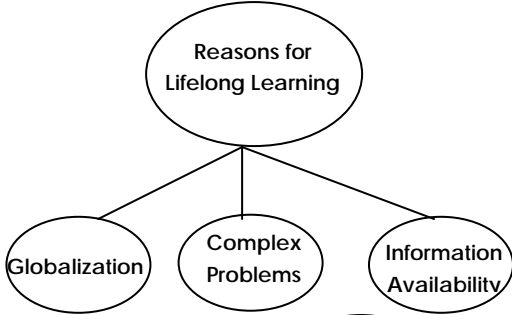
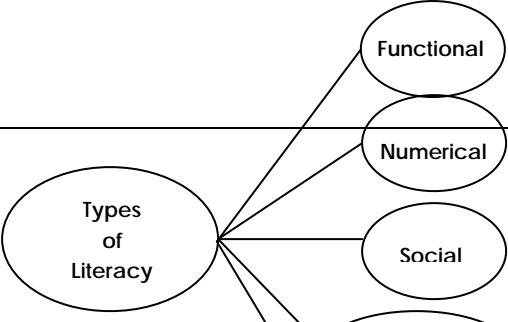
		<p>us remember some key criteria to meet when establishing a goal (S.M.A.R.T.)</p> <ul style="list-style-type: none"> • Specific – Make sure the goal uses specific language. Avoid using terms like “do better” or “improve”. These are vague and do not help you determine when you have met success. • Measurable – Make sure the goal has some specific criterion that equals success. Including a number helps to ensure that you know when you have met success. • Action Plan – If possible, include a few steps required to accomplish the goal. Listing out the steps to accomplishing the goal helps to make achieving the goal seem more attainable. • Realistic – Considering the timeframe you have available as well as other priorities you know you have committed you must be able to determine that the goal is realistic. This also involves determining whether or not you have the resources available to help achieve the goal. • Time Bound – Make sure your goal has a deadline. You may set that deadline or it may be set by someone else (i.e. when the course is offered). Setting a deadline for completion ensures a sense of urgency for completion. <p>(Tab 3 – Must click on tab to see this information) Setting Learning Goals in Action</p> <p>Omar is considering his learning goals for the PTLU Program. He has established that a long term goal in the program is to achieve a Foundational Skills Certification in the next year. He has established the following short-term goals to help keep himself motivated as he works toward this long-term goal:</p> <ul style="list-style-type: none"> • Devote 10 hours per week toward the completion of required courses. • Devote 3 hours prior to each examination to review the course material at least three days prior to taking each exam. • Complete at least two courses each month for the next three months. <p>Omar has reviewed each goal using the criteria outlined by the S.M.A.R.T. acronym. He believes each goal reflects the criteria – they are Specific, Measurable, he can list out an Action plan for accomplishing each one, they are Realistic and each has some Time constraints for completion.</p>		
2.4 – Review/ Application of Learning	1. Student reads text on screen and then completes the	<p>(Practice Exercise: Single Correct Option) Before moving on let’s test your understanding of the concepts regarding actively planning for learning.</p>	5 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Practice

	<p>single correct option practice exercise presented</p> <p>2. When student completes both practice questions correctly a reckoner appears directing them to move on into new content</p>	<p>1. Imagine you are evaluating the following learning goal using S.M.A.R.T criteria. Which of the criteria are NOT met by the following goal: I want to do well on the test for the course on learning to learn by the end of the school term. To do so I will study three times a week for one hour and complete assignments by assigned due dates.</p> <ol style="list-style-type: none"> Time Bound and Achievable Achievable and Realistic Action plan and Realistic Specific and Measurable <p>(Correct answer is D. If correct display “Correct, the phrase “do well” does not indicate any specific or measurable criteria to help us know when success has been achieved.” If incorrect, display, “Try Again”)</p> <p>2. Omar is reading a chapter in a textbook. The information is completely new and he wants to actively plan for learning the new concepts. Which of the following would be a good approach for Omar to actively plan for his learning?</p> <ol style="list-style-type: none"> Review the summary at the end of the chapter prior to reading the actual chapter Read the chapter quickly to get it over with as soon as possible <p>(Answer A is correct. Display Correct or Try Again)</p> <p>(When both questions have been answered correctly display a reckoner with the following text) Congratulations! You have demonstrated an understanding of two strategies for actively planning to learn information. The next part of this section will address strategies to monitor your learning.</p>		<p>exercise: single correct option – 2 questions on page</p> <ul style="list-style-type: none"> Display reckoner when practice exercises are complete <p>Offline Activities:</p> <ul style="list-style-type: none"> none
<p>2.4 – Content Learning/ Discovery</p>	<p>1. Student reads text on screen and listens to audio narration</p> <p>2. Reckoner reminds student of the learning objective addressed in this section.</p>	<p>(Text in Reckoner on Screen) Practicing Strategies that Aid in Learning</p> <p>(Text on Screen with Audio Narration) Strategies for Monitoring</p> <p>Part of active learning involves the act of monitoring our learning as we interact with new information. When we monitor our learning it...</p> <ul style="list-style-type: none"> Improves our understanding of the content Gives additional meaning to our learning (rather than just doing meaningless tasks) 	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> Text in reckoner on screen Text with Audio Narration <p>Offline Activities:</p>

		<ul style="list-style-type: none"> • Re-organizes the information learned and integrates the new learning with what we already know • Synthesizes new information <p>Let's explore three types of strategies for actively monitoring our learning.</p> <ul style="list-style-type: none"> • Reading Techniques • Re-Organizing the Information • Elaborating With Others and Evaluating Learning Goals 		<ul style="list-style-type: none"> • none
2.5_a – Content Learning/Discovery	<p>1. Student reads text on screen</p> <p>2. Student accesses layered information by clicking on three different icons each leading to more information</p>	<p>(Text to Display)</p> <p>Reading Techniques</p> <p>As you read information there are several techniques you may employ to aid in monitoring your learning of the new content. We will spend a fair amount of our lives in an information rich world reading. It is essential that you employ strategies that help you to make sense of the information you receive from the sources you consult.</p> <p>Three techniques you can employ while reading include: Roll your mouse over each icon to learn more.</p> <p>(Layered Information: Rollover Interactivity – When user rolls mouse over each icon it opens a pop-up with a short explanation of the technique.)</p> <p>(Icon #1 – Picture of Magnifying Glass) Looking for Clues in the Text</p> <p>(Icon #2 – Picture of Question Marks) Self-Questioning</p> <p>(Icon #3 – Picture of Open Book that Says “The End” on one of the book pages) Creating Summaries</p>	1 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Text on Screen with instructions for layered information access • Layered information access by rolling mouse over icons (three icons presented) • Information for each icon displays in a pop-up window <p>Offline Activities:</p> <ul style="list-style-type: none"> • none
2.5_b – Content Learning/Discovery	<p>1. Student reads text in pop-up window</p>	<p>(Text to Display in Pop-up for Icon #1 – Magnifying Glass)</p> <p>Looking for Clues in the Text</p>	2 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Text on

