

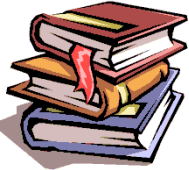


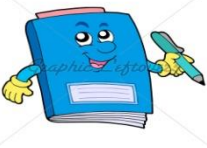

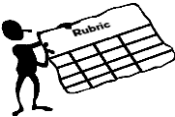
**LEARNER GUIDE**

**SAQA: 119631**

**EXPLORE AND USE A VARIETY OF STRATEGIES TO  
LEARN**

## Key to Icons

The following icons may be used in this Learner Guide to indicate specific functions:

 <p><b>Books</b></p>	<p><b>This icon means that other books are available for further information on a particular topic/subject.</b></p>
 <p><b>References</b></p>	<p><b>This icon refers to any examples, handouts, checklists, etc...</b></p>
 <p><b>Important</b></p>	<p><b>This icon represents important information related to a specific topic or section of the guide.</b></p>
 <p><b>Activities</b></p>	<p><b>This icon helps you to be prepared for the learning to follow or assist you to demonstrate understanding of module content. Shows transference of knowledge and skill.</b></p>
 <p><b>Exercises</b></p>	<p><b>This icon represents any exercise to be completed on a specific topic at home by you or in a group.</b></p>
 <p><b>Tasks/Projects</b></p>	<p><b>An important aspect of the assessment process is proof of competence. This can be achieved by observation or a portfolio of evidence should be submitted in this regard.</b></p>



**Workplace  
Activities**

**An important aspect of learning is through workplace experience.  
Activities with this icon can only be completed once a learner is in  
the workplace**



**Tips**

**This icon indicates practical tips you can adopt in the future.**



**Notes**

**This icon represents important notes you must remember as part of  
the learning process.**

## Learner Guide Introduction

<p><b>About the Learner Guide...</b></p>	<p>This Learner Guide provides a comprehensive overview of the <b>Explore and use a variety of strategies to learn</b>, and forms part of a series of Learner Guides that have been developed for <b>48971 - National Certificate: Mixed Farming Systems (NQF 1 , 120 Credits)</b></p> <p>The series of Learner Guides are conceptualized in modular's format and developed for <b>48971 - National Certificate: Mixed Farming Systems (NQF 1 , 120 Credits)</b> . They are designed to improve the skills and knowledge of learners, and thus enabling them to effectively and efficiently complete specific tasks.</p> <p>Learners are required to attend training workshops as a group or as specified by their organization. These workshops are presented in modules, and conducted by a qualified facilitator.</p>
<p><b>Purpose</b></p>	<p>The purpose of this Learner Guide is to provide learners with the necessary knowledge related to <b>Explore and use a variety of strategies to learn</b></p>
<p><b>Outcomes</b></p>	<p>The learner will be able to use language for learning and other learning strategies in all learning areas and contexts. The ability to use language for problem-solving, decision-making and creative, critical and evaluative thinking will be developed. The role of language in cognitive and conceptual development will be promoted in all learning and teaching environments. The learner moving into the FET band needs learning and study strategies and skills for successful progression.</p>
<p><b>Assessment Criteria</b></p>	<p>The only way to establish whether a learner is competent and has accomplished the specific outcomes is through an assessment process.</p> <p>Assessment involves collecting and interpreting evidence about the learner's ability to perform a task.</p> <p>This guide may include assessments in the form of activities, assignments, tasks or projects, as well as workplace practical tasks. Learners are required to perform tasks on the job to collect enough and appropriate evidence for their portfolio of evidence, proof signed by their supervisor that the tasks were performed successfully.</p>
<p><b>To qualify</b></p>	<p>To qualify and receive credits towards the learning program, a registered assessor will conduct an evaluation and assessment of the learner's portfolio of evidence and competency</p>
<p><b>Range of Learning</b></p>	<p>This describes the situation and circumstance in which competence must be demonstrated and the parameters in which learners operate</p>
<p><b>Responsibility</b></p>	<p>The responsibility of learning rest with the learner, so:</p>

	<ul style="list-style-type: none"><li>• Be proactive and ask questions,</li><li>• Seek assistance and help from your facilitators, if required.</li></ul>
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# Learning Unit **1** Explore and use a variety of strategies to learn

**UNIT STANDARD NUMBER** : 119631  
**LEVEL ON THE NQF** : 1  
**CREDITS** : 5  
**FIELD** : Communication Studies and Language  
**SUB FIELD** : Language

<b>PURPOSE:</b>	<p>The learner will be able to use language for learning and other learning strategies in all learning areas and contexts. The ability to use language for problem-solving, decision-making and creative, critical and evaluative thinking will be developed. The role of language in cognitive and conceptual development will be promoted in all learning and teaching environments. The learner moving into the FET band needs learning and study strategies and skills for successful progression.</p>
<b>LEARNING ASSUMED TO BE IN PLACE:</b>	
<ul style="list-style-type: none"> <li>Listening, Speaking/Signing, Reading/Viewing and/or Writing skills at ABET 3 or equivalent.</li> </ul>	

## SESSION 1.

### Use language for learning.

#### Learning Outcomes

- Concepts are transferred from one language to another where applicable.
- Varieties of terms related to learning tasks are distinguished and applied (e.g. analyse, discuss, describe, compare, and contrast).
- Language styles used in different learning areas are distinguished and applied.

