

Sample PS-TRE Activity for Employment Goals

The following PS-TRE activity has been developed to introduce learners and practitioners to the concept of problem solving within a technology rich environment (PS-TRE). While there are a number of considerations for PS-TRE, the three core dimensions of PS-TRE are:

- A task or problem to solve
- Consideration of technologies through which the problem can be solved
- A process by which the problem is solved

These sample tasks are aligned with the OALCF in that they demonstrate a task-based approach, where goal related tasks and learning activities reflect actual real world use and purposes and reflect a learner's needs and interests and that demonstrate that they can achieve desired results by drawing on their own toolbox of digital technologies and mental processes. PS-TRE assumes that basic digital and technical skills are already known and they are considered a pre-requisite for successful resolution of a problem or task.

Activity 1- Job Search

Activity 2- Finding Directions

Activity 3- Inventory

Activity 1

Task Job Search: Find a job listing website for possible job opening

Goal Path:	Competency:
Employment	<p>A. Find and use Information</p> <p>B. Communicate Ideas and Information</p> <p>D. Use Digital Technology</p>

A note for practitioners

- The task below is specific to employment goal paths but are applicable across a number of goal paths and competencies. While some of the tasks may help learners prepare for performance of a milestone, they are not designed to provide a direct connection to a milestone.
- Problem solving is the primary objective but choosing the right tool to get the job done is part of a successful PS-TRE task assignment. While the assumption is that there is a digital tool to help solve the problem, there may also be non-technical options that are easier or more readily accessible.
- Tasks are not technology specific but should be achievable with hardware and software accessible to most learners.
- The activities have been developed across three levels (1-3) with level three being the most difficult and having more steps, added complexity and a less defined solution. Practitioners can chose the activity that is best aligned with the learner’s digital skills and capacity for problem solving.
- This sample activity can be used as a template to develop your own problem solving activities

Teaching tips:

- Assess whether the learner has the digital skills and knowledge to attempt the activity. If not, consider working on needed skills prior to the activity.
- Adjust or provide additional support based on the reading and writing level. This could be providing verbal instructions along with the written instructions
- Encourage your learners to be efficient with their plan. Before starting an activity, ask them how long they think it will take
- This activity is well suited for both group work or individual work

Digital skills required:

Using a Job listing website Sample Tasks and Activities- Task W2 Resource package one
<http://alphaplus.ca/en/oalcf/use-digital-technology-instructional-resources.html>

Web browsing
<http://www.gcflernfree.org/internet>

Search skills
<http://www.google.ca/insidesearch/searcheducation/>

Evaluating online resources
<http://www.gcflernfree.org/searchbetter/module/4>

Group work

In group settings, a mixed skill set for both digital skills and reading and writing skills can facilitate a team approach to finding a solution to the problem or task

Consider doing questions 1 and 4 as a group while questions 2 and 3 could be done Individually

Encourage group discussion and if needed, a pooling of skills and knowledge to complete the activity

Discuss as a group, who will do what, how will the work be divided- What steps will your group take

If you have multiple groups, consider that they may tackle the problem in different ways, have them discuss how they chose their approach

Assessment of successful PS-TRE should show that a learner can:

- Analyze the various requirements of a task or problem
- Set up appropriate goals and plans
- Monitor progress through the task and adjust as needed until the task purposes are achieved or problems solved.

Sample answers are provided in italics

Activity Level 1- Job Search

You are looking for a job site that does not require you to register or pay a fee for use. Search for a site and bookmark one that meets this criteria

Answer questions 1 and 2 before going on to question 3

<p>1. What is the problem?</p> <p><i>I need to find a job site that I don't have to pay for</i></p>
<p>2. What are the steps you will take to achieve your goal?</p> <p>→ <i>Go online</i> → <i>Search for job sites</i> → <i>Find a site that I don't have to pay for</i> → <i>Use the bookmark function to save the site</i></p>

Follow through your steps and then answer question 3

<p>3. Did you find the information you were looking for?</p> <p>If not, how would you adjust your plan? <i>If necessary, adjust your plan and try it until you get the results you want, then answer question 4</i></p> <p><i>There were a lot of job sites, so I would search for job sites in Ontario or in my city/town to narrow the list</i></p>
--

<p>4. What will you do with the information?</p> <p><i>Save it for when I have time</i></p>
--

Activity Level 2- Job Search

You are looking for a job site that does not require you to register or pay a fee for use and has job postings in your area.

Search for a site and bookmark one or more that meets this criteria

Answer questions 1 and 2 before going on to question 3

1. What is the problem?

I need to find a job site that I don't have to pay for

2. What are the steps you will take to achieve your goal?

- *Go online*
- *Search for job sites in Ontario*
- *Find a site that I don't have to pay for and that has jobs in my county*
- *Use the bookmark function to save the job listings*

Follow through your steps and then answer question 3

3. Did you find the information you were looking for?

If not, how would you adjust your plan?

