



Chapter 6 – Appendix IV – Carol

6.5. Carol - Learning task 1 – Human Skeleton

6.5.1. Step 3: Planning Action

6.5.1.1.A *Learning task design (See appendix for the plan)*

6.5.2.2.A. *Learning task assessment*

Reflection on School-based Practice 1



Card L.T (1)

Learning Task Design 1: The human Skeleton

(Wednesday 21 April - Monday 3 May 2004)

Learning Subject	Biology
Learning phase	FET
Grade	10
Learning area	Human Skeleton
Time allocated	8 Periods (8 x 35min)

Programme Organisation
Problem statement
What is the best, most economical materials that can be used to build different parts of the human skeleton. By using these materials what would be the most efficient and fictional improvements that can be made on the existing part and how does these improved parts fit together to form an complete human skeleton. Substantiate and motivate the build of the improved part of the skeleton in a report.
Recourses
Text on the human skeleton
* Study and Master Biology Grade 10 (Van Resburg, Netshiomvani, Strydom and Van Wyk)
* Mind Action Series: Biology Textbook and Workbook 10 (Kuun and Rortje)
* Fisiologie van die mens. (Meyer en Meij)
Materials (for example paper, wood etc) for building of the specific part of the skeleton
Meta-learning
Each individual must first generate a list of material that can be used to build this specific part of the skeleton.
Individually a list must be generated of ideas how this part of the skeleton can be improved on.
Cooperative-learning
Together in their cooperative groups they have to discuss and make a decision on which part of the skeleton they what to improve on. They then have to decide which materials they will use to build this improved part of the skeleton. The members of the groups must then ensure that they bring all the necessary materials to class in order to build their improved part of the skeleton.
The cooperative group will present the part of the skeleton they improved on to the class
An report that substantiate all decision and actions in order to produce an improved part of the skeleton must be handed in.



LTP

What is the best, most economical materials that can be used to build different parts of the human skeleton. By using these materials what would be the most efficient and functional improvements that can be made on the existing part and how does these improved parts fit together to form an complete human skeleton. Substantiate and motivate the build of the improved part of the skeleton in a report.

In your cooperative groups quickly decide which part of the skeleton you would like to improve on. It will work on a first come first serve basis. No group can pick the same part of the skeleton to improve on.

Then individually generate a list of materials u think can be used to build this part of the skeleton also think about how this part of the skeleton can be improved on.

In your cooperative groups you then have to decide how you will improve this part of the skeleton in the most effective and functional way possible and which material you will use in order to achieve this and generate solutions to the rest of the problem.

Class organisation

Class are divided into their cooperative groups (four members per group)
(heterogenous groups are generated thoughgt taking into consideration: marks, culture, gender etc)
Posters of human skeleton are put up on walls.
Different parts/bones of the human skeleton.

Product

Individual lists
The representation of the part of the skeleton the group improved on
The written report on the process of building the skeleton
Presentation of the part of the skeleton the cooperative group improved on.

Critical Outcomes

Problem identifying & solving skills		Effective use of science and technology	*
Effective cooperative-group work	*	Self-organisation skills	*
Communication skills	*	Cultural and aesthetically sensitive	
Collect, analyse, organise and evaluate information effectively	*	An understanding of the world as a set of related problems	
Education and career exploring		Explore strategies to learn more effectively	*
Responsible citizen participation		Entrepreneurial skills	*



Learning outcomes	Assessment Standards
Scientific Inquiry and Problem solving skills	When learners use appropriate materials for the build of the skeleton. which materials could be used and how the improvement can be made
Construction and Application of life Sciences knowledge	When learners identified structures of the skeleton and how they fit together Why is the improved part an improvement and give an substantial report on it.
Life Sciences, Technology, Environment and Society	

Specific outcomes
Knowledge of the anatomy and physiology of the human skeleton
The importance and function of the human skeleton
Understanding of the different tissues the human skeleton consist of
Exploring of the different types of bones (classification) of the human skeleton

Re-link with this

Assessment Criteria
Continual assessment during the project
Improved part of the skeleton (rubric)
Written report (rubric)
Test on the human skeleton

Assessment Method	
Self assessment	*
Cooperative-group assessment	*
Peer assessment	
Facilitator assessment	*



The Human Skeleton Grade 10: Biology

Can the human skeleton be improved on??