#### The Concept of Outcomes-based Education (OBE)

Outcomes-based education (OBE) is an approach to learning that tries to link education more closely to the real world. It gives students/learners the skills to:

**Access**

**Criticise**

**Analyse**, and **practically apply knowledge**, rather than simply absorb and repeat it parrot-fashion.

**Outcomes-based education is the method in which this course will be presented!**



Let's take a look at how Outcomes Based Education differs from the old approach that we were all used to at school...



	<b>Traditional Model</b>	<b>Outcomes Based Model</b>
<b>The participants' view of learning</b>	The teacher is the source of all knowledge and he/she transmits or 'gives' it to the learners	The learners explore different sources and gain knowledge for themselves, often with assistance from a training facilitator
<b>Power relations between educator &amp; student</b>	The teacher has all authority and demands respect	The educator is an equal amongst his students, who assists them in gaining knowledge and achieving specific outcomes. Everyone respects each other.
<b>Whose needs are most important</b>	The teacher as the main source of knowledge decides whose needs are most important and enforces that.	The learners and facilitators explore as many possibilities as possible and decide for themselves whose and which needs are more important at different times.
<b>The educator's role</b>	The educator gives instruction from the front of the classroom.	The educator moves around the learning area and is actively demonstrating tasks or assisting learners in accessing knowledge for themselves.
<b>The learner's role</b>	The learner is a passive receiver of knowledge. The learner works individually.	All the learners participate in order to share fields of experience, and maximise the knowledge base. Group work, presentations, pairing and activities are key to the learning process.
<b>The participants' view of knowledge</b>	Knowledge is information; unchanging and truthful.	Knowledge is personal and useful only when applied in a specific outcome.
<b>The participants' view of the curriculum</b>	Content of lessons is given and cannot be changed.	Content of lessons are negotiated between learners and facilitators in order to reach the desired standard.
<b>Everybody's learning experience</b>	The focus is on learning content, repetition and the knowledge of facts, but not on how to apply this knowledge.	The focus is on exploration of the most productive and knowledge rich method that will lead to an economically viable skill for the learner.
<b>Control of the learning process</b>	The educator controls the process.	The focus is on self-directed learning.
<b>Motivation</b>	The educator has to keep motivating the learners.	Motivation is the most important self responsibility of the learner.
<b>Assessment</b>	The educator assesses learner through tests and exams, normally only once after completion of the learning curriculum.	Learners can assess themselves through self-assessment. Facilitators will assist learners to become competent through formative assessment. Trained assessors will assist the learners in proving their competence through various methods of summative assessment. Assessment can be done continuously and during the learning process.

Throughout the Learning Process you will hear the term “Outcomes”.

**There are various types of outcomes:**

**Critical Outcomes (CO),**

**Developmental Outcomes, and Specific Outcomes (SO).**

**Let’s take a closer look at what that means:**

**Critical Outcomes (CO)**

The South African system of OBE is based on the critical outcomes.

These outcomes are based on the South African Constitution, and have been approved by the **South African Qualifications Authority (SAQA)**.

**There are seven critical outcomes which state that learners always will:**

**Identify and solve problems and make decisions** using critical and creative thinking.

**Work effectively with others** as members of a team, group, organisation and community.

**Organise** and manage themselves and their activities responsibly and effectively.

**Collect**, analyse, organise and critically evaluate information.

**Communicate** effectively using visual, symbolic and/ or language skills in various modes.

**Use science and technology** effectively and critically showing responsibility towards the environment and the health of others.

**Demonstrate** an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

**Developmental Outcomes**

These critical outcomes are supported by five developmental outcomes, which OBE uses to contribute towards the personal development of each learner and towards social and economic development in South Africa.

**Reflect** on and explore a variety of strategies to learn more effectively.

**Participate** as responsible citizens in the life of local, national and global communities.

Be culturally and aesthetically sensitive across a range of social contexts.

Explore education and career opportunities.

Develop entrepreneurial opportunities.

**Specific Outcomes (SO)**

Each learning area consists of a set of Specific Outcomes which help facilitators to teach the right content, and; Learners to ensure that they display the right level of competence during assessment from a trained assessor, in order to meet a national standard.

Ice breaker for the Use of Language in learning . . .

Let's look at creative ways to learn counting in Japanese

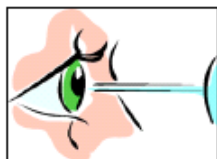
Number	English	Japanese	Sound	Action
<b>1</b>	<i>one</i>	<b>ichi</b>	<i>'itchy'</i>	<b>Scratch your . . .</b>
<b>2</b>	<i>two</i>	<b>ni</b>	<i>'knee'</i>	<b>. . . knee</b>
<b>3</b>	<i>three</i>	<b>san</b>	<i>'Sun'</i>	<b>Point to sky</b>
<b>4</b>	<i>four</i>	<b>shi</b>	<i>'she'</i>	<b>Point to female</b>
<b>5</b>	<i>five</i>	<b>go</b>	<i>'go'</i>	<b>Walk</b>
<b>6</b>	<i>six</i>	<b>roku</b>	<i>'rocko'</i>	<b>Rock 'n' roll</b>
<b>7</b>	<i>seven</i>	<b>shishi</b>	<i>'Chi-Chi'</i>	<b>Double sneeze</b>
<b>8</b>	<i>eight</i>	<b>hachi</b>	<i>'Hat-chi'</i>	<b>Put on hat</b>
<b>9</b>	<i>nine</i>	<b>kyu</b>	<i>'coo'</i>	<b>Coo like a dove</b>
<b>10</b>	<i>ten</i>	<b>ju</b>	<i>'Jew'</i>	<b>Jewish hat</b>

We will all need to develop language skills in order to become more proficient in learning.