If necessary, adjust your plan and try it until you get the results you want, then answer question 4

I found job sites, but there were too many listing. I would use the search function on the job site to look for carpentry jobs only.

4. What will you do with the information?

Go back to the jobs, decide which ones to apply for and find out how to apply

Activity Level 3- Job Search

You are looking for a job site that does not require you to pay a fee for use. Search for a site and bookmark one or more that meets this criteria and send/save a couple of job postings that you want to go back to later. Take note of the information that you will need to apply for a job on this site

Answer questions 1 and 2 before going on to question 3

<p>1. What is the problem?</p> <p><i>I need to find a job site that I don't have to pay for</i></p>
<p>2. What are the steps you will take to achieve your goal?</p> <ul style="list-style-type: none"> → <i>Go online</i> → <i>Search for job sites in Ontario</i> → <i>Find a site that I don't have to pay for and that has jobs in my county</i> → <i>Use the bookmark function to save the job listings</i> → <i>If possible email myself a few job postings that I want to look at immediately</i> → <i>Look for instructions on how to apply for the job</i>

Follow through your steps and then answer question 3

<p>3. Did you find the information you were looking for?</p> <p>If not, how would you adjust your plan?</p> <p>If necessary, adjust your plan and try it until you get the results you want, then answer question 4</p> <p><i>I had to try different search options on the job site search Carpentry and Wellington County didn't work, but Carpentry and Fergus gave me 4 carpentry jobs around Fergus</i></p>

<p>4. What will you do with the information?</p> <p><i>Find out what information I need to apply and if I have everything, I will apply</i></p>
--

Activity 2

Task Find Directions: Find out how to get to a job site and how long it will take to get there

Goal Path:	Competency:
Employment	A. Find and use Information B. Communicate Ideas and Information D. Use Digital Technology

A note for practitioners

- The task below is specific to employment goal paths but are applicable across a number of goal paths and competencies. While some of the tasks may help learners prepare for performance of a milestone, they are not designed to provide a direct connection to a milestone.
- Problem solving is the primary objective but choosing the right tool to get the job done is part of a successful PS-TRE task assignment. While the assumption is that there is a digital tool to help solve the problem, there may also be non-technical options that are easier or more readily accessible.
- Tasks are not technology specific but should be achievable with hardware and software accessible to most learners.
- The activities have been developed across three levels (1-3) with level three being the most difficult and having more steps, added complexity and a less defined solution. Practitioners can chose the activity that is best aligned with the learner’s digital skills and capacity for problem solving.
- This sample activity can be used as a template to develop your own problem solving activities

Teaching tips:

- Assess whether the learner has the digital skills and knowledge to attempt the activity. If not, consider working on needed skills prior to the activity.
- Adjust or provide additional support based on the reading and writing level. This could be providing verbal instructions along with the written instructions
- Encourage the learner to be efficient with their plan. Before starting an activity, ask them how long they think it will take
- Before starting the activity, have addresses in your area that learners can use for their new job location
- After the activity discuss how else they might use the online map
- This activity is well suited for both group work or individual work

Digital skills required:

Finding Directions Sample Tasks and Activities- Task W6 Resource package one

<http://alphaplus.ca/en/oalcf/use-digital-technology-instructional-resources.html>

Search skills

<http://www.google.ca/insidesearch/searcheducation/>

Group work

In group settings, a mixed skill set for both digital skills and reading and writing skills can facilitate a team approach to finding a solution to the problem or task

Consider doing questions 1 and 4 as a group while questions 2 and 3 could be done Individually

Encourage group discussion and if needed, a pooling of skills and knowledge to complete the activity

Discuss as a group, who will do what, how will the work be divided- What steps will your group take

If you have multiple groups, consider that they may tackle the problem in different ways, have them discuss how they chose their approach

Assessment of successful PS-TRE should show that a learner can:

- Analyze the various requirements of a task or problem
- Set up appropriate goals and plans
- Monitor progress through the task and adjust as needed until the task purposes are achieved or problems solved.

Sample answers are provided in italics

Activity Level 1- Finding Directions

You are planning to drive to a job site and you have the directions, but you aren't sure how long it will take to get there. Search for or an online map or use an online map that you know of to find out how long it will take to drive.

