

La pagination du présent programme du cours «**GTG-235 The Learning Plan and Personal Skills**» est faite pour tenir compte de la pagination de l'ensemble des programmes de Développement personnel et social que nous vous ferons parvenir dans quelque temps.

ML/tg
24 novembre 1992

SECTION V: ORGANIZATION OF LEARNING

COURSE: The Learning Plan and Personal Skills

CODE: GTG-235

SECTION V: ORGANIZATION OF LEARNING

**GENERAL OBJECTIVE
OF SECTION V:**

To make more effective use of their own resources and those of their educational milieu in order to achieve their educational goals.

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CONTEXT

Adults develop a personal learning plan to achieve some of their aspirations. In order to carry out their learning plan, however, they must come to terms with the requirements and constraints of their learning environment.

Because of the often vague nature of their aspirations and the requirements and constraints imposed by their learning environment, adult students may feel unsure about their chances of achieving their learning goals. It is therefore important for adult students to develop a positive, confident attitude about their ability to carry out their learning plan.

This course helps adult students achieve this objective. It is aimed more particularly at helping them recognize their ability to make effective use of their personal resources and other available resources so that they can accomplish the objectives of their learning plan.

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| TARGET STUDENTS |
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This course is designed primarily for adult students enrolled in Secondary, Cycle One.

Adults have different objectives in finishing their secondary studies. Some do it for their own satisfaction, others to obtain the prerequisites they need to continue studying or to meet job market requirements.

In any event, these students want to know how they can make effective use of their personal resources and benefit from other resources available to them in order to help them carry out their learning plan.

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| ANDRAGOGICAL AIMS |
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- To help the students assimilate concepts that will help them use their personal resources and other available resources.
- To provide learning contexts that will help the students see how they can make effective use of their personal resources and the resources available to them in order to succeed in their learning plan.
- To help the students benefit from their current and past experience by encouraging them to apply this experience to the learning situations they encounter in carrying out their learning plan.
- To help the students recognize that they create favourable conditions for carrying out their learning plan when they draw on their personal resources and other available resources.
- To enable the students to acquire the skills involved in gaining a thorough knowledge of their resources in order to enhance their chances of carrying out their learning plan.

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| CONTENT |
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| <ul style="list-style-type: none">- First, the students will become familiar with the advantages and requirements associated with the following concepts:<ul style="list-style-type: none">• motivation• search for information• organization• concentration• available resources - They will then draw on personal experience to examine the ways in which they can apply these concepts, with a view to:<ul style="list-style-type: none">• motivating themselves• obtaining information• getting organized• concentrating• using available resources <p>These initiatives constitute the personal resources that will help the students carry out their learning plan.</p> <ul style="list-style-type: none">- Lastly, the students will indicate the initiatives that they themselves can take to use their personal resources and other available resources with a view to carrying out their learning plan. They will also state the advantages and requirements associated with these initiatives. |

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| TERMINAL OBJECTIVE | |
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| Expected Behaviour | <p>To demonstrate the required competency, the students should be able</p> <p>To describe how they will make effective use of their personal resources and other available resources to help them carry out their learning plan</p> <p>in accordance with the following conditions and criteria:</p> |
| Evaluation Conditions | <ul style="list-style-type: none">- Taking into account their past and present experience- Taking into account their particular learning plan- Referring to learning situations that they are likely to experience- Referring to the concepts presented in this course. |
| General Performance Criteria | <p>The students should:</p> <ul style="list-style-type: none">- Present two of the following concepts—motivation, search for information, organization, concentration, available resources—by stating two aspects of each.- Illustrate two of the following initiatives—motivating themselves, obtaining information, getting organized, concentrating, using available resources—by referring to their own situation.- Name the requirements associated with each of these initiatives.- Explain how these initiatives can help them carry out their learning plan. |

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| INTERMEDIATE OBJECTIVES | CONTENT |
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| <p>The students should master the knowledge and skills required to attain the terminal objective. In other words, they should be able:</p> <p>1.1 To describe briefly the knowledge and skills that they should acquire to help them carry out a learning plan.</p> | <p><i>The students are introduced to the following concepts:</i></p> <ul style="list-style-type: none">- Motivation:<ul style="list-style-type: none">• Definition• Sources• Categories• Advantages• Requirements- Search for information:<ul style="list-style-type: none">• Definition• Means<ul style="list-style-type: none">- Questions: types, how to ask questions- Oral expression: form (clarity and delivery) and content (conciseness and preciseness)- Listening: importance, conditions and making sure they have understood- Reading: external conditions and frame of mind- Memorization: external conditions and frame of mind• Advantages• Requirements- Organization:<ul style="list-style-type: none">• Time: definition, time-management methods, and attitude toward time• Activities: types, methods of organizing activities, attitude toward activities |