Language skills will help you to read, write and speak effectively about the work you are doing!

There are creative ways to activate your brain . . .

# Six ways to activate your brain



What we  
**SEE**



What we  
**TOUCH**



What we  
**HEAR**



What we  
**SMELL**



What we  
**TASTE**



What we  
**DO**

**But sometimes you might encounter a problem understanding something . . .**

1. Define your problem.
2. Define and visualize the ideal solution.
3. Gather the facts: specific, general.
4. Break the Pattern.
5. Go outside your own field.
6. Try new combinations.
7. Use all your senses.
8. Switch off - let it simmer.
9. Use music or nature to relax.
10. Sleep on it.
11. Eureka! It pops out.
12. Recheck it.

**How to cope and excel in the multilingual classroom . . .**

Many people wonder how to manage in a class in which different learners have different home languages, and are not all equally proficient in the medium of instruction in the classroom.

This is not something that anyone **needs to fear or see as a problem:**

- Every learner comes into the classroom with **information**, expertise and a range of language skills.
- Each learner is a source of **knowledge**, which can add to and enrich the knowledge of other learners.
- You simply need to find ways to **unlock this knowledge** in a way that makes each learner feel valued.
- How we can distinguish between different language styles for different learning areas and how we can apply them:**

English Interpretation	Xhosa Translation	Afrikaans Translation
<b>EXPLAIN</b> Make clear Show the meaning of Account for	<b>CHAZA</b> Cacisa Bonisa intsingiselo ye - Chaza nge:	<b>VERDUIDELIK</b> maak duidelik; maak die betekenis duidelik; gee rekenskap van
<b>IDENTIFY</b> Recognise as being specified person or thing Consider to be identical Associate oneself closely in feeling or interest	<b>CHONGA</b> Yivume okanye yibone njengondoqo/ uqobo lomntu okanye into Yiqwalasele njengento efanayo Zinxulumanise ngokusondeleyo ngemvo okanye umdla	<b>IDENTIFISEER</b> erken dat dit 'n bepaalde persoon of ding is sien dit as identies assosieer daarmee mbt eie gevoelens of belangstelling
<b>ILLUSTRATE</b> Make clear by examples or pictures	<b>ZEKELISA</b> Cacisa ngemizekelo okanye imifanekiso	<b>ILLUSTREER</b> maak duidelik d.m.v. voorbeelde of prente ens.
<b>INTERPRET</b> Explain the meaning of Act as an interpreter	<b>TOLIKA</b> Chaza intsingiselo ye:- Yenza ngokungathi uyitoliki	<b>INTERPRETEER</b> verduidelik die betekenis daarvan tree op as interpreteerder
<b>REVIEW</b> General survey of events or a subject Reconsideration Report assessing the merits of a book or a play	<b>HLAZIYA</b> Ucando ngokubanzi lweziganeko okanye umxholo Uphindo-ngqwalaselo Nika ingxelo uhlalutye ngemfanelo yencwadi. Okanye umdlalo.	<b>RESENSIE</b> algemene oorsig van gebeure of onderwerp heroorweging rapporteer d.m.v. 'n waarde bepaling van meriete van 'n boek of toneelstuk
<b>STATE</b> Express in words Specify	<b>XELA</b> Faxanga ngamazwi Chaza-ngqo	<b>NOEM</b> druk uit in woorde spesifiseer
<b>SHOW</b> Allow or cause to be seen Offer for inspection or viewing Demonstrate Point out Prove Cause to understand Present an image of	<b>BONISA</b> Vuma okanye wenze ukuba ubonwe Nikela ukuba uhlolwe okanye wenziwe imbono Qondakalisa Yalatha-gca Ngqina Yenza ukuba kuqondwe Nika umfanekiso we:-	<b>WYS</b> help die leser om die prente te sien bewys help die leser om te verstaan bied dit op so 'n wyse aan dat die leser dit kan besigtig

## Own Learning, Choices & Learning Habits

## SESSION 2.

### Take responsibility for own learning and make choices about learning..

#### Learning Outcomes

- Commitment to learning process is actively demonstrated (in group work, self-study activities, compiling of portfolios etc).
- Own learning materials are well organised.
- A learning task is chosen from a set of alternatives (essay topic; research project etc).
- Learning tasks are completed within appropriate time frames.
- Self-assessment tasks are completed.
- Self and time-management skills are used to plan and monitor own learning.
- Learning and career options are selected on the basis of detailed
- guidance from the appropriate practitioner (learning programmes,
- skills programmes, learner ships, qualifications and career pathways etc).

#### Active Learning

Active learning is learning in which everyone participates. The learner learns through doing, and the teacher makes it possible for the learner to do it.

