



## CASE STUDY – Adult Literacy Learner

Name	Mark
Age	23
Gender	Male
Job	Unemployed – on Income Support
Tell Me About The Learner	<ul style="list-style-type: none"> <li>• Single</li> <li>• Lives alone</li> <li>• No family nearby</li> <li>• No vehicle to travel to appointments</li> <li>• Serious accident in his late teens left him unable to pursue a regular work schedule. He volunteers with a local delivery service a few days a week</li> <li>• Prior testing indicates he struggles academically as well as physically</li> </ul>
Signs Up For	<ul style="list-style-type: none"> <li>• Academic upgrading (wants to pursue career in Video Game development)</li> </ul>
Coordinator / Program Support / Front Line	<ul style="list-style-type: none"> <li>• Identify current skill set</li> <li>• Investigate (together) requirements for computer programming course</li> <li>• Determine which skills he would like to work on, needs support in to be successful in a post-secondary application and coursework</li> </ul>
Instructor/Tutor/Facilitator	<ul style="list-style-type: none"> <li>• Tutor needs to establish a “safe space” for Mark to be open about past schooling difficulties</li> </ul>
Where The Learner Starts Out	<ul style="list-style-type: none"> <li>• Mark graduated high school, but took core courses below post-secondary entrance requirements.</li> <li>• Mark frequently requests help with government forms and asks for copies of all important papers be kept with the Coordinator, as he tends to lose them.</li> <li>• He sees the big picture but isn’t interested in many of the required courses in his program of choice.</li> </ul>

During the program	<ul style="list-style-type: none"> <li>• During a session, Mark tells his tutor that he knows now that the goal he came in with initially is a very big for the short term, and he would like to break it down.</li> <li>• After investigating post-secondary options with the Coordinator and Tutor, Mark draws his own conclusions and adjusts his short-term learning path according to his immediate needs.</li> <li>• Even though Mark is still working towards his bigger goal, he reports that he feels happy that he has smaller “benchmarks” that he reaching in the meantime.</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>• Encourage Mark to find materials that interest him to practice his reading and writing, rather than just using standard textbooks or course materials.</li> </ul>
Measurable Outcomes	<ul style="list-style-type: none"> <li>• Mark is meeting his learning goals, and is making progress towards his larger career goal. (Learner Progress)</li> <li>• He begins filling out paperwork on his own, and asks his Tutor to review it before sending, not to fill it out (Skills Use, Self-Confidence)</li> <li>• Mark begins to take responsibility for his own files; securing a safety deposit box with his bank (Self-Confidence)</li> </ul>
What Evaluations Tells Us	<ul style="list-style-type: none"> <li>• Mark seemed confident on arrival, but observation/interaction showed he doubted his abilities when it came to forms and learning activities. Over time, Mark’s confidence has increased to the point where he is filling out his own forms and investigating further attainable learning opportunities. He is now engaged in continuous learning.</li> <li>• Through interaction with the CALP staff, Mark has learned “office etiquette”, and now makes appointments instead of dropping by. This shows he is acquiring the soft skills of communication and working with others.</li> </ul>