		<p>As you read through a textbook or online course look for certain clues that point to important information. Some common clues to look for and take note of when reading include:</p> <ul style="list-style-type: none"> • Skim passages prior to reading them to pick out key terminology, look up the words and then go back to read the actual passage to see how the terms are used. <ul style="list-style-type: none"> ○ HINT: Skimming a passage involves quickly looking over each page to identify new terms. Once you have created a list of terms then find a glossary or dictionary to identify the definition of the term prior to reading the passage. • Identifying the topic sentences and distinguish the main points from the supporting evidence as you read through a passage. <ul style="list-style-type: none"> ○ HINT: This technique is especially important when reading dense or technical information. Find the topic sentences and then reread the passage looking for the evidence the author uses to support each of the main points or assertions made. • Look for pointer cues such as: “More Important, etc”, bolded terms, headings, and the overall organization of the chapter <ul style="list-style-type: none"> ○ HINT: Looking for each of these clues can help distinguish important from unimportant information. Often times textbook authors include lots of examples and extra information to aid in understanding. While these are helpful aids it is important to separate the extra details from the main content. 		<p>screen in pop-up window</p> <p>Offline Activities:</p> <ul style="list-style-type: none"> • none
<p>2.5_c – Content Learning/Discovery</p>	<p>1. Student reads text in pop-up window</p>	<p>(Text to Display in Pop-up for Icon #2 – Question Marks)</p> <p>Self-Questioning</p> <p>As you read the information ask yourself questions (mentally) to keep actively engaged as you read through the chapter or online module. Ask yourself questions like:</p> <ul style="list-style-type: none"> • How would you use _____ to _____? • What is a new example of _____? • Explain why _____. • How does _____ affect _____? • What do you think would happen if _____? • What does ____ mean? • Why is _____ important? • How are _____ and _____ similar? • What are strengths and weaknesses of _____? 	<p>2 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Text on screen in pop-up window <p>Offline Activities:</p> <ul style="list-style-type: none"> • none

		<ul style="list-style-type: none"> • What would happen if _____? • How could _____ be used to _____? • How does _____ tie in with _____ that we learned before? <p>It may even be helpful to write down the questions you ask yourself. Ensure that you can answer the question before moving on. If you cannot answer the question you may need to seek extra help or pause and re-read the information using some of the reading techniques mentioned on this slide.</p>		
2.5_d	1. Student reads text in pop-up window	<p>(Text to Display in Pop-up for Icon #3 – “The End”)</p> <p>Creating Summaries</p> <p>After reading a passage (i.e. a chapter in a textbook) summarize the main points in your own words; then check back through the passage to ensure you captured all of the key points.</p> <p>Some tips for developing a summary include:</p> <ul style="list-style-type: none"> • Deleting unnecessary material; • Eliminating redundancy; • Organizing terms and concepts presented into like groups/ categories • Inventing topic sentences/ main idea sentences to summarize the main concepts/ general theme 	2 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Text on screen in pop-up window <p>Offline Activities:</p> <ul style="list-style-type: none"> • none
2.6_a – Content Learning Discovery	1. Student reads text on screen 2. Student accesses layered information by clicking on three different icons each leading to more information	<p>(Text to Display)</p> <p>Re-Organizing the Information</p> <p>After you have read information a useful way to monitor your learning is to re-organize the information by yourself. Re-organizing information requires you to recall and integrate the information learned in new and creative ways. This will improve your understanding of the information and can be a powerful way of monitoring your learning as you continue throughout a course.</p> <p>Three techniques you can employ after reading include: Roll your mouse over each icon to learn more.</p> <p>(Layered Information: Rollover Interactivity – When user rolls mouse over each icon it opens a pop-up with a short explanation of the technique.)</p> <p>(Icon #1 – Picture of Graphic Organizers – i.e. Venn Diagram, Mind Map, etc)</p>	1 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Text on Screen with instructions for layered information access • Layered information access by rolling mouse over icons (three icons presented)

		<p>Graphic Organizers (Icon #2 – Picture of Notebook Pages) Using Your Notes (Icon #3 – Picture of Common Acronyms – S.M.A.R.T. etc) Creating Memory Aids</p>		<ul style="list-style-type: none"> Information for each icon displays in a pop-up window <p>Offline Activities:</p> <ul style="list-style-type: none"> none
<p>2.6_b – Content Learning/Discovery</p>	<p>1. Student reads text in pop-up window</p>	<p>(Text to Display in Pop-up for Icon #1 – Graphic Organizers) Graphic Organizers Graphic organizers are simply a visual way to represent information. There are many kinds of graphic organizers. Each type of graphic organizer is used for a different purpose. This course will address a common graphic organizer that is useful in learning settings.</p> <p>A common graphic organizer is the topic map. (See examples below). You can create a topic map to help organize the information presented in a chapter or through an online course module.</p> <p>Below are two topic maps. Each represents a concept presented in section 1 of this online course. Notice that the main topic is listed in the large main circle and sub-topics are listed in smaller circles. A line connects sub-topics to the main topic showing a relationship between the two ideas.</p> <p>Example 1</p>  <pre> graph TD A((Reasons for Lifelong Learning)) --- B((Globalization)) A --- C((Complex Problems)) A --- D((Information Availability)) </pre> <p>Example 2</p>  <pre> graph LR A((Types of Literacy)) --- B((Functional)) A --- C((Numerical)) A --- D((Social)) </pre>	<p>5 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> Text on screen in pop-up window Graphic examples presented <p>Offline Activities:</p> <ul style="list-style-type: none"> none

		<p>How to create a topic map:</p> <ol style="list-style-type: none"> 1. First, list out the major topics associated with the subject you are studying. 2. Second, identify distinguish the major topics from the sub-topics. 3. Create a visual map with main topics in large circles and sub topics in smaller circles. 4. Draw lines to show the relationship between the main topics and the sub-topics. <p>Topic maps work particularly well when you have a number of main topics that each have sub-topics. A main idea with related ideas can also fit in a topic map.</p> <p>Topic maps are only one kind of graphic organizer. There are numerous ways to represent information visually. If you are interested in learning about more types of graphic organizers consult the following sites:</p> <ul style="list-style-type: none"> • http://en.wikipedia.org/wiki/Graphic_organizers • http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm • http://www.eduplace.com/graphicorganizer/ <p>TIP: Learning to use graphic organizers is essential in today's workplace. Today's professional must be able to clearly articulate and convey ideas and concepts in clever and effective ways. Knowing the types of graphic organizers and their appropriate use extends into your professional career.</p>		
2.6_c – Content	1. Student reads text in	<p>(Text to display in Pop-up #2 – Using Your Notes) Using Your Notes</p>	2 min.	Learning Devices:

<p>Learning/Discovery</p>	<p>pop-up window</p>	<p>Often times individuals take notes during a lecture or online course to help them recall specific facts, figures, and points after the learning session. Taking notes is essential to learning. Here are some key points regarding notes and your learning:</p> <p>Point #1 Copying information or taking verbatim notes is not an effective technique in taking notes!</p> <p>When you take notes it is important to paraphrase. Paraphrasing means that you put the information into your own words and record that information in your notes. If there are specific facts, terminology, or statistics shared then make sure you record those as well. Copying information indicates that you are not really listening or reading. The art of note-taking requires strong listening and/or reading skills.</p> <p>Point #2 To get the most out of your notes review them and revise them after the learning session.</p> <p>Following a lecture or online course it is essential to review your notes. Add in details you left out (if you cannot recall these details with accuracy – consult a friend or check with the professor or textbook). After adding in details look through the notes to see if you can organize the information you recorded into a graphic organizer. This will help you identify main topics and sub-topics which involves really thinking about what you learned.</p> <p>Point #3 Your notes can provide a powerful way to evaluate your learning progress.</p> <p>After reviewing and organizing your notes reflect on what topics you need to spend more time studying. If you find a term or phrase in your notes that you do not understand consult other resources to help you learn more. If there is a particular topic you do not recall with clarity schedule a time to visit with a professor or review the online pages on that topic.</p>		<ul style="list-style-type: none"> ● Text on screen in pop-up window <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none
<p>2.6_d – Content Learning/Discovery</p>	<p>1. Student reads text in pop-up window</p>	<p>(Text to Display in Pop-up #3 – Memory Aids) Memory Aids</p> <p>On some occasions, especially when you are just beginning to study a subject area, you must find a way to recall terminology and basic lists of information with</p>	<p>2 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Text on screen in pop-up