Each lesson outcome will be measured by what you as the learner is able to do. Therefore you, as learners must do things in the learning area.

The teacher is there as the facilitator. **Remember they already have the knowledge, and you are here to acquire it for yourself!**

#### General Organisation

**Being organised for active learning involves:**

Planning and controlling your time.

Having a suitable study spot - at home in residence, in the library or Study Centre.

Having time-saving stationary and accessories close at hand e.g. dictionary, ring-binders, paper, pens, files etc.

Making certain you have access to STUDY MATERIAL – don't lose or lend your study guides.

**The Most important part of Active Learning: Motivation**

## What is Motivation?

Motivation is the fuel needed to make you reach your goal. You have committed yourself to studying, and in order to make this decision work, you need motivation to help you reach your potential. This real desire or motivation for something has to come entirely from the self. Your self-knowledge and self-awareness makes you able to motivate yourself.



## How can you as learner sustain your motivation?

The most effective way to get motivated and stay motivated is by planning and setting **GOALS**.

When you set goals you give yourself a direction in which to move. **Think about how you can achieve your goal for this program:**

**Decide** on **how** this will be done and devise a step-by-step programme.

**Know how long** each step will take and by what dates each step should

## Listening

- Listening is central to all classroom learning.
- Listening is related to thinking.
- Listening is not the same as paying attention.
- Listening is not the same as intelligence.
- Listening can be taught.
- Listening can be improved.
- Listening can be practised.

## Time

- Time is precious. To waste your time is to waste your life.
- Successful students control their time and set clear goals for themselves. They know what they want to achieve and plan so as to get there.

**We will look at time management in more detail later.**



## Summarising Techniques

### Note Taking

Taking good notes from lectures is an art that develops through practice.

You need to be alert in class, listen carefully and spend some time after class editing and re-writing these notes.

**Note-taking** can be as easy as **ABC** . . . just read on:

**A**

**ADAPT** your style of note taking according to the subject and lecturer's style. **ADOPT** a positive, interested **ATTITUDE**.

**B**

You must supply **BASIC** requirements for note taking. Always take your own pen (+ a spare), paper and course outline with you. A **BAG** is an obvious necessity to help keep you stay organised. Make your notes **BRIEF**:

- never use a sentence when you can use a phrase.
- never use a phrase when you can use a word.
- use abbreviations and symbols.

**C**

**CLUES** - watch out for the following behaviour on the part of the lecturer:

- writing on the board . . . repetition
- emphasis created by a change in the voice and/or gestures.
- emphasis by the amount of time spent on a section and the number of examples given.
- word signals: "The following factors...."; "There are two points of view...."; "The third step ....".
- summaries at the end of a lecture.
- reviews at the beginning of a lecture.

**E**

**EVALUATE** what you hear and then choose a key word or words to note down. Try to listen, think and then write it down.

**F**

**FIND** help **FAST** when necessary. Approach your lecturer, HOD, fellow students or counsellor. Also try reading some books for ideas.

