

Tutorial Letter 201/1/2018

Building a Portfolio of Abet Skills

ABT1520

Semester 1

Department of Adult Basic Education and Youth Development

IMPORTANT INFORMATION:
This tutorial letter contains feedback on assignments
and examination guidelines.

Dear Student

Welcome once again to the course **Building a portfolio of ABET skills, ABT1520**. I hope you have enjoyed the module and now preparing yourself to write the examinations. In this tutorial letter, I give you general feedback on what was required in Assignment 01 and 02 of semester 1 and give some general information about ABT1520 examinations.

This tutorial letter is divided into two sections. In the first section we provide general feedback to assignments 01 and 02 Of Semester 1 of 2018. There are many different ways of responding to the questions, but you should find it helpful to compare the sample answers with your own answers. Section B consists of guidelines that you need to use to prepare for the coming examination. Note that the study guide is there to serve as the basis for your responses. You are advised to go out and look for references that will help you beef up the answers in your study guide.

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SECTION A**1. ASSIGNMENT 01 (Multiple Choice) Unique Number 783441**

Here are the possible answers to assignment 01. Please compare your answers to those provided below. For you to learn from the exercise, try to think carefully about the rationale behind each choice of answer. Work on why each option is correct, and not just which option is correct.

Question	Answer
1	2
2	2
3	4
4	2
5	2
6	1
7	1
8	2
9	4
10	2
11	4
12	1
13	3
14	2
15	3
16	1
17	2
18	4
19	1
20	1

2. ASSIGNMENT 02

(Essay Question) Unique Number 675352

Tips for Assignment 02

Please keep the following **suggestions** and **guidelines** in mind when working on future assignments:

- * Read the question carefully. **Pay close attention to what you are asked to do**, e.g., *describe, discuss, compare*, and so on. If and when you do not understand a question, do not hesitate to contact us.
- * Use **practical examples** to illustrate your answers.
- * Please pay attention to the **marks allocated** for each question. It is a useful indication of how broad or focused your answer should be. Make sure your answers are not too long or too condensed.

QUESTION 1

“Feedback is important in teaching and learning. The educator should provide regular feedback to the learners to help them improve on their weaknesses and maintain their strengths in learning.”

Write an essay of 2-3 pages on feedback on readiness, feedback on sufficiency and feedback for positive action. Support your responses with practical examples from your experience as an adult educator.

Note: This is an essay type question and the structure to your response must reflect the following important aspects of an essay:

1. The essay title
2. Introduction
3. Main discussion
4. Conclusion
5. References.

Feedback is an essential element of the learning process. In its many forms, feedback allows students to reflect on their learning. It clarifies areas where students can improve and provides

students the opportunity to self-assess their skills and capabilities. In other words, feedback provides students with the opportunity to reflect on their current or recent level of attainment. It can be provided individually or to groups. It can take either be formative in nature because it occurs throughout the learning process. It is responsive to the developmental expectations of particular programmes and disciplines.

Feedback is most effective when:

- initiated by the student, in conjunction with self and/or peer assessment
- facilitators carefully gauge when feedback is needed to promote learning
- facilitators use the kind of feedback prompt that best meets the need of the students, at the level of support they need.
- facilitators provide strategies to help the student to improve
- teachers allow time for, and students can independently act on, feedback to improve their learning
- feedback takes place as a conversation, i.e. one-on-one.
- facilitators check the adequacy of the feedback with the students.
- feedback is most effective when it is given at the time of the learning.

In your attempt to answer this question, consider the following information as found in Unit 6, pages 19-20 of the study guide and provide examples to support your answers:

- **Feedback on readiness** – It is appropriate to assess learners when they are ready. This will enable them to perform activities and tasks effectively and efficiently. Activities must be assigned to learners to find out the extent to which specific knowledge and skills have been mastered and not to punish learners. In a case where the initial preparatory activities are complete, some learners may still not be ready. In giving feedback to such learners, the educator should provide proper suggestions and guidelines for improvement. This will help the poor performing learners to be at par with other learners. Learners must be asked to prepare a portfolio only if all the tasks or activities that were to be done are completed.
- **Feedback on sufficiency** – Feedback on sufficiency of evidence is important in the assessment of learners' portfolios. Such feedback should indicate the extent to which the learners have grasped the skills of providing evidence. In cases where evidence is inadequate, feedback should reflect this and indicate to learners what they are

required to do. Feedback can also include elements that need to be added to make evidence adequate.

- **Feedback for positive action** – Assessment feedback should be linked to programme outcomes and lead to positive action by learners. Feedback is provided after assessing the portfolios of the learners must be motivating and encourage learners to improve. positive feedback plays important role in helping learners build their confidence. Sometimes when a learner does something right, and receive positive feedback, then, the learner would be happy and keep doing things in the right way. The positive feedback makes learners to feel more confident, and believe that their efforts are recognized and appreciated.

QUESTION 2

“Portfolio building has become a vital part of integrated assessment practice in outcomes based education, hence the need for learners to learn and acquire basic skills in portfolio building.”