What are the most appropriate and economical materials that can be used to build different parts of the human skeleton? By using these materials what would be the most efficient and functional improvements that can be made on the existing part. How do these improved parts fit together to form a complete human skeleton. Substantiate and motivate the build of the improved part of the skeleton in a report.

- In your cooperative-groups decide which part of the skeleton you would like to improve on. It will work on a first come first serve basis. No group in the class can pick the same part of the skeleton to improve on. The part of the skeleton what the group choose to improve on must be indicated on a sketch of the complete human skeleton. This sketch must be handed in (21 April).
- **Meta-learning:**
 - Individually generate a list of materials you think can be used to build this part of the skeleton.
 - Individually generate a list of possible improvements that can be made on this part of the skeleton, which will enhance the efficiency and functionality (21 April).
- **Cooperative-learning:**
 - After all the individual lists were consulted decide together in your cooperative-group how will you improve this part of the skeleton in the most effective ways possible and which materials will be used to achieve this (21 April).
 - This part of the skeleton will be built in class (your progress will be assessed during the week). So all necessary materials must be brought to class.
 - An exhibition of all the cooperative-groups improved parts will be held, where the group then must explain to peers what they have done.
 - A substantial and detailed report - where you motivate the materials used, the process you followed in deciding how to improve on the part of the skeleton and the effects of these improvements - must be handed in.
 - Can you make a complete skeleton out of all the cooperative-groups in the class?

NB Dates

- **29 April: Improved part of the skeleton must be completed.**
- **30 April: Exhibition of the different cooperative-groups improved part of the skeleton**
- **30 April: Completed report must be handed in.**
- **3 May: Test**



Die Menslike Skelet Graad 10: Biologie

Kan daar op die menslike skelet verbeter word?

Wat is die geskikste en mees ekonomiese materiale wat gebruik kan word om verskillende dele van die menslike skelet te bou. Deur van hierdie materiale gebruik te maak wat sou die mees effektiefste en funksionele verbeteringe wees op 'n gedeelte van die skelet? Hoe pas hierdie verbeterde dele in mekaar om 'n volledige menslike skelet te vorm? Bewys en motiveer jou verbeterde skelet-deel in 'n verslag.

- In julle koöperatiewe-groep besluit watter deel van die skelet julle wil verbeter. Dit sal op 'n 'first come, first serve' basis werk. Geen groep sal die selfde deel van die skelet verbeter nie. Die deel wat die groep kies moet op 'n volledige skets van die menslike skelet aangedui word en ingehandig word (21 April).
- **Meta-leer**
 - Stel, individueel 'n lys saam van die materiale wat gebruik kan word om die deel van die skelet te bou waaraan jou koöperatiewe groep gaan werk.
 - Genereer, individueel idees om die deel van die skelet te verbeter (21 April).
- **Koöperatiewe-leer**
 - Na al die individuele lys te gekonsulteer is, besluit in die koöperatiewe-groep wat die mees gepaste materiale sal wees om die deel van die skelet te bou en wat die mees effektiefste verbeteringe is wat aan die deel van die skelet aangebring kan word (21 April).
 - Die deel van die skelet moet dan in klastyd gebou word (vordering sal geassesseer word deur die loop van die week). Alle benodighede moet dus klas toe gebring word.
 - 'n Tentoonstelling van die verbeterde dele van al die koöperatiewe-groepe sal gehou word, waar aan mede-leerders verduidelik moet word wat gedoen is.
 - 'n Volledige, gedetailleerde verslag moet ingehandig word waar motivering gebied word vir die materiale wat gebruik is, die verbeteringe wat aan gebring is en die effekte van die verbeteringe op die skelet.
 - Kan daar 'n volledige skelet uit die koöperatiewe-groepe se verbeterde dele gemaak word?