		<p>ease before you can begin the process of learning the big concepts and ideas. In this case you need to find ways to memorize the information presented. Memory aids are appropriate to use when you need to memorize a set of very concrete terms or lists of things.</p> <p>Memory aids are often verbal, such as a poem or special word used to remember a particular sequence of items. Let’s look at two examples:</p> <p><i>Ala is trying to recall the list of planets in the solar system. She reviews the list: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. She uses the first letter of each planet (MVEMJSUN) to come up with a silly phrase to help her remember the entire list: My Very Educated Mother Just Served Us Nachos.</i></p> <p><i>Sam is trying to remember some tips for enhancing classroom learning. The list includes Authority, Tasks, Goals, Evaluation, Recognition and Time Use. To help him remember he rearranges the first letters of each item (A,T,G,E,R,T) to spell TARGET. This makes the list of six items much easier to recall with only one word.</i></p> <p>In the example with Ala the phrase is interesting and memorable. That is the power in using memory aids. The aid you create does not have to make sense. Memory aids rely on novelty to help stimulate recall. In the example with Sam the word created is common and can be committed to memory for use at a later time. Memory aids are a powerful way to help retain learning and information.</p> <p>For more information on memory aids refer to this website: http://en.wikipedia.org/wiki/Mnemonic#Visual_mnemonics</p>		<p>window</p> <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none
<p>2.7 – Content Learning/ Discovery</p>	<p>1. Student reads text on screen and views pictures on screen as visual reinforcement</p>	<p>(Text on Screen with pictures to visually explain the tips).</p> <p>This section has provided several strategies for actively evaluating and monitoring your learning progress. As you begin taking online courses or complete regular teacher-led courses during your university experience it is essential to actively take control of your learning. The following are three closing tips regarding actively evaluating your learning progress:</p> <p>Tip #1 – Talk with Others! Talking about what you are learning with peers, colleagues, and professors is an effective way to evaluate your personal learning. As we articulate our ideas we must interact with the information more deeply, thus we</p>	<p>2 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Text on screen ● Pictures/ Graphics with each tip <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none

		<p>extend our learning.</p> <p>Tip #2 – Go Slowly At First. When you are interacting with new information for the first time it is often helpful to slow down. This may include re-reading sections, completing a part of the online course more than once, or breaking up your study sessions into smaller increments. Going slowly does not mean you are not smart or capable of learning the information. As you become more familiar with the concepts and the way the courses are structured you will find that you can move through a course more quickly.</p> <p>Tip #3 – Review your Learning Goals. When you are doubting your commitment to finishing a course review the learning goals set in planning. They can serve as a source of motivation for what you are doing at the present time. Likewise reviewing your progress on short-term learning goals will help you stay on track for your long-term goals.</p>		
<p>2.8 – Review/ Application of Learning</p>	<p>1. Student reads through practice scenario and responds to question presented below 2. When student has correctly completed all questions a reckoner appears with information directing them to the next screen.</p>	<p>(Practice Exercise: Scenario with Single Correct Option Questions) Read the following scenario and answer the questions provided to test your understanding of the concepts discussed regarding actively evaluating your learning progress.</p> <p>Rajiv is beginning an online course on interpersonal communication. He has never made a presentation in front of an audience before and is quite nervous about the experience. He has established both long-term and short-term learning goals related to this topic area. As he completes the course he finds much of the material to be very new. Rajiv finds that there are a number of concepts presented each with sub-topics. There is also a great deal of terminology to recall from memory. Rajiv finds it helpful to ask questions as he completes each section of the course. By doing so he has to search for answers to those questions which keeps him actively engaged in learning the material. Rajiv also revises his notes using his own words at the end of each session. In the end, Rajiv does very well with the test for the course.</p> <ol style="list-style-type: none"> 1. Imagine you have to give Rajiv advice on strategies for learning the course information. Which of the following tips would most help Rajiv as he approaches a course with completely foreign subject matter? <ol style="list-style-type: none"> a. Stick to a strict schedule as you complete each section b. Slow-down your study schedule to allow time for re-reading each section 	<p>15 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Scenario with Static Character Illustration ● Practice exercise: single correct option – 5 questions on page ● Display reckoner when practice exercises are complete <p>Offline Activities:</p>

		<p>c. Copy down each slide word-for-word into your offline journal d. Drop the course and wait to take it last in your learning sequence</p> <p>(Correct Answer is B. If correct display “Correct”; If incorrect display “Try Again”)</p> <p>2. What type of graphic organizer could Rajiv use to help him organize the concepts and sub-concepts presented in the course?</p> <p>a. Personal Notes b. Topic Map c. Memory Aid d. Summaries</p> <p>(Correct Answer is B. If correct display “Correct; If incorrect display, “Try Again”)</p> <p>3. How can Rajiv best prepare himself to recall the lists of information and key terms from the course on communication?</p> <p>a. Talk to Others b. Review his Learning Goals c. Copy Terms Into Notes d. Create a Memory Aid</p> <p>(Best answer is C. If correct display, “Correct”; If incorrect display, “try Again”)</p> <p>4. Which of the following terms describes the learning technique Rajiv is using when he asks himself questions as he reads the information?</p> <p>a. Self-Questioning b. Creating a Summary c. Skimming the Text d. Taking Personal Notes</p> <p>(Answer is A. If correct display, “Correct”; If incorrect display, “Try Again”)</p> <p>5. The scenario above mentions that Rajiv takes notes using his own words. What term describes putting information presented into your own words?</p> <p>a. Self-Questioning</p>		<p>● none</p>
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		<ul style="list-style-type: none"> b. Note Taking c. Memory Aid d. Paraphrasing <p>(Answer is D. If correct display, “Correct”; If incorrect display, “Try Again”</p> <p>(Display the following text in a reckoner after all questions have been completed correctly) Congratulations. You have demonstrated ability to recognize some of the key learning strategies discussed in this section.</p>		
2.9 – Major Offline Activity/ Reflection	1. Student reads text on screen for instructions. 2. Student completes reflection activity in offline journal	<p>(Text on Screen) Actively planning and monitoring your learning is not something you are born with. It is a skill you can practice and master. The strategies proposed in this section of the module do not represent all of the ways in which you can actively plan for and monitor learning. The goal of this section is to provide you with some relevant strategies for approaching any learning situation. The next step is to put the strategies presented into action as you complete the online courses for the PTLU program.</p> <p>Before beginning the next section of the course take a moment to reflect on this section and complete the following questions in an offline journal.</p> <ol style="list-style-type: none"> 1. What is one long-term learning goal for the PTLU program? 2. What is one short-term learning goal that can help you to accomplish this long-term learning goal? 3. What is one way you plan to use an advance organizer to plan for learning in one of your classes? 4. What are two strategies you plan to practice in actively monitoring your learning throughout the next course you take in the PTLU program? <p>Once you have completed this short reflection you may move on to the third and final section of this module.</p>	1 min (online) 20 min (offline)	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Text on screen <p>Offline Activities:</p> <ul style="list-style-type: none"> ● Offline Journaling Activity
2.10 – Closure Comments for Section and Transition to Section 3	1. Student reads text on screen 2. Student reads story in reckoner with static character as an	<p>(Text on Screen) In this section you learned some ways to respond to the following questions:</p> <ul style="list-style-type: none"> ● What is active learning? ● What are some strategies I can use to help make my learning more active? <p>Active learning is not an activity restricted to schooling. We will remain active learners far beyond our time in school. Consider the following scenario:</p>	3 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Scenario with Static Character Illustration ● Text on screen

	<p>illustration 3. Student prepares for next section</p>	<p>(Scenario in Reckoner with Static Character Graphic as Illustration) Omar works for a multinational information technology firm in Bangladesh. The field of information technology is constantly changing. Omar has found success in the industry. He is constantly researching to find new information about specific technologies which he then markets to clients around the globe. Omar did not learn about each of the products he markets during his time in school. In fact, much of the technology he worked with or learned about in school is now obsolete. However, Omar learned how to plan for learning new information by using cues and advance organizers provided in the literature he is reading. He also became skillful in paraphrasing what he read in his own words. Omar is able to represent information and ideas about the new technologies graphically so that his clients understand what they are purchasing. Though Omar never received direct instruction on the technologies he sells today he is able to quickly and effectively learn the information due to his skills in actively planning for and monitoring learning. Omar demonstrates information literacy and is being rewarded for that skill set with more responsibility, flexibility, and financial rewards from his employer.</p> <p>(Text on Screen) Becoming literate with information involves strong skill in active learning. As you embark on this journey through the PLTU program consider how you can begin practicing the valuable skill set discussed in this section.</p> <p>The next section will address another aspect involved with information literacy. The section will take approximately 60 minutes to complete.</p>		<p>Offline Activities:</p> <ul style="list-style-type: none"> ● none
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Section 3: Using resources and information to solve problems
Course Objective #3: *The learner... Identifies information literacy skills associated with problem solving including locating, evaluating, and organizing resources for addressing real world problems and challenges.*