Write an essay of 2-3 pages on what a portfolio of evidence is, and Identify and discuss the important aspects in the building of a portfolio of evidence and use practical examples to clarify your answers. Please do not use examples that have been given in your Study Guide. Use the ones that you draw from your own experience. (50)

Note: This is an essay type question and the structure to your response must reflect the following important aspects of an essay:

6. The essay title
7. Introduction
8. Main discussion
9. Conclusion
10. References

Venn (2000) in de Valenzuela (2016:1) defines a student portfolio as a systematic collection of student work and related material that depicts student's activities, accomplishments and achievements. In other words, a portfolio of evidence is a collection of documents that you must compile to show your competence against a set of learning outcomes and with required evidence. Such evidence can be either direct or indirect.

Evidence on the other hand, describes all the components of a portfolio that support the builder's claims of competence in knowledge, skills, dispositions and accomplishments. It is described as clear and obvious information, which establishes what a particular learner has achieved. A critical aspect of the assessment process is gathering an appropriate amount and type of evidence. This evidence is essential to demonstrate that the individual is competent. Also, the evidence required is directly related to the requirement of the competency standard being assessed.

Portfolio building and assessment have become a vital part of integrated assessment practice in outcomes based education, hence the need for learners to learn and acquire basic skills in portfolio building. In building a portfolio, the following important information should be included in the file or binder (See page 7- 8 of the study guide for more information):

- Title page – Every portfolio must have a title so that the assessor can see what is contained inside. This gives learners an opportunity to make their first impression for the assessor.
- Table of content – A table of content is also necessary in a portfolio to reflect its unique features, entries and organization. It tells the assessor about what is contained inside the file or binder and also how the content has been organized.
- Self-introduction – This is part of the file where the learner introduces him or herself. It can be a short personal story, which may include professional or career background. A photo of the learner may be attached to the story to make it more interesting. However, this must be guided by the purpose of the portfolio and the contents that one intends to display for the assessor.
- Philosophy statement – This also forms an important part of the portfolio. Here the learner includes a short statement that they believe is what guides their life or the way they see things.
- Major learning achieved – This must include all the evidence of knowledge and skills acquired or achieved by the learner through engagement in various activities. Such

evidence must be presented logically to show the sequence of events. It could include responses based on questions asked to assess embedded knowledge.

Evidence pages – Evidence pages may include supporting evidence to skills and knowledge achieved. This can be in the form of reports, certificates, assessor reports by peers, pictures, etc.

Total Marks: [100]

SECTION B

Exam Technique

Answers must meet the requirements of the question. Although we do not require you to show your planning, **you need to think carefully about the precise wording of the question.** Questions and instructions are often complex, and need to be answered step by step. For multiple questions try to compare alternatives given and select the best answer that is appropriate to the question. You will be tested partly on your ability to comprehend and give best answers to specific questions.

When it comes to essay writing, pay special attention to your **paragraphing**. Essays should include: **Introduction**, (it must be interesting and address the topic). Highlight the main points which you will discuss in your essay.

Body of essay- this should be divided in paragraphs. Each paragraph should discuss one main idea. You are also advised to use connecting words to make your essay flow. Do not leave your ideas hanging but provide examples to support your arguments.

Conclusion: summarize your essay by highlighting the main ideas of your essay.

If you need to do some rough work, use the back pages of your answer book and rule a line through it so we can see it is not to be marked. However, be sure that you have enough time to finish all the answers that we must mark.

Plan your time carefully to ensure that you respond to all questions. On the other hand you should not rush so much that you do not use all of the time available to you.

FINALLY

The examination paper will contain questions some of which may be similar to those you have written for your assignments. Answer simpler questions first and then move to more challenging ones later. The feedback above should be used as part of your exam preparations. We hope this will benefit you in your studies.

When answering the questions, please bear the following key guidelines in mind regarding what is required of you from the various questions:

- Analyse:** Describe the various parts of X and explain how they work together, or whether they work together. Give points for and against.
- Compare:** Describe the major similarities between two or more ideas, topics, etc.
- Contrast:** Describe the major differences between two or more ideas, topics, etc.
- Define:** Write a brief paragraph explaining the meaning of If there is more than one thing to define, explain any similarities or differences.
- Describe:** Give a detailed account of ...
- Discuss:** Write about the various opinions you have read on the subject. Give points for and against and draw a conclusion from the points presented.
- Elaborate:** Write about a statement or a quotation that is part of the question. Explain the statement/quotation in more detail and then state your viewpoint concerning it.
- Evaluate:** Give an opinion supported by evidence on the worth or value of something.
- Examine:** Divide into parts and describe each part critically.
- Explain:** Write out in detail; make clearer; examine reasons and causes.
- Give an account of:** Give a statement of facts in sequence.
- Illustrate:** Use a figure, a diagram, or specific examples to make the meaning clearer.
- Justify:** Give reasons for your conclusions or opinions.
- Outline:** Describe the essential parts only.
- Show:** Give reasons and causes.
- State:** Present clearly and concisely.
- Summarize:** Give the main points omitting details.

NOTE: Pay attention to the note below:

Demarcation or scoping of examinations and assessment

NB: A College decision has been made that lecturers are not to demarcate scope specific work for examination purposes. Examination questions should be based on the entire work covering the notional hours of the modules. You are encouraged to learn everything. Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201.

According to Assessment Procedure Manual 2013 point number 4.5.2 (e), the examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

Kind Regards

Gomba GKB and the ABET Team

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