

Approaches to Learning

These are the skills that you use to learn, create and collaborate. In your final report, you need to describe what skills you used as you worked through the project.

Communication	
I. Communication Skills	
Description	How would this apply to the Personal Project?
Exchanging thoughts, messages and information effectively through interaction	<ul style="list-style-type: none"> • Communicating regularly with your supervisor, through face to face meetings, or emails/ texts • Getting feedback from supervisors or others about your project and incorporating it into your work • Asking for information or assistance from people to further our work, either in speaking or in writing • Working with other people through the completion of the project • Share ideas with other people in a variety of formats
Reading, writing and using language to gather and communicate information	<ul style="list-style-type: none"> • Read a variety of sources for information • Make inferences and draw conclusions related to your project from what you read or heard • Paraphrase accurately and concisely when incorporating research • Preview and skim texts to see if they are relevant to your project • Take effective notes • Find information from a variety of sources, online, print and in person • Organize and depict the information you find logically

Social	
I. Collaboration Skills	
Description	How would this apply to the Personal Project?
Working effectively with others	<ul style="list-style-type: none"> • Use social media networks appropriately to build and develop relationships to advance your project • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for your actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety of roles • Give and receive meaningful feedback • Advocate for your rights and needs

Self Management	
II. Organization Skills	
Managing time and tasks effectively	<ul style="list-style-type: none"> • Create an Action Plan and adapt it as circumstances change • Set goals that are challenging and realistic • Bring necessary equipment and supplies when working on parts of the Project • Keep your information organized and accessible • Use technology to make the Project easier • Keep up to date with Project deadlines, and have a plan to catch up if you fall behind
III. Affective	
Managing state of mind	<ul style="list-style-type: none"> • Mindfulness awareness <ul style="list-style-type: none"> — Stay focused — Be aware when you get distracted and get back on track — Be aware of how your body is reacting to the stress of the Project • Perseverance <ul style="list-style-type: none"> — Sticking with the Personal Project, even when frustrated — Continuing with the Project when you'd rather do something else • Emotional management <ul style="list-style-type: none"> — Practice strategies to overcome impulsiveness — Practice strategies to reduce your stress and anxiety • Self-motivation <ul style="list-style-type: none"> — Analyzing why something went wrong, and figure out how to continue — Keep motivating yourself with positive self talk and positive thinking • Resilience <ul style="list-style-type: none"> — Bouncing Back after adversity, mistakes and failures — Dealing with disappointment and unmet expectations
IV. Reflective Skills	
(Re)considering the process of learning; choosing and using ATL skills	<ul style="list-style-type: none"> • Develop new skills, techniques and strategies • Identify strengths and weaknesses of your personal learning strategies (self-assessment) • Demonstrate flexibility in the selection and use of learning strategies • Try new ATL skills and evaluate their effectiveness • Consider content <ul style="list-style-type: none"> — What did I learn about today? — What don't I yet understand? — What questions do I have now? • Consider ATL skills development <ul style="list-style-type: none"> — What can I already do? — How can I share my skills to help peers who need more practice? — What will I work on next? • Consider personal learning strategies <ul style="list-style-type: none"> — What can I do to become a more efficient and effective learner? — How can I become more flexible in my choice of learning strategies? — What factors are important for helping me learn well? • Focus on the process of creating by imitating the work of others • Consider ethical, cultural and environmental implications • Keep a journal to record reflections

Research	
I. Information Literacy Skills	
Finding, interpreting, judging and creating information	<ul style="list-style-type: none"> • Collect, record and verify data useful to your Project • Access information to be informed and inform others • Make connections between various sources of information • Collect and analyze data to identify solutions and make informed decisions • Process data and report results • Evaluate and select information sources and digital tools based on their appropriateness to your Project • Understand and use technology • Use critical-literacy skills to analyze and interpret media communications • Understand and implement intellectual property rights • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
II. Media Literacy Skills	
Interacting with media to use and create ideas and information	<ul style="list-style-type: none"> • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources

Thinking	
I. Critical Thinking Skills	
Analyzing and evaluating issues and ideas	<ul style="list-style-type: none"> • Identify obstacles and challenges • Propose and evaluate a variety of solutions • Observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Recognize unstated assumptions and bias • Interpret data • Evaluate evidence and arguments • Draw reasonable conclusions and generalizations • Test generalizations and conclusions • Revise understanding based on new information and evidence • Consider ideas from multiple perspectives • Develop contrary or opposing arguments • Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding • Identify trends and forecast possibilities • Troubleshoot systems and applications
II. Creative Thinking Skills	
Generating novel ideas and	<ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple alternatives, including those that might be unlikely or impossible • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas

considering new perspectives	<ul style="list-style-type: none"> • Design improvements to existing machines, media and technologies • Design new machines, media and technologies • Make guesses, ask “what if” questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practice visible thinking strategies and techniques • Generate metaphors and analogies
III. Transfer Skills	
Using skills and knowledge in multiple contexts	<ul style="list-style-type: none"> • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines • Combine knowledge, understanding and skills to create products or solutions • Transfer current knowledge to learning of new technologies • Change the context of an inquiry to gain different perspectives