Screen Number & Objective	Student Experience	Content & Text	Time Allocated	Media & Activities
3.0 – Interest Approach for Section 3	1. Student reads text on screen 2. Student is introduced to Archie. The scenario that begins	<p>(Text on Screen) As mentioned in section one information literacy does not just involve active learning. A second large skill set in information literacy is knowing how to solve problems using information and resources available to us. This occurs often while we are in school and even more often as we depart school. Consider the following scenario about Archie.</p>	2 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Text on Screen ● Reckoner with scenario text

	<p>here will be utilized for application purposes throughout the section.</p>	<p>(Reckoner with Text and Static Character – Archie) Archie works for ACME, a firm that makes educational materials for use in schools, workplace training, and universities around the globe. Recently, Archie’s employer assigned a project to him to design online courses for use in workplace training at a car manufacturing company located in America. The modules are needed to train car sales staff who are located at car dealerships all across America. Archie is not familiar with the car industry, but he did study sales and marketing at his university. His boss wants him to create a short (no more than 5 page) document that profiles the US Car Manufacturing and Sales Industry. Archie is to include trends regarding car sales, workplace training in the car industry, and a profile of the car sales staff who will be using these online courses.</p> <p>To solve this problem Archie will need to utilize information and resources from a number of locations. This section will provide several steps and tips to help Archie, and you, in your endeavors to solve problems using information and resources. Let’s get started.</p>		<p>and picture of static character</p> <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.1_a – Content Learning/ Discovery</p>	<p>1. Student reads text on screen 2. Student accesses a slideshow or flipbook which contains the rest of the content for this section. Flipbook is used to learn the core concepts for this section.</p>	<p>(Reckoner with Learning Question) How do I practice the skills associated with Solving a Problem Using Information and Resources?</p> <p>(Text on Screen) There are four general steps associated with solving problems using information and resources. The following four steps will be addressed in this section of the course.</p> <p>Step 1 – Define the Problem to be Solved Step 2 – Create a Plan Step 3 – Locate and Access the Information Step 4 – Organize the Information</p> <p>We will see how these steps work as Archie, the character you met on the previous page, completes the assignment he was provided.</p> <p>(Access to Layered Information: Slideshow or Flipbook – There are four flipbooks/slideshows outlined. One for each of the four steps above.)</p>	<p>1 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Poster with key question ● Text on screen ● Access to Layered Information <p>Offline Activities:</p> <ul style="list-style-type: none"> ● none

<p>3.1_b – Content Learning/Discovery</p>	<p>1. Student reads information in slideshow sequence</p>	<p>(Slide/Page 1)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Define the problem</p> <p>(Text on Slide) When you are presented with a problem and you need to find additional information to solve the problem there are three essential elements to identify up front.</p> <ul style="list-style-type: none"> • Type of Problem • The Givens • The Goal/ Outcome 	<p>1 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #1 in show • Display text on slide • Display reckoner on slide <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
<p>3.1_c – Content Learning/Discovery</p>	<p>1. Student reads information in slideshow sequence</p>	<p>(Slide/ Page 2)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Define the Problem</p> <p>(Text on Slide) <u>Types of Problems</u> The type of problems, or questions, we encounter in real-life can generally be categorized into well-defined problems and ill-defined problems.</p> <p><u>Well Defined Problems</u> Well defined problems generally can be answered by consulting one key source. Answers tend to be correct or incorrect and are objective in nature.</p> <p>For example: A computation problem in mathematics.</p> <p><u>Ill Defined Problems</u> Ill defined problems generally are not answered by consulting only one key source. Answers tend to require more time and careful thought.</p> <p>For example: What is the most efficient way to increase crop yields?</p>	<p>1 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #2 in show • Display text on slide • Display reckoner on slide <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
<p>3.1_d – Content Learning/Discovery</p>	<p>1. Student reads information in slideshow</p>	<p>(Slide/ Page 3)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Define the Problem</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #3 in show

		<p>(Text on Page) <u>The Goal</u> The goal is the desired outcome or solution we wish for in solving the problem at hand</p> <p>There are a number of purposes for which we may need information to solve a problem or provide a solution to someone else. The purpose for which you are searching determines the type of source you need to seek out. A few include:</p> <ul style="list-style-type: none"> • To support an argument we are making – i.e. in writing a research report or paper we may need to find evidence that supports our particular position • To answer a specific work-related question – i.e. a client asks us a question regarding how to use a product they have recently purchased we need to find the information they desire among the resources available regarding that product • To learn more about a particular topic – i.e. you are learning about financing in a college course so you go to some websites to learn more about financing options in the banking industry 		<ul style="list-style-type: none"> • Display text on slide • Display reckoner on slide <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
<p>3.1_e – Content Learning/Discovery</p>	<p>1. Student reads information on slide</p>	<p>(Slide/ Page 4)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Define the Problem</p> <p>(Text on Page) <u>The Givens</u> The givens are the things we know about the problem without having to do any research.</p> <p>There are a few common sources for givens:</p> <ul style="list-style-type: none"> • Givens may come from prior knowledge on a topic • Givens may also be provided to us when we set out to solve a problem <p>Generally well-defined problems provide us with all of the givens we need to know up front. These are problems you may encounter in classes for practice. Rarely in the real world will you be provided all of the givens.</p>	<p>1 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #4 in show • Display text on slide • Display reckoner on slide • Control to leave first slideshow and return to main pages <p>Offline Activities:</p> <ul style="list-style-type: none"> • None

		<p>Generally ill-defined problems do not provide all of the given information needed to solve the problem up front. These tend to be more real-world in nature.</p> <p>(Exit from First Slideshow to Main Pages)</p>		
3.2– Application of Learning	1. Student completes first of three questions in a practice exercise that uses the scenario this section started out with	<p>(Practice Exercise: Multiple Questions: Single Correct Option)</p> <p>(Scenario Text with Character Named Archie) Answer the following three questions using the information about Archie's problem to solve. Recall from earlier, this is Archie's situation:</p> <p><i>“Archie works for ACME, a firm that makes educational materials for use in schools, workplace training, and universities around the globe. Recently, Archie’s employer assigned a project to him to design online courses for use in workplace training at a car manufacturing company located in America. The modules are needed to train car sales staff who are located at car dealerships all across America. Archie is not familiar with the car industry, but he did study sales and marketing at his university. His boss wants him to create a short (no more than 5 page) document that profiles the US Car Manufacturing and Sales Industry. Archie is to include trends regarding car sales, workplace training in the car industry, and a profile of the car sales staff who will be using these online courses.”</i></p> <p>Question #1 Let’s use what we learned about defining a problem to help Archie get started with solving this problem using information and resources available. What type of problem is it that Archie has been assigned to solve: (Choose one of the following)</p> <ul style="list-style-type: none"> • Ill-defined problem • Well-defined problem <p>(Correct choice is Ill-defined problem, when chosen display the following text) Correct! This is a ill defined problem because the answer is not there is not just one correct answer to the issue presented. Archie will have to utilize multiple resources to solve this problem. Let’s Continue!</p>	3 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Practice Exercise: Single Correct Option • Scenario with static character <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
3.3 – Application of	1. Student completes second	<p>(Practice Exercise: Single Correct Option) Question #2</p>	1 min	<p>Learning Devices:</p>