Answer questions 1 and 2 before going on to question 3

<p>1. What is the problem?</p>
<p><i>I need to find out how long it will take me to get to my job site</i></p>
<p>2. What are the steps you will take to achieve your goal?</p>
<ul style="list-style-type: none"> → Go online → Search for driving directions or use a map that I know of, google map → Put in my location and the destination → Search for the directions → Look for the time it will take to get to my destination

Follow through your steps and then answer question 3

<p>3. Did you find the information you were looking for?</p>
<p>If not, how would you adjust your plan?</p>
<p>If necessary, adjust your plan and try it until you get the results you want, then answer question 4</p>
<p><i>The directions given were not the most direct so I had to find out how to change the route so that it was more direct</i></p>

<p>4. What will you do with the information?</p>
<p><i>I'll make sure that I leave in lots of time so that I'm not late</i></p>

Activity Level 2- Finding Directions

You are planning to drive to a job site and you have the address, but you aren't sure how to get there or how long it will take. Use an online map that you know of to find the best route and how long it will take. Try adjusting the route to find the shortest way to get to your job site.

Answer questions 1 and 2 before going on to question 3

1. What is the problem?

I need to find out how to get to my job site and how long it will take me to get there so that I can arrive on time.

2. What are the steps you will take to achieve your goal?

- *Go online*
- *Search for driving directions or use a map that I know of, google map*
- *Put in my location and the destination*
- *Search for the directions*
- *Look for different routes to find the shortest one*
- *See if the map tells me how long it will take to drive*
- *Figure out how to save the location*

Follow through your steps and then answer question 3

3. Did you find the information you were looking for?

If not, how would you adjust your plan?

If necessary, adjust your plan and try it until you get the results you want, then answer question 4

The directions given were not the most direct so I had to find out how to change the route so that it was more direct

4. What will you do with the information?

I'll print out the directions and take them with me in the car and leave in lots of time so that I am not late.

Activity Level 3- Finding Directions

You are planning to drive to a job site and you have the address, but you aren't sure how to get there or how long it will take. Use an online map that you know of to find the best route and how long it will take. Try adjusting the route to find the shortest way to get to your job site. Find a way to save or bookmark the location so that you have it for future reference.

Answer questions 1 and 2 before going on to question 3

1. What is the problem?

I need to find out how to get to my job site and how long it will take me to get there so that I can arrive on time.

2. What are the steps you will take to achieve your goal?

- Go online
- Search for driving directions or use a map that I know of, google map
- Put in my location and the destination
- Search for the directions

Follow through your steps and then answer question 3

3. Did you find the information you were looking for?

If not, how would you adjust your plan?

If necessary, adjust your plan and try it until you get the results you want, then answer question 4

The directions given were not the most direct so I had to find out how to change the route so that it was more direct. I figured out that I could move the route by clicking and dragging it on the map

4. What will you do with the information?

I'll print out the directions and take it with me in the car and leave in lots of time so that I am not late.

I also sent myself an email with the directions so that I will have it for the next time I go to this job site.

Activity 3

Task Inventory: Create computer inventory

Goal Path:	Competency:
Employment	A. Find and use Information
	B. Communicate Ideas and Information
	C. Understand and Use Numbers
	D. Use Digital Technology

A note for practitioners

- The task below is specific to employment goal paths but are applicable across a number of goal paths and competencies. While some of the tasks may help learners prepare for performance of a milestone, they are not designed to provide a direct connection to a milestone.
- Problem solving is the primary objective but choosing the right tool to get the job done is part of a successful PS-TRE task assignment. While the assumption is that there is a digital tool to help solve the problem, there may also be non-technical options that are easier or more readily accessible.
- Tasks are not technology specific but should be achievable with hardware and software accessible to most learners.
- The activities have been developed across three levels (1-3) with level three being the most difficult and having more steps, added complexity and a less defined solution. Practitioners can chose the activity that is best aligned with the learner’s digital skills and capacity for problem solving.
- This sample activity can be used as a template to develop your own problem solving activities

Teaching tips:

- Assess whether the learner has the digital skills and knowledge to attempt the activity. If not, consider working on needed skills prior to the activity.
- Adjust or provide additional support based on the reading and writing level. This could be providing verbal instructions along with the written instructions
- Before you begin the activity, consider the computers in your learning center that your learners could access to create an inventory
- Give learners your email address so that if they choose to communicate via email, they will have an address to send it to
- Encourage learners to be efficient with their plan. Before starting an activity, ask them how long they think it will take
- After you finish the activity, discuss with your learners what else they might be able to use spreadsheets to capture
- This activity is well suited for both group work or individual work

Digital skills required:

Web browsing

<http://www.gcflernfree.org/internet>

Search skills

<http://www.google.ca/insidesearch/searcheducation/>

The basics of spreadsheets

<http://www.gcflernfree.org/office2010>

Group work

In group settings, a mixed skill set for both digital skills and reading and writing skills can facilitate a team approach to finding a solution to the problem or task

Consider doing questions 1 and 4 as a group while questions 2 and 3 could be done Individually

Encourage group discussion and if needed, a pooling of skills and knowledge to complete the activity

Discuss as a group, who will do what, how will the work be divided- What steps will your group take

If you have multiple groups, consider that they may tackle the problem in different ways, have them discuss how they chose their approach

Assessment of successful PS-TRE should show that a learner can:

- Analyze the various requirements of a task or problem
- Set up appropriate goals and plans
- Monitor progress through the task and adjust as needed until the task purposes are achieved or problems solved.

