

Tutor's Assignment Correction Guide

MODULE 1	Language and Communication
Unit 1.2	Processing Information

Module 1

Language and Communication

Unit 1.2 Processing information

This Guide is to assist you in the correction of the assessment instrument for this unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within assignments.

The Core Curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Complete or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.

Suggested additional resources

The following texts have been recommended to the teacher trainees as additional resources. If requested, you should assist them to source these additional resources.

- Gage N, Berliner D, *Educational Psychology*, 1975, Rand McNally College Publishing Co., Chicago.
- Hilgard E, Atkinson R, Atkinson R, *Introduction to Psychology*, 1971, Harcourt, Brace Jovanovich Inc., USA.
- Nutting J, Cielens M, Strachan J, *The Business of Communicating*, 1996, McGraw Hill Book Co., Australia.
- Smith B, Delahaye B, *How to be an Effective Trainer 2nd Edition*, 1983, John Wiley and Sons Inc., New York.

Assessor guidelines – Unit 1.2 Processing Information

Introduction

As this unit is competency based, to be considered competent the participants will be required to successfully demonstrate the skills required to complete each task contained in the Assessment section of their learning resources.

In some instances you will be required to supply a journal article or an article from a manual that relates to the teacher trainee's teaching area of expertise.

The suggested Checklist included will outline all items to be checked to ensure that the person is competent in Unit 1.2 ***Processing Information***. All items must be able to be checked as correct. If not, the teacher trainee will be required to repeat the exercise or exercises at a later date, before successful completion can be indicated.

Assessment instrument

Assessment for the unit will involve a **written assignment**. You should negotiate a suitable time with the participant to complete the assignment.

Requirements for practical assignment

Prior to commencing the assignment

Check that the following are available for the participants:

- Copy of written assignment.
- Article from manual/journal that relates to the teacher trainee's area of expertise from which they will assess the credibility of the author and the accuracy of the content. (Question 5)
- Copy of a student assessment report to allow the teacher trainee to recommend a course of action for each student. It is suggested that about three students' reports would be sufficient. (Question 6)
- Pen and paper, dictionary

Assessment Instrument



Your assessment for this module will consist of a **written assignment**. Check with your tutor to organise a suitable time to complete the assignment.

You are now ready to complete your assessment for this unit.

Written Assignment

1. Name the different communication channels and give at least 2 examples of each. **10 Marks**
2. List and explain three strategies for locating and extracting the main ideas from written information. **6 Marks**
3. Read the following text. Identify each **main idea** and explain these using **supporting information**.

Questioning is one of the most important and useful skills a teacher can use in the classroom. Good questioning can make the difference between having a class full of passive receivers of information or active participants in the learning process. Appropriate questions can stimulate students to think and express their own opinions. Questions can also be used to stimulate and control discussions.

Questions should be planned as part of the lesson outline. This doesn't mean that you can't use spontaneous questions during the lessons but major questions, which test what students already know or understand about a topic, or which test how much the student has understood during a lesson should be structured in advance.

Students should also be encouraged to ask questions. Questions from students are valuable feedback to a teacher on how much the student is understanding and give the teacher an opportunity to expand on information or to correct misunderstandings.

Don't use questions to intimidate or humiliate students because students will cease to respond to any type of question.

Use questions constructively as a valuable teaching technique and a skill to be learned by all teacher trainees.

There are two types of questions that a teacher can use, open and closed.

Open questions are those types of questions that require a student to use information they have been given to draw inferences or reach conclusions. A question like 'Do you think the Commonwealth still has a valid role in the world political environment?' encourages a carefully thought about response from students.

Closed questions are those types of questions which require a student to give a yes/no answer or to recall a specific fact such as 'What year was the Commonwealth formed?'

Both types of questions have a legitimate place in the classroom but there should be a balance between questions that rely on memory and those that stimulate thought.

12 Marks

4. Read the following newspaper report.

Right to redundancy payments

EMPLOYEES have a right to redundancy payments where they are dismissed in certain circumstances. Dismissal for redundancy means that the post that the employee held no longer exists. This may occur because the business of going out of operation, or it has ceased to carry out the sort of work that the employee was hired for, or because the employee has become ill or injured as a result of the job. A redundancy may also arise where an employee is laid off for more than 120 days.