<p>Learning</p>	<p>question in practice exercise</p>	<p>Now that Archie has defined the type of problem let's consider what the goal/ outcome is for this particular problem. Which of the following is the best summary of Archie's goal/ outcome for the problem his boss presented:</p> <ul style="list-style-type: none"> A. Research the car sales industry in general and make a general presentation about trends that are important to know B. Prepare a summary report about car sales in America including trends for car sales, workplace training, and profiles for car sales staff C. Prepare a report about workplace training and employee retention for car sales staff in North America D. Research American car sales including trends, training, and people involved <p>(B is the Correct Choice, when chosen display the following text) Correct! You caught some important details. Archie's goal is not just to research the trends in sales, training and people involved he is supposed to prepare a document that summarizes trends in each of those areas)</p>		<ul style="list-style-type: none"> ● Practice Exercise: Single Correct Option <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.4 – Application of Learning</p>	<p>1. Student completes practice exercise</p>	<p>(Practice Exercise: Single Correct Option)</p> <p>Question #3 The final part of defining the problem is to consider the givens. Recall that these are the items that are known at the beginning of the problem. They provide us important information about how we need to go about solving the problem. Which of the following is an example of a given that we know at this point:</p> <ul style="list-style-type: none"> A. We know how car sales staff in America performs at work B. We know what trends there are in car sales in America C. We know how car sales staff in America is currently trained D. We know that we need a short summary document that has information about sales staff, trends and workplace training <p>(D is the correct choice, when chosen display the following text) Correct! We currently don't know anything about the first three options. We do know that we need a report that has information about them. Although it was not listed in the original scenario we also would typically know a due date for the report. However this example did not provide that information. Right now, our only true given regarding the problem is the nature of the</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Practice Exercise: Single Correct Option <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None

<p>3.5 – Content/ Learning Discovery</p>	<p>1. Student reads text on screen 2. Student accesses slideshow #2 to continue learning about the steps addressed in this section</p>	<p>report that Archie is expected to produce.</p> <p>(Text on Screen) Congratulations! You have defined the problem.</p> <p>We will continue to follow Archie as he works on this project throughout this section. For now we have clearly defined the problem to be solved:</p> <p>In summary, Archie was presented with an ill-defined problem where his goal is to produce a short (no more than 5 pages) summary report about car sales in America including trends for car sales, workplace training, and profiles for car sales staff. We know the length of the document and Archie has also determined that the document is due within a month.</p> <p>Defining the problem is an essential step to beginning to use information to solve issues presented to us in real life. Often times we have to sort through details, but when we consider the type of problem, the goal we must achieve, and the details provided we can more clearly structure our search for information. The next step is to create a plan for finding the information needed.</p> <p>Step 1 – Define the Problem to be Solved Step 2 – Create a Plan Step 3 – Locate and Access the Information Step 4 – Organize the Information</p> <p>Let’s take a look at what is involved with this step before revisiting Archie as he continues his efforts.</p> <p>(Access to Slideshow #2 with Linear Information)</p>	<p>2 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Display text on slide ● Display reckoner on slide ● Link to access slideshow #2 <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.5_a – Content Learning/ Discovery</p>	<p>1. Student reads information in slideshow</p>	<p>(Slide/ Page 1)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Create a Plan</p> <p>(Text on Screen) Once you have defined the problem (type, goal, givens) it is time to create a plan that will ensure you find the information needed to address the problem or question presented. There are three general steps in creating a</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Slide #1 in show ● Display text on slide ● Display reckoner on

		<p>plan:</p> <ul style="list-style-type: none"> • Identify potential sources • Identify topics and keywords • Create a timeline 		<p>slide</p> <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
3.5_b – Content Learning/Discovery	1. student reads information in slideshow	<p>(Slide/ Page 2)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Create a Plan</p> <p><u>Identify Potential Sources</u> Identify potential sources that may be able to provide the information desired to solve the problem.</p> <p>Potential sources include:</p> <ul style="list-style-type: none"> • Search engines in the internet (i.e. google.com, scholar.google.com, ask.com, etc) • Libraries • Interviews with sources of authority on a particular topic • Surveys to collect information/ data • Experiments • Museums • Books • Online knowledge banks • Websites • Newspapers <p>To begin, make a list of potential sources for the specific question or information searching objective. After you have constructed a list of potential sources, then narrow the list to one to two to begin the search.</p>	2 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #2 in show • Display text on slide • Display reckoner on slide <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
3.5_c – Content Learning/Discovery	1. Student reads information in slideshow	<p>(Slide/ Page 3)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Create a Plan</p> <p>(Text on Screen) <u>Identify Potential Topics</u> Identify potential topics and keywords to help guide the research related to the goal or original question.</p>	2 min	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #3 in show • Display text on slide • Display two reckoners side-by-side

		<p>(Text in Reckoner: Poster #1) Searching Online If you are using an online search engine, reference books (i.e. encyclopedias, etc), online library databases, museums, or newspapers: Step 1 - Create a list of topics related to the research objective or question asked Step 2 - Identify two or three topics to begin the search Step 3 - List out keywords associated with those topics</p> <ul style="list-style-type: none"> • Keywords may include: author names, dates of publication, common terms used in the particular topic area • Utilize a thesaurus or Word processor with a thesaurus to identify synonyms for the keywords you identify <p>(Text in Reckoner: Poster #2) Collecting Information From Surveys or Interviews If you are conducting a survey or interview to collect information Step 1 - Create a list of topics related to the objective or question asked Step 2 - Identify a set of questions to ask to help gather the information needed to answer the question Step 3 - Determine a plan of action.</p> <ul style="list-style-type: none"> • When will you interview the people selected? • How will you approach those selected? • When will you administer the survey? • How will you get permission to use the results? <p>(Text in Reckoner: Tip) Tip – informal interviews with an expert (i.e. professor, co-worker etc) and online search engines are an excellent way to create an initial list of topics to research – if you are stuck on this step start with one of these two items to see if you can find other topics/ keywords to investigate.</p>		<p>with information</p> <ul style="list-style-type: none"> • Display reckoner with tip <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
<p>3.5_d – Content Learning/ Discovery</p>	<p>1. Student reads information in slideshow</p>	<p>(Slide/ Page 4)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Create a Plan</p> <p>(Text on Screen) Create a Timeline</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #4 in show • Display text on slide • Display

		<p>After you have identified sources and topics to research, it is time to create a timeline for your search. This involves two steps:</p> <p>Step 1 – Identify an order for consulting the resources you’ve identified Step 2 - Set deadlines for obtaining the information (if you have an extended period of time to search for the information)</p> <p>(Reckoner: Tip Poster) Tip #1 – Usually an online search engine is the best source to begin with. (i.e. Google or Google Scholar)</p> <p>Tip #2 - Find a place to write down additional keywords/ topics you find as you conduct your search. This will help you refine what it is you are looking for.</p> <p>(End slideshow #2 and go back to main screen)</p>		<p>reckoner on slide</p> <ul style="list-style-type: none"> ● Display reckoner with tip on slide ● Control for student to close slideshow and return to main screens <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.6 – Application of Learning</p>	<p>1. Student completes practice exercise – matching items from one column to the other column</p>	<p>(Scenario with Matching Exercise: Single Correct Option) (Display Static Character for Archie) Before Archie begins his search he knows that he must do the following three tasks to create a plan for finding the information. Match the steps in the right column with the appropriate step number in the left column to help Archie identify the appropriate order for planning his research strategy:</p> <p>(Left Column) Step 1 (Correct answer is Potential Sources) Step 2 (Correct answer is Topics and Keywords) Step 3 (Correct Answer is Creating a Timeline)</p> <p>(Right Column) Creating a Timeline Identifying Potential Sources Identifying Topics and Keywords</p>	<p>3 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Practice exercise: matching – single correct ● Display text on slide ● Display static character from scenario <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.6 – Application of Learning</p>	<p>1. Student reads text and contemplates Archie’s situation as a review of this information.</p>	<p>(Text to Display with Static Character - Archie)</p> <p>Congratulations! You correctly ordered the three steps for Archie. Based upon your advice Archie is now ready to create his plan for finding information on the American Car Sales Industry. He begins by identifying</p>	<p>2 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Display text on slide ● Display static character