**G**

**GO** ahead and practise. **GIVE** yourself a head start to succeed in your course!

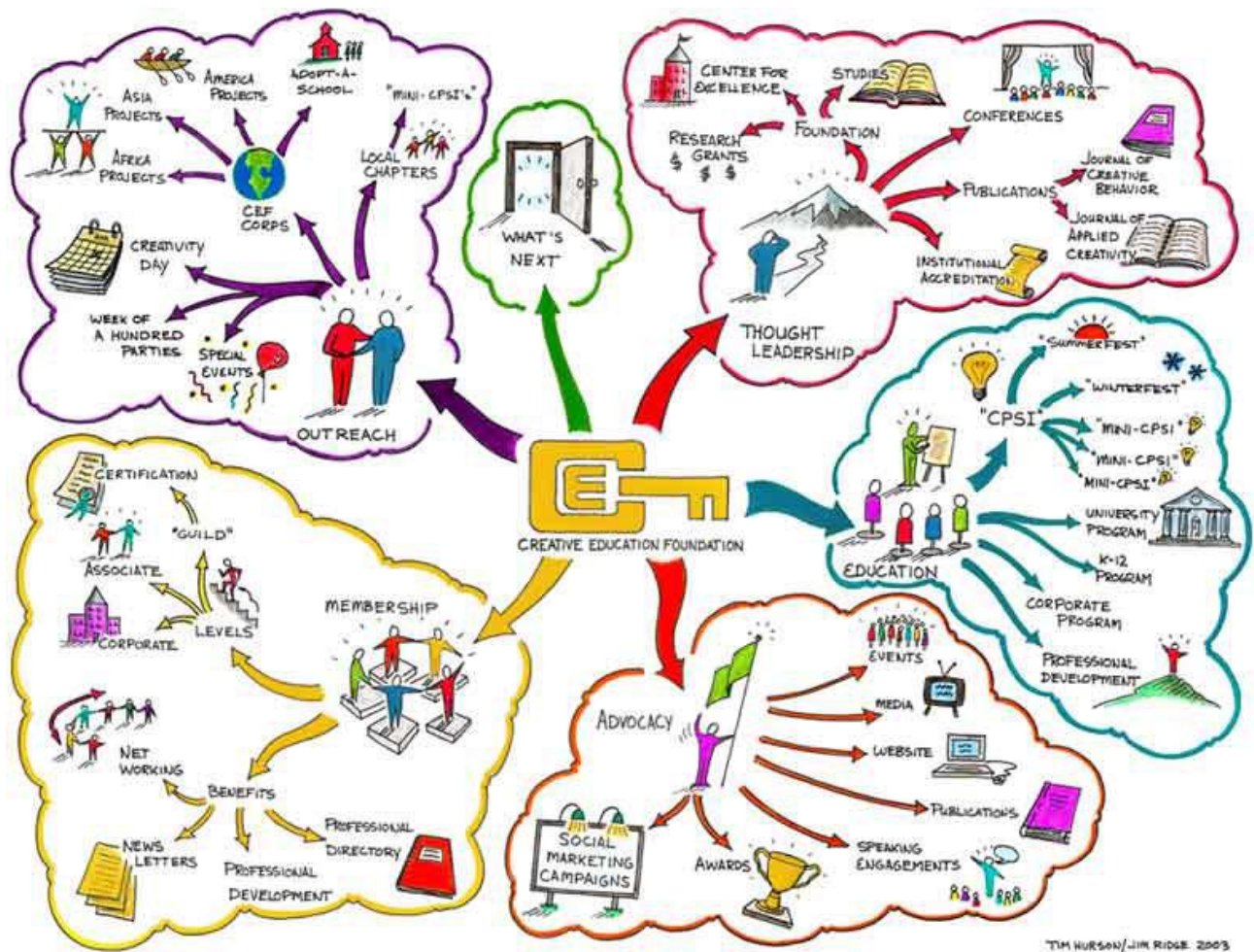
### Trigger Charts / Mind Maps

A Trigger Chart is an ordered group of ideas linked to one another in such a way that they provide a concise and detailed master plan of the information to be memorised.

Images, colours and shapes assist in the process of depositing information into the brain so it can be recalled

more easily.

They act as a prompt/"trigger" in the learning process.



### Decision-making During the Learning Process

People make decisions in different ways. They...

- **Escape:** They avoid the solution they don't like and sometimes make the situation worse.
- **Wish:** They choose what they want most without thinking of the result.
- **Play safe:** They take no risk and make no change.
- **Delay:** They hope problem will solve itself if left alone.
- **One Priority:** They think same solution is the most important each time and don't consider other solutions.
- **Take risks:** They take a chance on whether it will work or not.
- **Refuse Responsibility:** They let others make decisions for them
- **Take Responsibility:** They make the decisions that people expect them to.
- **Are Too Logical:** They think of the facts only and not the feelings.
- **Are Too Emotional:** They think of their feelings only and not the facts.

## Textbook Reading Skills

By reading the introduction, headings etc. or at least **scanning** over them, one gets an **idea** of what is to follow. This helps your understanding of what you will read. It also helps you decide what is **really necessary to study** and what can be **glossed over**.

It is important that you learn to **re-phrase** information **in your own words**. **Your own words** are easier to understand and remember.

By holding a pencil/highlighter and marking certain sections or noting important points **you are actively involved** from the start and don't get easily distracted from your reading.

By trying to relate different ideas you force yourself to **think and make sense** of what is presented. Always question what you are reading. It may take longer **at first** but you will train yourself into good concentration and thinking patterns.

### Pre-Read

- Get the Gist (basic idea) of the chapter.
- Read the first paragraph – does it tell you what the chapter is about?
- Read the chapter summary to get the main points.
- Dot down a few of the most important points in the chapter to serve as a note-taking guide.

### Read and Summarise

- Read first then underline when you read again.
- Underline key words and phrases.
- Summarize with words and phrases in the margin.
- Circle words you do not know.
- Mark definitions.
- Number lists of ideas, causes, reasons etc.
- Question Marks next to confusing.
- Draw arrows to show relationships.
- Develop a code of abbreviations e.g. def = definition.

## Reading Techniques

There are various types of books and reading material. The style of reading that one adopts depends on the kind of reading material as well as what one's purpose in reading is.

**There are basically seven different styles of reading that you are likely to encounter while studying:**

**Reading for enjoyment** - light reading e.g. novel or magazine.

**Exploratory reading** - skimming through the book (or a section of it) to get the gist of the topic.

**Revision reading** - skimming through a book that is familiar to you in order to confirm knowledge.

**Search reading** - scanning for a specific piece of information, or to answer a specific question.

**Proof reading** - carefully focusing on spelling, punctuation and sentence structure and checking accuracy.

**Reading for mastery** - to get detailed information or understanding of a topic; usually careful, slow and repeated. (See the SQ4R that follows).

**Critical reading** - reading for stimulus, for challenge, to assess values and ideas as in reading a book for review or critically analysing a novel.

### **Skimming Techniques**

Skimming involves finding out what something is all about.

#### **In order to skim:**

Formulate questions before you begin e.g. what is this all about?

Does this article deal with the subject I am researching?

Read **fast** bearing in mind your question(s).

Do **not** read every word.

Look at the opening paragraph of each chapter or section.

Read the first sentence in each paragraph.

Try to catch key phrases.

### **Scanning**

Scanning is used when you want to find a specific word, phrase or fact think about what **form** the information will take: Is it a number? Is the word in capitals? How does it start?

**VISUALISE** what the word or number looks like.

Use numerical order.