Redundancy payments must be made within a year of dismissal. An employee must have been continuously employed for 104 weeks (two years) in order to qualify for a redundancy payment. The provisions for redundancy apply to regular employees or seasonal employees (for example Under the Employment (Termination and Redundancy Payments) Act, a regular employee is considered to be dismissed by reason of redundancy if:

(a) his employer has ceased, or intends to cease, to carry on the business for the purposes of which the employee was employed by him or has ceased, or intends to cease, to carry on that business in the place where the employee was so employed; or

(b) the fact that the requirements of that business for employees to carry out work of a particular kind, or for employees to carry out work of a particular kind in the place where he was so employed, have ceased or diminished or are expected to cease or diminish; or

(c) the fact that he has suffered personal injury which was caused by an accident arising out of and in the course of his employment, or has developed any disease, prescribed under this Act, being a disease due to the nature of his employment.

BY
O. HILAIRE
SOBERS



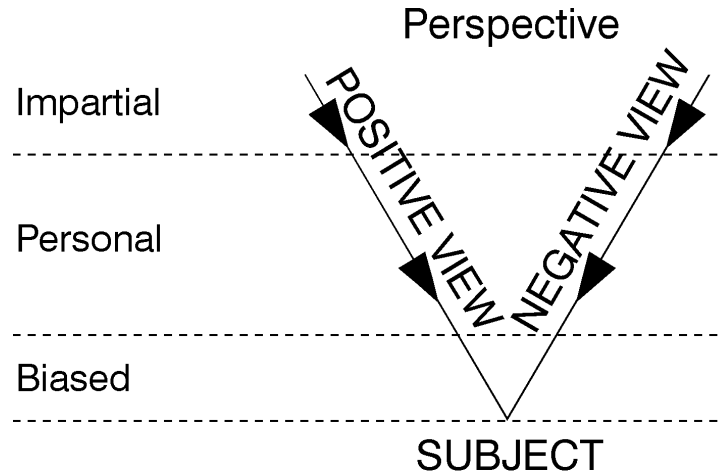
The same factors apply to seasonal employees with a few additions. A seasonal employee may also be dismissed by reason of redundancy where:

- (a) his employer informs him (in whatever terms) that he will not be provided with employment during any season; or
- (b) he attends the place of employment and offers himself for employment at the beginning of any season or in accordance with any instructions given, or any procedure established, by the employer and the employer fails to provide him with employment.

It is very important to note that an employee is not entitled to a redundancy payment where:

- (a) the employee himself terminates the agreement
- (b) the employee has been summarily terminated for "cause"
- (c) the contract under which he is employed is terminated by reason of his retirement in circumstances in which he is entitled to pension, superannuation or other retiring benefits (other than benefits under the National Insurance Act) under any scheme, agreement or provision or
- (d) the employer has offered to re-engage the employee under a new contract of employment with similar terms and conditions, and the employee has unreasonably refused to accept it.

- (a) On the diagram below identify the author's perspective.



- (b) Explain how you reached your decision. **4 Marks**

5. Read the attached journal article supplied by your tutor. Assess and prove the:

- credibility of the author
- accuracy of the content

4 Marks

6. Summarise the information in the attached student assessment reports. From this summarised information, recommend for each student **one** of three possible courses of action listed below:

- (a) an accelerated program
- (b) continue with the current program
- (c) a remedial program

Briefly explain your decisions.

4 Marks

7. Read the following cryptic statement. Rewrite this statement to allow full understanding of its meaning. You may need a dictionary.

Customarily, educationalists commence their careers inadequately prepared for the role they are expected to fulfil as they have not pondered their educational vocation during their course of study. A cognisance of pedagogy is crucial for successful teaching.

4 Marks

8. List and briefly explain three strategies for storing information in the human brain AND three strategies for improving the retrieval of information from the human brain.

6 Marks

Solutions for assessment

Suggested solutions to the assignments are included on the following pages.

Written Assignment

Question 1 *Name the different communication channels and give at least 2 examples of each.*

Solution The three communication channels the student ***must*** list are:

- verbal
- written
- non-verbal

3 Marks – one for each - 3

Any **two examples** of uses of the ***verbal channel*** could include: conversation, public speaking, radio, television, theatre, songs, poetry. Ensure that any example the student uses requires the use of the spoken word for communication.

2 Marks

Any **two examples** of the use of the ***written channel*** could include: books, newspapers, magazines, computers, Internet. Ensure that any example the student uses requires the use of the written word for communication.

2 Marks

When the students give **two examples** from the ***non-verbal channel***, they can choose to give two examples from either body language OR graphical symbols. These could include:

Body Language such as gestures, posture, movement, touch, facial expressions, tone of voice.

Graphical symbols such as signs, pictures, cartoons, corporate symbols, traffic lights.

2 Marks

Ensure that the examples the student uses are clearly identifiable as either body language or graphical symbols.

+1 Mark for clear expression of ideas

Total 10 Marks

Question 2 *List and explain three strategies for locating and extracting the main ideas from written information.*

Solution

Pre-reading - reading the Table of Contents, chapter headings, Index, introduction, abstracts or summaries at the beginning of articles to quickly *assess whether a piece of writing has relevant content.*

Skimming - looking for word shapes so that you can *locate the relevant information* in written text.