		<p>potential sources for his search. He determines that the following sources will likely help him the most:</p> <ul style="list-style-type: none"> • Interviews with a small group of sales staff at several car dealerships located in America • Interviews with the workforce training staff at the car company headquarters • An internet search for American Car Industry Trends <p>Next Archie identifies some topics and keywords to utilize. He does a quick search on the internet to get some ideas. He identifies the following topics and keywords:</p> <p style="padding-left: 40px;">Topic #1 – Car Sales Trends Keywords: New Cars, Used Cars, Car Loans, Financing, Leasing, Down Payments, Dealerships, Car Features, Safety</p> <p style="padding-left: 40px;">Topic #2 – Workforce Training Keywords: Sales Training, Sales Approach, Closing a Sale, Customer Service, Dealership Sales</p> <p>Finally, Archie creates a timeline for his search. He knows his report is due in one month so he creates the following due dates to help stay on track for completing the project:</p> <ul style="list-style-type: none"> • Week 1 – Internet Search using Topics and Key Words • Week 2 – Interviews with Company Workforce Training Staff • Week 3 – Interviews with Dealership Sales Staff • Week 4 – Writing the Final Summary <p>Archie recognizes that his timeline will need more specifics, but for not it provides him with a general idea about how he will accomplish this big task by the due date provided.</p> <p>Let’s revisit our next step in this process – locating and accessing the information. We will return to see how Archie is handling this process at a later time.</p> <p>Step 1 – Define the Problem to be Solved Step 2 – Create a Plan Step 3 – Locate and Access the Information Step 4 – Organize the Information</p>		<p>along with scenario text</p> <ul style="list-style-type: none"> • Access to slideshow #3 <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
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<p>3.7_a – Content Leaning/ Discovery</p>	<p>1. Student reads text on slide</p>	<p>(Access to Slideshow #3) (Slide/ Page 1) (Reckoner to Identify the Step This Information is Associated With) Locate and Access the Information</p> <p>(Text on Screen) So far you have</p> <ul style="list-style-type: none"> • Defined the Problem (Type, Givens, Goal) • Created a Plan to Find the Information (Sources, Topics, Timeline) <p>Now it is time to locate and access the information using the plan you created.</p> <p>As you begin searching you will want to go slowly and take your time. You will find that there is an abundance of information. It may feel a little overwhelming at first, but use the following tips to help make it seem less daunting.</p> <p>Don't expect to find all the information needed in one sitting (unless your question is fairly narrow and requires a straightforward answer). Often times as you do research a particular question you'll find that multiple searches involving MORE than one resource are necessary to get adequate and unbiased information</p> <p>There are several tips to keep in mind when locating and accessing information.</p> <ul style="list-style-type: none"> • Track the Information • Start with Summaries • Refine Your Plan as You Proceed • Evaluate Your Information Sources 	<p>2 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #1 in show • Display text on slide • Display reckoner on slide <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
<p>3.7_b – Content Learning/ Discovery</p>	<p>1. Student reads information on slide</p>	<p>(Slide/ Page 2) (Reckoner to Identify the Step This Information is Associated With) Locate and Access the Information</p> <p>(Text on Screen) Tip#1 – Track the Information</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #2 in show • Display text on slide • Display

		<p>As you first locate information that relates to your question try not focus on reading the information in detail. Instead focus on locating the appropriate information sources and creating a list (or table) of sources to consult at a later time. You will easily delay your search efforts if you get too involved with the information. Instead find a place to track the information.</p> <p>Some examples of techniques for tracking information include:</p> <ul style="list-style-type: none"> • Creating a list of websites to research further on a notepad or word processor • Creating a list of book chapters or journal articles to read in full • Identifying a list of experts to interview or consult on the topic at a later time 		<p>reconer on slide</p> <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
<p>3.7_c – Content Learning/Discovery</p>	<p>1. Student reads information on slide</p>	<p>(Slide/ Page 3)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Locate and Access the Information</p> <p>(Text on Screen) Tip #2 – Start with the Summary Instead of reading the information in detail utilize elements of the document that provide summaries of the information contained before determining whether or not to read the entire document. Some common places to find summaries of information include:</p> <ul style="list-style-type: none"> • Abstracts - if you are consulting a journal article to ensure the information you desire is contained in the text to follow • Introductory Paragraphs and Tables of Links – if you are consulting a webpage the page should have some short introductory paragraph to help you determine if you are in the right place (also look at the links available on the page for a quick scan to see if there are better places on to be looking on a particular website) • Expert’s Vitae or Resume – these are usually available online at the expert’s personal/professional website. Review some of the topics the person has published on or what their research interests are prior to determining if they are worthy of contacting for more information. • Table of Contents or Book Index – look to see if the topics/ keywords related to the research question are identified in the index or Table of Contents prior to reading the book 	<p>2 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #3 in show • Display text on slide • Display reconer on slide <p>Offline Activities:</p> <ul style="list-style-type: none"> • None

<p>3.7_d – Content Learning/ Discovery</p>	<p>1. Student reads information on slide</p>	<p>(Slide/ Page 4) (Reckoner to Identify the Step This Information is Associated With) Locate and Access the Information</p> <p>(Text on Screen) Tip #3 – Refine Your Plan as You Proceed</p> <p>As you continue your search through the available sources you will likely find new keywords to include in your topic. If a keyword is repeated consistently it might be an indicator to include that keyword in your future searches. You will want to adjust and refine your searches as you proceed.</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Slide #4 in show ● Display text on slide ● Display reckoner on slide <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.7_e – Content Learning/ Discovery</p>	<p>1. Student reads information on slide</p>	<p>(Slideshow/ Page 5) (Reckoner to Identify the Step This Information is Associated With) Locate and Access the Information</p> <p>(Text on Screen) Tip #4 – Evaluate Your Information Source All online websites are not created equally! Watch for the suffixes attached to the website you are using. The following is a listing of the types of websites. This may help you determine if the site is actually an authority on the topic or a potentially biased source of information:</p> <ul style="list-style-type: none"> ● .com – a commercial website ● .edu – a college or university ● .gov – a government website ● .org – an organization ● .net – a community network or internet service provider <p>You cannot be assured of the quality of information on any site, education and government sites tend to have authoritative and trustworthy information.</p> <p>(End Slideshow #3)</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Slide #5 in show ● Display text on slide ● Display reckoner on slide ● Control for student to exit slideshow <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.8 – Application of Learning</p>	<p>1. Student completes practice exercise question</p>	<p>(Practice Exercise: Scenario with Static Character – Archie) Archie is starting to locate some of his information for the report he must</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Display text

		<p>create. During his first week he finds that there is a lot of information available on the internet. He starts to read everything he finds. The search process begins to take a long time and he is becoming frustrated at the amount of information he has available to go through.</p> <p>Which of the following tips discussed on locating and accessing information might help Archie the most in this situation?</p> <ul style="list-style-type: none"> A. Evaluating the credibility of the information sources he found B. Refining his search plan and finding more information to continue reading C. Tracking the information using a system he has created D. Reading the summaries first and identifying sources to come back to later <p>(Correct answer is D. When correct display the following text) Correct! Since Archie is becoming frustrated with all the information he should stick to reading the summaries, identifying the best information sources to read in full, and then come back to those sources later.</p>		<p>on screen</p> <ul style="list-style-type: none"> ● Display static character for scenario ● Display questions and options ● Display text when correct answer is achieved <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.9 – Application of Learning</p>	<p>1. Student completes practice exercise question</p>	<p>(Practice Exercise: Scenario with Static Character – Archie – and single response question)</p> <p>Now that Archie is reading the summaries he is finding that it is difficult to remember which sources he wants to come back to. After he reads the summary he moves on to a new resource to find more information.</p> <p>Which of the following might be the best idea to help Archie remember the sources he finds so that he can come back to them at a later time?</p> <ul style="list-style-type: none"> A. Create a document that has a table in it showing the resource name and the information he found at that particular website B. Refine his search topics by creating more topics to get more coverage of the subject C. Evaluate the credibility of the sources he has available <p>(Correct answer is A. When correct display the following text) Correct! Since Archie is having trouble remembering where he found the best information he needs to find a way to record that information so that he can easily come back when he is ready to really read and learn.</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Display text on screen ● Display static character for scenario ● Display questions and options ● Display text when correct answer is achieved <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.10 – Application of</p>	<p>1. Student completes practice</p>	<p>(Practice Exercise: Scenario with Static Character – Archie – and</p>	<p>2 min</p>	<p>Learning Devices:</p>