Do **not** read every word/number.

Read **fast** and when you find the information you want then you slow down and examine it closely.

### **SQ4R Method**

When the purpose in reading is to get detailed information and to gain a thorough understanding of the topic, the **SQ4R Technique** is particularly suitable (**S**urvey>**Q**uestion>**R**ead>**R**ecord>**R**ecite>**R**eview):

**S**

**Survey:** Read the "Introduction" and "Chapter Objectives" carefully – do not skip these sections – the author is giving you an outline of what is to come. Review the chapter headings and subheadings – consider writing these on a sheet of paper – where is the chapter leading?  
What do you already know about each of these sections?  
Look at the pictures, figures, and exhibits – how do they relate to this topic?  
Read the summary carefully and scan the summary questions.

**Q**

**Question**  
Before you read a section, turn each heading or subheading into a question – what, why, when, how, or who?  
You should then be actively reading to answer your own questions.

**R**

**Read:** Look for the key point in each paragraph.  
Search actively for answers to the questions you have set.  
Is this information of primary or secondary importance?  
Re-read (several times if necessary) in order to gain a thorough understanding of the material.

**R**

**Record:** Use your own system to note the primary points – highlight, underline, write in the margins, or make summary notes/mind maps  
DO NOT copy directly from the text – put it in your own words.

**R**

**Recite:** Without looking at the book, recite the key points for this section or WRITE DOWN the key points that you can remember.  
Self-testing after each small section will greatly improve your retention.

**R**

**Review:** Check whether you recalled the key points correctly. If not, try again. Review work regularly, not just prior to the exams, to keep yourself familiar with the subject matter.

## Memory & Memorising Techniques (Mnemonics)

Understanding how memory operates can help you to develop effective learning techniques. Memory consists of what some refer to as the 3 R's:

- **Registration** of information i.e. **taking it in.**
- **Retention** of information i.e. **keeping it in your head.**
- **Retrieval** of information i.e. **getting it out.**
- 

## Tips for Dealing with Procrastination

The general principles of conquering the **Procrastination** enemy are:

- Creating **good feelings** about completing work.
- Providing a **sense of accomplishment**.
- **Showing results** in a short time period.

**How to go about this:**

- **Divide** large tasks into small pieces, listing small steps to be done.
- **Adopt** a ‘bits and pieces’ approach.
- **Reward** small tasks.
- **Make lists** of tasks to be done.
- **Monitor** your time (keep a list of how you spend your time).
- Work with a **colleague** or a friend on similar tasks.
- **Avoid** feeling guilty.
- **Tell** others of your plans.
- **Write** an intention statement.
- **Write** down the pros and cons of doing/not doing a job.
- **Establish** how meaningful the task is.
- **Do it now**. The minute you notice yourself procrastinating, plunge into the task.

### **Writing & Assignments**

Writing essays and assignments can be a daunting task. Here are some ideas that should help you to develop an effective strategy in tackling them.

#### **A: PLANNING**

#### **B: THE TOPIC**

**Assigned Topics:** The topic of an essay or assignment contains your instructions. Follow these instructions carefully to ensure that you understand exactly what is required.

#### **C: THE OUTLINE**

Once you understand the topic and what is required of you, make a rough outline of how you propose to answer the question. This is a list in point form, of headings and sub-headings of the areas you intend covering.

- Introduction**
- Purpose / Aim of the Assignment / Essay**
- Main Body** of the **Paper** (3 – 6 sections)
- Summary**
- Conclusion**

#### **D: GATHERING INFORMATION**

You will obtain material from books, periodicals, reports and published research papers from libraries.

### **Writing and Presenting an Assignment**

**Fundamental principles of assignment / essay writing.** The object is to answer the question set on the given topic. A logical systematic argument backed by evidence and leading to a conclusion is required.

**Essays and assignments usually have 3 components:** The Introduction, the body and the conclusion. Let's consider these:

**The Introduction:** The main purpose of the introduction is to indicate what approach you will follow in answering the question set.

**The Body of the Essay:** The body contains the arguments in support of your answer to the question set in the topic. It takes the form of a series of inter-linked paragraphs. Each paragraph should deal with one specific concept or idea.

**The Conclusion:** Your final viewpoint is stated in the conclusion. It is a concise answer to the question posed in the topic. The conclusion must flow logically from the arguments contained in the body of the assignment. Summarise the main points. Evaluate or make Recommendations.

#### **What should your Assignments look like?**

**Presentation:** This is very important. A neat presentation creates a favourable impression on the marker. You may lose marks for untidy presentation.

**Typing / Handwriting:** Have your essay or assignment typed. Ensure that the typing is neatly and accurately done. Use double spacing for greater legibility.

**Proofreading:** Remember to carefully proofread your final copy to eliminate errors.

**Length:** Do not exceed the maximum length set for the assignment.

Neither should the assignment be too brief. The length limit set is indication of the amount of detail required in your answer.

## **Participation and Personal Commitment to the Learning Process**

How you can show your active participation and personal commitment to the learning process in: The

**Classroom; Group work; Self-study;**

**Activities (Field trips); Compiling of Portfolios:**

- **In the Classroom**

**Using multiple sources:**

- Pictures (new or old)
- Written material (new or old)
- Newspaper articles (current or from the past)
- Oral sources (interviews)
- Radio, TV, internet
- Artefacts and remains (usually in a museum).