Scanning - reading the main words in written text to *gain an overall sense of the meaning.*

The student response should include WHAT each strategy is (the part of the solution in *italics*) and not just HOW to perform each strategy.

3 x 2 Marks

Question 3 *Identify each main idea and explain these using supporting information.*

Solution

1. Questioning is one of the most important and useful skills a teacher can use.
 - Good questions make the difference between passive receivers and active learners.
 - Appropriate questions stimulate students to think and express opinions.
 - Can stimulate and control discussions.
2. Questions should be planned as part of the learning process.
 - Use spontaneous questions
 - Plan major questions in advance
3. Students should be encouraged to ask questions.
 - Valuable feedback to teacher
 - Gives teacher opportunity to expand on information given
 - Correct misunderstandings.

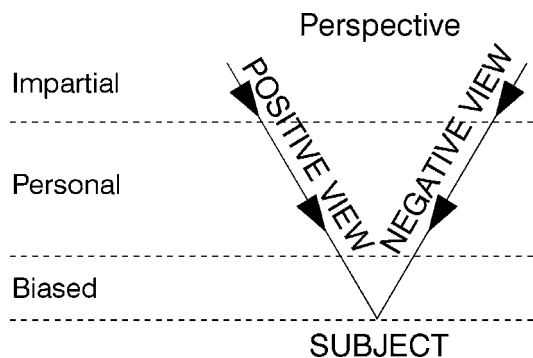
4. Don't use questions to intimidate or humiliate students.
 - Students will cease to respond
5. There are two types of question a teacher can use.
 - Open questions - those that require a student to use information to draw inferences or reach conclusions.
 - Closed questions - those that require a yes/no answer.
6. Ensure a balance between open and closed questions in the classroom.

6 Marks Total

The student's summary must clearly differentiate between the main ideas and the supporting information. For example, some kind of numbering scheme or use of dot points and indented text so that the differences are clear.

1 Mark for Main Idea + 1 for Explanation
12 Marks Total

Question 4 Identify the author's perspective. Explain how you reached your decision.

**Solution**

Perspective Impartial - the writer presents factual information in an objective manner. The tone is impersonal with emphasis on the third person.

Total 4 Marks

Question 5 *Assess and prove the credibility of the author and the accuracy of the content.*

Solution No solutions are provided for this assignment, as each situation will vary. From the assessment report supplied decide which of the above is appropriate advice. **Total 4 Marks**

Question 6 *Recommend for each student **one** of the three possible courses of action: an accelerated program; continue with the current program; a remedial program.*

Solution No solutions are provided for this assignment, as each situation will vary. From the assessment report supplied decide which of the above is appropriate advice. **Total 4 Marks**

Question 7 *Rewrite the following cryptic statement to allow full understanding of its meaning.*

Solution The following is a suggested answer. Check that the intent/meaning is conveyed in the participant's response.

Frequently, teachers start their careers not fully prepared to teach because they have not considered the meaning of the role of the teacher. An understanding of the teaching process is essential for successful teaching.
Total 4 Marks

Question 8 *List and briefly explain three strategies for storing information in the human brain AND three strategies for improving the retrieval of information for the human brain.*

Solution

Three strategies for storing information are:

1. Multi-sense rehearsal. Repeating the information using more than one sense. (Read, underline, repeat, discuss.)

2. Spaced rehearsal. Rehearse the material several times over a few days to transfer from short-term to long-term memory.
3. First and last rehearsal. People remember best information, that is, presented first and last. Cover main points of any information you want to remember first and then repeat them again at the end.

Three strategies for retrieving information are:

1. Association. This means linking the information you want to remember with information you already know.
2. Organisation. Grouping information into some order to make it easier to recall.
3. Use of gimmicks. Use of rhymes, word association and acronyms to recall information.

3 X 2 Marks = 6 Marks

Total 50 Marks

Suggested checklist

The teacher trainee has successfully:

	Yes	No
<p>Presented a written assignment which included:</p> <ul style="list-style-type: none">• listing the communication channels and giving at least two correct examples of each channel.• listing and explaining three strategies for locating and extracting the main ideas from given information.• locating and correctly explaining the main ideas from a given piece of writing.• from three given newspaper articles, identifying the author's perspective.• from a given journal article assessing and proving the credibility of the source and the content.• writing appropriate summaries from given student assessment information.• using these summaries to recommended appropriate courses of action for these students.• rewriting a cryptic statement so that it could be fully understood.• listing and explaining three strategies for storing information in the human brain and three strategies for improving the retrieval of information from the human brain.		