<p>Learning</p>	<p>exercise question</p>	<p>single response question) Since beginning the search for information Archie has found that some sources seem to share different statistics about the car sales industry. Archie is not sure which source has the most accurate information. He notices that the sites he visits have different characters at the end of the site. Based upon what you know which of the following site suffixes will likely have the most trusted information or statistics: A. .com B. .gov C. .lms D. .ocr</p> <p>(Correct answer is B. When correct, display the following text) Correct! Government websites typically have a strong review process for publishing information. However, they too can have some problems. Commercial sites (.com) are usually owned by a commercial group who may have interests to publish information that is biased in their favor. Archie should verify the information he finds with multiple sources before stating anything as fact.</p>		<ul style="list-style-type: none"> ● Display text on screen ● Display static character for scenario ● Display questions and options ● Display text when correct answer is achieved <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.11 – Content Learning/ Discovery</p>	<p>1. Student reads text on screen 2. Student accesses fourth slideshow to learn about fourth step in the process</p>	<p>(Text on Screen) Let’s revisit the final step in the information search process – organizing the information. After that we will revisit Archie as he completes his project for work. This time we will look at step four in detail:</p> <p>Step 1 – Define the Problem to be Solved Step 2 – Create a Plan Step 3 – Locate and Access the Information Step 4 – Organize the Information</p> <p>(Access to Slideshow #4)</p>	<p>1 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Display text on screen ● Display Link to next slideshow <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>3.12_a – Content/ Learning Discovery</p>	<p>1. Student reads information on slide</p>	<p>(Slideshow/ Page 1)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Organize the Information</p> <p>(Text on Screen) Once you have located the information necessary you can then begin to review the information and organize it into a format that is appropriate to share given your purpose for conducting the research.</p>	<p>1 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Slide #1 in show ● Display text on screen ● Display Reckoner poster

		<p>For example, when an employer asks for you to conduct a search on a particular topic it may be most useful to put your findings into an outline format. For a school project you may need to report your findings in a formal paper using the instructions provided by your professor. The format you need to use depends upon the goal/ objective you originally set out to achieve.</p>		<p>Offline Activities:</p> <ul style="list-style-type: none"> • None
3.12_b – Content Learning/ Discovery	1. Student reads information on slide	<p>(Slideshow/ Page 2)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Organize the Information</p> <p>(Text on Screen) Reviewing Documents From Your Search</p> <p>Tip #1 – Begin with the Most Recently Published Information</p> <ul style="list-style-type: none"> • Often times the information published many years ago has been subjected to further research. New evidence may mean that what we knew several years ago is no longer the case. • Starting with newer information ensures we have the most current information available on a topic as we begin to formulate a summary that answers the question we started with. <p>Tip #2 – Skim the Article First</p> <ul style="list-style-type: none"> • Before reading an entire article or book skim the table of contents or headings to identify sections that are most related to the question 	2 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #2 in show • Display text on screen • Display Reckoner poster <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
3.12_c – Content Learning/ Discovery	1. Student reads information on slide	<p>(Slideshow/ Page 3)</p> <p>(Reckoner to Identify the Step This Information is Associated With) Organize the Information</p> <p>(Text on Screen) Recording Information to Use in a Report</p> <p>Tip #1 – Make Notes</p> <ul style="list-style-type: none"> • Make notes, either on file cards, or in a word processing program that can be accessed easily for later synthesis of what you’ve learned from the research effort 	2 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Slide #3 in show • Display text on screen • Display Reckoner poster <p>Offline Activities:</p>

		<p>Tip #2 – Track Your References</p> <ul style="list-style-type: none"> Keep track of your references/ sources using an appropriate style (i.e. in the United States if you are writing for a published journal in the social sciences you use the APA – American Psychological Association - style to cite sources). Check with a professor in your field of study to find out the most appropriate style for citing your sources when communicating information back to an audience. <p>Tip #3 – Avoid Plagiarism</p> <ul style="list-style-type: none"> Plagiarism means that you have copied information or ideas from another source and presented them as if they were your own. In many institutions of higher education this is grounds for immediate dismissal. To avoid plagiarism you should indicate direct quotes as you take them from the sources. 		<ul style="list-style-type: none"> None
<p>3.12_d – Content Learning Discovery</p>	<p>1. Student reads slide information</p>	<p>(Slideshow/ Page 4) (Reckoner to Identify the Step This Information is Associated With) Organize the Information</p> <p>(Text on Screen) Evaluate the Information You Have</p> <p>Tip #1 – Evaluate the Information As you evaluate the information for reliability (how much can you trust this source to be accurate information) and validity (how related is this information to the question at hand) there are several factors to consider</p> <ul style="list-style-type: none"> Authority – who is providing the information? Is this source the group who produced the information originally or are they reporting on someone else’s work? Generally you will want to find information from a primary authority on the particular topic. This means you are looking for the actual source who produced the information to begin with. Timeliness – when was the information published? Is this current information or have new findings replaced this information? Generally you want the most current information. Although it is helpful to provide past information to ensure you put the current data into perspective. 	<p>2 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> Slide #4 in show Display text on screen Display Reckoner poster <p>Offline Activities:</p> <ul style="list-style-type: none"> None

		<ul style="list-style-type: none"> Point of View and Bias – does the information provided represent one of many points of view on the information or is this topic narrow enough to have a clear cut answer. Recognize that most topics have multiple points of view and each point of view may present slightly biased information in favor of their point of view. This may complicate our search for information. However, generally reputable sources will present both sides of an issue and then provide evidence that supports their point of view. Avoid sources that present only one side of the topic and speak as though everything they share is an absolute truth. <p>Tip #2 – Identify Gaps in the Information You Have After reviewing an initial set of resources identify gaps in the information by reviewing the notes you’ve acquired and the question you started with.</p> <ul style="list-style-type: none"> As you become more expert in a particular topic area you will become better at recognizing when you have sufficient information to answer the question at hand. As you begin it is helpful to review the topics and keywords you started with. If the sources you have identified only represent one of the topics you began with you may need to conduct a search through sources related to the other topics identified to see if new information surfaces. 		
<p>3.12_e – Content Learning/ Discovery</p>	<p>1. Student reads slide to learn information</p>	<p>(Slideshow/ Page 5) (Reckoner to Identify the Step This Information is Associated With) Organize the Information</p> <p>(Text on Screen) Organize the Information for Presentation Organizing the information into a format that is appropriate for responding to the question asked is the last step.</p> <p>Example Ways to Organize the Information Found:</p> <ul style="list-style-type: none"> Outline of the information found to present to a client or professor A research paper complete with arguments and supporting evidence surfaced during the information search An e-mail or phone call responding to a customer question <p>(Reckoner: Tip Poster) Tip – Make sure you cite all sources when reporting information back to</p>	<p>1 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> Slide #5 in show Display text on screen Display Reckoner poster Control for student to return to main page from slideshow <p>Offline Activities:</p>