### **Ask questions**

- open questions (lead on to further knowledge)
- closed questions (yes or no answers)
- Don't be scared to make up your own questions.

### **Partake in games**

- Games generated by the learners' book, teacher or learner are invaluable to help your memory!

**Using timelines / timetables** create timelines timetables to make sure that you get the maximum benefit of your own time

- Use ready-made timelines as a resource.

### **Using maps and diagrams**

- draw or source material from drawn maps
- Read information from diagrams.
- **Using artwork**
- illustrate concepts
- Read information from pictures or photographs.

### **Using flow diagrams**

- see how one thing leads to and from another
- Use flow diagrams to plan a process.
- **Express yourself by using drama/role-play**
- dramatise a situation or event
- Encourage empathy: put yourself in someone else's place.
- **Using storytelling**
- make up a story around an event
- Write a story about a place or event.

### **Using tables**

- compare and find facts from tables
- Draw graphs from tables.

### **Using local resources**

- partake and be active on field trips
- Pay attention to the REASON why you are there.

### **Active Learning & Group work**

#### **Ways in which group work can help you:**

If learners work in groups, they can ask each other for help.

Those learners who understand the work will improve their own skills by showing other learners how to do things.

In a small group every learner must be active.

Sometimes learners who are very quiet and passive in the class will be active in a small group, and you can see what their real abilities are.

When a group has to complete a piece of work together, the members of the group should take responsibility for keeping control, making sure that everyone works and that the activity gets done.

## **Active Learning & Self Study**

**Finding resources.** Libraries and museums are important and useful resources. But the life in your suburb, city, town or village is your greatest resource. The shops, the streets, the buildings, mountains, dams, rivers, industries and farms are all resources to be used. You can visit these places, get information from them and about them, study them, draw and map them.

The people in your suburb, city, town or village are mobile resources.

Interview them, invite them to talk to your class, ask them for information.

Older people love to talk about how they lived long ago; managers will tell you how they run their business, farm, organisation, factory or mine; workers will tell you about their conditions of work and what they had to learn to be able to do their particular work.

The other learners in your classroom have more information to give than you can imagine - as long as they feel that what they have to contribute will be valued.

Use what is easily available to you, and inexpensive. Collect pictures and articles from newspapers and keep them for future use. Adapt the material in the textbook to suit your local conditions.

### **Active Learning & Field Trips**

#### **Field trips and practical work**

Find out the times and the dates when you are going on a field trip.

Find out all the resources that you are expected to bring.

#### **Arrive on time to leave**

Ask the facilitator what the “objective” of the field trip is & try to “see” and “experience” the elements that will lead to this objective every step of the way.

Prepare for the follow-up tasks in advance.

### **Active Learning and Compiling your Portfolio of Evidence to prove that you are competent**

#### **Self-assessment and Portfolios**

You should keep samples of work that you think is good in a portfolio.

Learner portfolios will also contain records of marks or symbols from formal assessment tasks (tests, essays, reports, exams). Doing this means that the portfolio forms an ongoing record and that learners' progress can be measured against their own achievements rather than against an average or norm.

### **How to organise your own learning materials well and neatly**

#### **You begin to prepare to show your competence in a specific outcome by doing the following:**

Prepare yourself for specific activities, including methods, materials, time management, technology and equipment to be used.

Perform and monitor your own tasks continuously in order to achieve the outcome, which is not accomplished until it is.

Completed, which entails evaluation, checking, verification, rectifying, etc. prior to assessment? Interact with the assignment or condition with peer groups, tutors, etc, and assess the above via self - assessment, peer group assessment, tutor assessment, etc.

take part throughout the process in an ordered and productive manner and remember the achievement & responsibility for becoming accredited rest with YOU as the learner!

### **Let's take a Closer Look at Time Management**

#### **Ways To Manage Your Time Effectively**

Study difficult or boring subjects first.

Avoid Scheduling marathon study sessions.

Be aware of your best time of day.

Use waiting time.

Use a regular study area.

Don't get too comfortable

#### **How To Handle The Rest Of The World**

Agree with family, friends & employers about study time. Make the rules clear and be sure to follow them yourself. Make explicit agreements - even written contracts.

Avoid noise distractions.

Notice how others misuse your time. Ask yourself if there are certain friends or relatives who consistently interrupt your study time. If avoiding the interruption is impractical, send a clear message.

Get off the phone. The telephone is the perfect interruption.

Learn to say no. You are not required to accept all requests. Saying no can be done effectively and courteously.

#### **Preliminary Time Record**

##### **Directions:**

Use the space below and tables on next page for the preliminary time record.

During the first week keep a detailed record of the way you spend your time.