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| INTERMEDIATE OBJECTIVES | CONTENT |
|---|---|
| 1.1 (cont'd) | <ul style="list-style-type: none">• Health: types (physical and mental) and attitudes• Advantages• Requirements- Concentration:<ul style="list-style-type: none">• Kinds of attention (active and passive)• Causes of distraction (external, internal)• Conditions favouring concentration<ul style="list-style-type: none">- Developing interest- Using mental faculties- Reducing sources of distraction to themselves and to others- Use of available resources:<ul style="list-style-type: none">• Human resources: types (family and friends, specialized resources) and roles (support, expertise)• Material resources: types (reference books, data banks) and purpose (consultation, checking information)• Advantages• Requirements |
| 1.2 To relate the concepts described with their own experience. | <p><i>Relationship between:</i></p> <ul style="list-style-type: none">- The concept of motivation and how to motivate themselves- The concept of looking for information and how to obtain information- The concept of organization and how to get organized |

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| INTERMEDIATE OBJECTIVES | CONTENT |
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| 1.2 (cont'd) | <ul style="list-style-type: none">- The concept of concentration and how to concentrate- The concept of resources and how to use those resources- Past and present experience, including experience unrelated to education |
| 1.3 To indicate the initiatives they can take to use their personal resources and other available resources in carrying out their learning plan. | <p><i>Presentation of initiatives that they can take based on the following guidelines:</i></p> <ul style="list-style-type: none">- Motivating themselves:<ul style="list-style-type: none">• motivation can come from<ul style="list-style-type: none">- within- others- their learning plan• how to motivate themselves<ul style="list-style-type: none">- every day- over an extended period of time• how to bolster their motivation<ul style="list-style-type: none">- using internal resources- using external resources• how motivation can diminish<ul style="list-style-type: none">- through internal influences- through external influences- Obtaining information:<ul style="list-style-type: none">• how to express themselves<ul style="list-style-type: none">- how others hear them (clarity, delivery, tone of voice)- how well they are understood (vocabulary used)- the impact they have on their audience (the effect of their message) |

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| INTERMEDIATE OBJECTIVES | CONTENT |
|-------------------------|---|
| 1.3 (cont'd) | <ul style="list-style-type: none">• how to listen<ul style="list-style-type: none">- how to be ready to listen- how to show that they have understood• how to read<ul style="list-style-type: none">- how to prepare themselves to read• how to retain information received<ul style="list-style-type: none">- how to memorize- how to remember information- Getting organized:<ul style="list-style-type: none">• how to manage time<ul style="list-style-type: none">- how to use their time- how to cope with the unforeseen• how to organize activities<ul style="list-style-type: none">- how to schedule activities- how to adjust their work pace to the established schedule• how to care for their physical health<ul style="list-style-type: none">- how to ensure proper nutrition, stay in shape, get enough rest• how to care for their mental health<ul style="list-style-type: none">- how to relax, protect themselves, reward themselves- Concentrating:<ul style="list-style-type: none">• how to evaluate their ability to concentrate• how to create the conditions favourable to concentration• how to use their concentration skills in carrying out their learning plan |

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| INTERMEDIATE OBJECTIVES | CONTENT |
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| 1.3 (cont'd) | <ul style="list-style-type: none">- Using available resources:<ul style="list-style-type: none">• Human resources<ul style="list-style-type: none">- how to make contact with others (family and friends, specialized resources)• Material resources<ul style="list-style-type: none">- how to use available material resources |
| 1.4 To indicate the advantages and requirements associated with the initiatives that they can take to use their personal resources and other available resources. | <p><i>Presentation of the advantages and requirements associated with their choice of initiatives:</i></p> <ul style="list-style-type: none">- Using examples drawn from their past or present experience- In relation to learning situations encountered during the course- In relation to the concepts presented during the course |