		<p>the audience.</p> <p>(End Slideshow #4)</p>		<ul style="list-style-type: none"> • None
<p>3.13 – Application of Learning</p>	<p>1. Student completes practice exercise question</p>	<p>(Practice Exercise: Scenario with Static Character and Single Correct Option Question) Archie uses the information from his search on the internet and through his local universities resources to summarize the American car sales industry. His interviews were very helpful in identifying trends in workplace training as well as a profile for the car sale staff that will take the online modules. He has chosen to represent the information in both an outline (1 page summary) and a short summary paper that is about 3 pages in length. This meets his supervisors expectations.</p> <p>As Archie begins to organize the information he has available which of the following tips would help him avoid the danger of plagiarizing information?</p> <ul style="list-style-type: none"> A. Evaluating the information he has B. Looking for gaps in his information and conducting a secondary search C. Ensuring that direct quotes are recorded properly and the source is cited D. Creating an electronic presentation <p>(Correct Answer is C. When correct display the following text) Correct! Plagiarism deals with representing information from others as your own ideas and thoughts. It is best to paraphrase comments in your own words or to use direct quotes when pulling information from another source. For this project it will be important that Archie explains what sources he obtained his information from so that colleagues can revisit those places to review the original source as they work on the project too.</p>	<p>2 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Display text on screen • Display static character • Display practice exercise with single correct option <p>Offline Activities:</p> <ul style="list-style-type: none"> • None
<p>3.14 – Review of Learning</p>	<p>1. Student reads text on slide 2. Student may access any of the four slideshows/flipbooks on the four steps discussed for review</p>	<p>(Text on Slide) Archie presents the report to his boss and to his team of colleagues at the end of the month. Everyone is impressed at the quality of the report he presented. It is thorough and will be a valuable resource as the team works to produce the electronic learning materials.</p> <p>Archie’s success is in part due to his demonstration of information literacy. This section has presented four steps associated with solving problems with information and resources. Besides actively learning information we</p>	<p>1 min.</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Display text on screen • Links to Slideshows/ Flipbooks used throughout section

		<p>must also be able to locate and utilize information to solve real-world problems. Information literate employees, like Archie, will be highly rewarded for practicing the skills outlined in this section:</p> <ul style="list-style-type: none"> • Step 1 - Defining the problem • Creating a plan for finding the information • Locating and accessing the information • Organizing, synthesizing and reporting the information <p>Take a moment to review any of the four steps outlined in this section on solving problems using information and resources. Click on the links above to access the book with information to review.</p> <p>(Make bulleted items above links back to each of the four slideshows on this page so that they can review them).</p>		<p>Offline Activities:</p> <ul style="list-style-type: none"> • None
<p>3.15 – Offline Application and Closure to Section</p>	<p>1. Student reads instructions for reflection and completes offline assignment 2. Student reads instructions for completing the course review</p>	<p>(Reckoner: Instructions for Reflection) Offline Journal Reflection How will you approach solving problems with information and resources? Take a moment to outline what you recall about using the four steps in your offline journal. As you consider each of the four steps try to list out the tips shared. Here are the four steps addressed in this section:</p> <ul style="list-style-type: none"> • Defining the problem • Creating a plan for finding the information • Locating and accessing the information • Organizing, synthesizing and reporting the information <p>Try to think of a current project you have, or a project you know is coming soon, where you can use this process to solve the problem using information and resources.</p> <p>(Text on Screen) Congratulations on completing the third and final section of this course on learning to learn. The final part of this course provides a review of the concepts addressed throughout all three sections. It will take approximately 10 minutes to complete.</p>	<p>1 min (online) 10 min (offline)</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> • Display text on screen • Display Reckoner poster <p>Offline Activities:</p> <ul style="list-style-type: none"> • Offline journaling activity

Course Review				
4.0_a – Course	1. Student reads text at top	(Text to Display)	Time Varies	Learning Devices:

<p>Review</p>	<p>of page. The text sets up the page as a review exercise. 2. Student responds by clicking on the icons provided to link to a brief review screen showing key information from that particular section of the course.</p>	<p>Congratulations! You have reached the end of the first course – Learning to Learn. This page is provided as a brief overview of the concepts presented in the course.</p> <p>Take a moment to review the concepts using the icons presented below.</p> <p>(Layered Information: Random Access Interactivity – Click and Learn)</p> <p>(Show icons as links to the learning information on the page as follows)</p> <p>(Icon1 = Show some Pictures used in Section 1) (Text to Display below Icon1) Becoming a Lifelong Learner</p> <p>(Icon2 = Image of Anwar and Ahmed – Characters from Section 2) (Text to Display below Icon2) Active Learning Strategies</p> <p>(Icon3= Image of Archie – Character from Section 3) (Text to Display below Icon3) Solving Problems with Information and Resources</p>		<ul style="list-style-type: none"> ● Display text on screen ● Display 3 icons for layered information review activity ● Display text associated with each icon below the icon as a label <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
<p>4.0_b – Course Review</p>	<p>1. Student clicked on Icon 1 and a pop-up displayed with information to read 2. Student reads text for a brief review of Section 1</p>	<p>(Text to Display when Student Clicks On Icon1)</p> <p>Becoming a Lifelong Learner</p> <ul style="list-style-type: none"> ● Lifelong learning is essential to the effective workplace and benefits our own personal lives ● The need for individuals with strong skills in working with information is driven by three factors: <ul style="list-style-type: none"> ○ Globalization ○ Increased Complexity in Problems ○ Increased Information Availability ● Individuals who are literate with information will likely receive benefits in the workplace ● Information literacy involves the location, evaluation and use of information to solve real- 	<p>2 min</p>	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Display text in pop-up screen <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None

		world problems		
4.0_c – Course Review	1. Student clicked on Icon 2 and a pop-up displayed with information to review 2. Student reviews information in pop-up screen.	<p>(Text to Display when Student Clicks on Icon2)</p> <p>Active Learning Strategies</p> <ul style="list-style-type: none"> • Active learning is one aspect of being literate with information • Active learning involves: <ul style="list-style-type: none"> ○ Planning for Learning ○ Monitoring Learning • Strategies related to planning for learning include <ul style="list-style-type: none"> ○ Using advance organizers to preview information prior to learning ○ Setting Learning Goals • Strategies related to monitoring learning include <ul style="list-style-type: none"> ○ Developing Summaries ○ Creating Graphic Organizers ○ Self-Questioning ○ Talking to Others and Seeking Help 	2 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Display text on screen <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
8.8_d – Course Review	1. Student clicked on Icon 3 and a pop-up displayed with information to review. 2. Student reviews information in pop-up screen	<p>(Text to Display when Student Clicks on Icon3)</p> <p>Solving Problems with Information and Resources</p> <ul style="list-style-type: none"> • A second aspect of becoming literate with information involves using information to solve problems • There are four steps in using information to solve problems and answer questions <ul style="list-style-type: none"> ○ Step 1 - Defining the problem ○ Step 2 - Creating a plan for finding the information ○ Step 3 - Locating and accessing the information ○ Step 4 - Organizing, synthesizing and reporting the information 	2 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Display text in pop-up screen <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None
8.9 – Closing Comments Regarding Course	1. Student reads text on screen	<p>(Text on Screen)</p> <p>Congratulations you have completed the course on Learning to Learn!</p> <p>The ability to learn and to think is not reserved for a select few. Rather, anyone may actively take control of their</p>	1 min.	<p>Learning Devices:</p> <ul style="list-style-type: none"> ● Display text on screen <p>Offline Activities:</p> <ul style="list-style-type: none"> ● None

		<p>learning by practicing a few simple skills. Now, more than ever before learning how to work effectively and efficiently with information is an essential trait for successful and meaningful careers and personal lives.</p> <p>Take advantage of the opportunity you have through the PTLU program and practice the skills outlined in this course. Through learning we explore and are able to change ourselves for the better. Learning truly is a gift. Perhaps, Edward L. Thonrdike (1931) summarized the it best in his quote, <i>“Man’s power to change himself, that is, to learn, is perhaps the most impressive thing about him.</i></p>		
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