Account for all your activities - class attendance, recreation, sleeping, commuting, exercise, meals etc.  
 Pay particular attention to the study time you require for each of the courses in which you enrolled.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
4:30 - 5:30							
5:30 - 6:30							
7:45 - 8:25							
8:30 - 9:10							
9:15 - 9:55							
10:00 - 10:15							
10:15 - 10:55							
11:00 - 11:40							
11:45 - 12:25							
12:30 - 13:30							
13:35 - 15:00							
15:00 - 15:15							
15:15 - 16:45							
17:00 - 18:00							
18:00 - 19:00							
19:00 - 20:00							
20:00 - 22:00							
Total Number of study hours							

**WEEKLY PLANNER**

<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		
<b>Saturday</b>		
<b>Sunday</b>		

## SESSION 3.

### Identify different kinds of learning strategies and use what is Appropriate to the task.

#### Learning Outcomes

- Appropriate learning strategies are identified.
- Preferred learning strategies are selected and used according to the task.
- Self-assessment strategies are used effectively.
- Feedback from others is acknowledged, evaluated and used to improve and revise work.
- Evidence of planning, drafting, editing and revising is shown.
- Specific information is found using basic referencing skills (numbering, index, contents page etc).

#### Appropriate learning strategies

Let's identify different kinds of learning strategies and use what is appropriate to the task:

- asking questions
- reading
- listening for detail
- summaries
- synthesising
- skimming & scanning
- mind maps
- pictures
- note-taking
- drafting and redrafting
- memorising
- working in co-operation with others
- Working alone.

Assessment and Feedback

- **Let's take a very close look at Assessment and Feedback...**
- How **feedback** from others is **acknowledged**
- How you can **evaluated feedback** given to you.
- How you can **use feedback** to **improve** and **revise** work.

- What is Assessment? Let's talk about the concepts of assessment vs. specific outcomes.

## **Introduction – A Teacher or Training Facilitator's**

### **Point of View!**

Research in many countries has shown that as teachers become better at assessing learning, they become more effective teachers who respond to problems as and when they arise.

When you assess your learners, your main aim should be to help them learn more.

The OBE curriculum is designed to help all learners achieve all the specific outcomes.

While different learners may take more or less time to achieve all the outcomes, they should all get the help they need to succeed.

You should assess your learners on an ongoing basis to see what kind of help they need.

### **The Importance of Continuous Assessment**

Continuous assessment is an essential part of the learning programme you follow.

You will be assessed while you are busy in the classroom and other learning experiences and not only when you have completed a unit of work.

This style of assessment allows you to present information about your competence in a specific task at different times in different situations

Continuous assessment can also provide opportunities to assess learners as they operate in their first language.

The exciting thing about continuous assessment is that we all know how to do it.

We often stop what we are doing and assess how we are behaving, how we are feeling and what we are thinking.

We ask questions like: how can I do that better; why didn't that work, and so on.

Asking you questions about your behaviour, time management and activities pertaining to each learning outcome, constantly!

### **How are Specific Outcomes and Assessment Linked?**

When you plan a unit of work, list the specific outcomes and assessment criteria you need to achieve.

You should normally receive a list of what performance indicators you could use to see whether you have achieved the outcome.

Methods in Which You will be assessed

#### **Daily Class Work and Homework**

Observing learners can help you decide whether or not a learner has met the outcomes that have been set – therefore every moment within the classroom should be viewed as a moment of “**Formative**” assessment.

#### **Communication/Feedback**

You will receive feedback from your fellow learner, facilitators and the assessor about your learning and competence in specific outcomes.

This allows you to assess whether you are coping emotionally and intellectually.

### **Here are a few suggestions for how learners could do this:**

- Keep a journal or diary.
- Explain and present solutions to the rest of the class.

- Respond to questions during a lesson.
- Take part in interviews: each learner has to answer structured questions at a set time during the term.
- You will also be given the opportunity to give feedback about the other learners in the class, the facilitators and the assessor's performance.

This is called a **360-degree method** of **assessment**

### **Assignments**

Assignments or activities can be assessed, and the results recorded.

### **Ways to Assess each Learner's Work in a Group -**

#### **A facilitator or assessor's point of view**

By watching how the group works together, you can assess each learner's ability to work co-operatively.

Each person in the group can have a particular role to play, and you can observe how they perform that role. The roles will depend on the kind of activity. The group members must help each other and check that they agree with what each member does or says. The learners can then change roles for the next activity so that everyone gets a chance to play different roles. It's helpful to give one person in the group the role of 'team coach'. The coach must make sure that the whole group works well together, by checking that everyone gets a chance to speak, that they all understand the work, that they do the activity in good time, and so on. Change the coach with each activity, so that everyone gets a turn to take that responsibility.

## SESSION 4.

### Identify access and use information.

#### Learning Outcomes

- The need for information is identified.
- Appropriate sources of information are identified and accessed.
- Relevant information is selected.
- Information is categorised, classified and arranged according to the task.
- Information is presented in a clear and accessible way in order to facilitate learning.

### Finding Resources

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#### Data classification

Data classification is the categorization of data for its most effective and efficient use. In a basic approach to storing computer data, data can be classified according to its critical value or how often it needs to be accessed, with the most critical or often-used data stored on the fastest media while other data can be stored on slower (and less expensive) media. This kind of classification tends to optimize the use of data storage for multiple purposes - technical, administrative, legal, and economic.

Data can be classified according to any criteria, not only relative importance or frequency of use. For example, data can be broken down according to its topical content, file type, operating platform, average file size in megabytes or gigabytes, when it was created, when it was last accessed or modified, which person or department last accessed or modified it, and which personnel or departments use it the most. A well-planned data classification system makes essential data easy to find. This can be of particular importance in risk management, legal discovery, and compliance with government regulations.