Sample answers are provided in italics

Activity Level 1- Inventory

Your employer needs to create an inventory of all computers. Put together a spreadsheet that captures:

- serial number (an identifiable number on the computer)
- type (laptop, desktop, tablet)
- operating system (Windows or Mac)
- Browser version (Internet browsers such as Internet explorer, Chrome, Safari, Firefox)

Save it in a place that is accessible to others

Answer questions 1 and 2 before going on to question 3

1. What is the problem?
<i>I need to track my employer's computers and make sure that others have access to it.</i>
2. What are the steps you will take to achieve your goal?
<ul style="list-style-type: none"> → <i>Set up an excel spreadsheet with four columns</i> → <i>Find all the computers and put the information in the spreadsheet</i> → <i>If I don't know where to find the information I will ask someone or look it up online</i> → <i>Find out who else needs access to it</i> → <i>Decide where to save it so that they have access to it</i> → <i>Save it</i>

Follow through your steps and then answer question 3

3. Did you find the information you were looking for?
If not, how would you adjust your plan?
<i>If necessary, adjust your plan and try it until you get the results you want, then answer question 4</i>
<i>I had a hard time finding the browser version so I had to search online to find out where I could get that information</i>
<i>I looked at the first questions and did all the computers, then went to the second question. It took a long time. Next time I would get the information for all four questions from one computer and then go on to the next. This will save time</i>

4. What will you do with the information?
<i>Save and let my manager know where it is saved. I might print a copy as well to keep</i>

Activity Level 2- Inventory

Your employer needs to create an inventory of all computers. Put together a spreadsheet that captures:

- serial number
- type
- operating system
- Browser and version

Save it in a place that is accessible to others and send a message to your manager where it can be found.

Answer questions 1 and 2 before going on to question 3

<p>1. What is the problem?</p>
<p><i>I need to track my employer's computers and make sure that others have access to it.</i></p>
<p>2. What are the steps you will take to achieve your goal?</p>
<ul style="list-style-type: none"> → <i>Set up an excel spreadsheet with four columns</i> → <i>Find all the computers and put the information in the spreadsheet</i> → <i>If I don't know where to find the information I will ask someone or look it up online</i> → <i>Find out who else needs access to it</i> → <i>Decide where to save it so that they have access to it</i> → <i>Save it</i> → <i>Send an email to my manager to let them know where it is</i>

Follow through your steps and then answer question 3

<p>3. Did you find the information you were looking for?</p>
<p>If not, how would you adjust your plan?</p>
<p>If necessary, adjust your plan and try it until you get the results you want, then answer question 4</p>
<p><i>I had a hard time finding the browser version so I had to search online to find out where I could get that information</i></p>
<p><i>I looked at the first questions and did all the computers, then went to the second question. It took a long time. Next time I would get the information for all four questions from one computer and then go on to the next. This will save time</i></p>

<p>4. What will you do with the information?</p>
<p><i>Save and let my manager know where it is saved. I might print a copy as well to keep</i></p>

Activity Level 3- Inventory

Your employer needs to create an inventory of all computers. Put together a spreadsheet that captures:

- serial number
- type
- operating system
- browser and version

Save your inventory in a place that is accessible to others and send a message to your manager with a summary of what you found and any recommendations you have

Answer questions 1 and 2 before going on to question 3

1. What is the problem?

I need to track my employer's computers and make sure that others have access to it.

2. What are the steps you will take to achieve your goal?

- *Set up an excel spreadsheet with four columns*
- *Find all the computers and put the information in the spreadsheet*
- *If I don't know where to find the information I will ask someone or look it up online*
- *Find out who else needs access to it*
- *Decide where to save it so that they have access to it*
- *Save it*
- *Send an email to my manager to let them know where it is and tell him what I found*

Follow through your steps and then answer question 3

3. Did you find the information you were looking for?

If not, how would you adjust your plan?

If necessary, adjust your plan and try it until you get the results you want, then answer question 4

I had a hard time finding the browser version so I had to search online to find out where I could get that information

I looked at the first questions and did all the computers, then went to the second question. It took a long time. Next time I would get the information for all four questions from one computer and then go on to the next. This will save time

4. What will you do with the information?

Save it on the main computer and send an email with the excel file attached and on which computer it is saved. I'd also let him know that the computers aren't all on the same browser

version and some of them should be updated.