NB Datums:

- 29 April: Verbeterde-deel van die skelet moet klaar wees.
- 30 April: Tentoonstelling van die koöperatiewe-groepe se verbeterde dele.
- 30 April: Inhandiging van verslag.
- 3 Mei: Toets



Hoërskool SP C R Swart

Group: _____

Biology: Grade10
Biologie: Graad 10

Human Skeleton
Menslike Skelet

21-30 April 2004

21-30 April 2004

Exhibition Assessment
Tentoonstelling Assessering

Criteria	1	2	3	4	5
Quality of information/ideas Provided	No knowledge of part of skeleton; give no significant scientific information; no explanation of material used and improvement made	Little knowledge of the skeleton; give little scientific information; little indication of materials used and improvements made	Some knowledge of the skeleton, scientific knowledge are given; inadequate explanation of materials used and improvement made	Thorough knowledge of the skeleton, gives significant scientific information; adequate explanation and motivation of materials used and improvements made	Broad understanding and knowledge of the skeleton, give scientific information and concepts; superb explanation, motivation and effects of materials and improvements
Presentation	No organisation, no content	Little organisation or composition of content	Muddled, no clear links to content	Good organisation with links to content	Stimulating, clear links to content
Effective use of time			Too fast/slow	Good use of time	Excellent use of time
Enthusiasm/effort	No effort or enthusiasm	Little effort or enthusiasm	Some effort/some enthusiasm	Good effort and enthusiasm	Great effort and enthusiasm
Questions	Not able to answer any questions	Able to answer some questions	Able to answer questions	Respond to questions sufficiently	Respond to questions insightfully and effectively
Creativity of exhibition	No creativity, lacking stimulating impact	Lacks creativity, interest are not captured	Elements of creativity visible, some interest are captured	Good creativity and ideas; audience attention is captured	Exceptional creativity and ideas; audience are captured



Hoërskool SP C R Swart

Group: _____

Biology: Grade10
Biologie: Graad 10

Human Skeleton
Menslike Skelet

21-30 April 2004
21-30 April 2004

Report
Verslag

Quality of information/ide as Provided	No knowledge of part of skeleton; give no significant scientific information; no explanation of material used and improvement made	Little knowledge of the skeleton; give little scientific information; little indication of materials used and improvements made	Some knowledge of the skeleton, scientific knowledge are given; inadequate explanation of materials used and improvement made	Thorough knowledge of the skeleton, gives significant scientific information; adequate explanation and motivation of materials used and improvements made	Broad understanding and knowledge of the skeleton, give scientific information and concepts; superb explanation, motivation and effects of materials and improvements
Discussion and motivation of improvement on skeleton	No improvements are evident	Improvement are evident, without motivation	Improvements are evident with inadequate motivation	Improvements are evident with adequate motivation and description of improvements; effects of improvement are given	Improvement are evident, motivation are insightful and significant; effects of improvement are given in detail
Discussion and motivation of materials used	No correlation with specific characteristics of the part of the skeleton, no motivation given	Little correlation with specific characteristics of the part of the skeleton; no motivation given	Some correlation with characteristic of specific part of the skeleton and meagre motivation is given	Correlation with specific characteristics of the part of the skeleton; adequate motivation is given	Correlates with characteristic of specific part; motivation is insightful and significant
Layout and neatness			No layout; cramped; untidy; difficult to read	Good layout; tidy; difficult to read	Excellent quality; tidy; easy to read
Writing skills, use of paragraphs, grammar, spelling	No paragraphs, many grammatical and spelling errors	Attempt at writing paragraphs, less grammatical and spelling errors	Paragraph usage found. Few grammatical and spelling errors	Effective use of paragraphs. Facts are organised. Little grammatical and spelling errors	Report of exceptional standard. Facts clearly expressed.
Effort	No effort	Little effort	Some effort	Good effort	Great effort



GACERALE N INSELA

Hoërskool SP C R Swart

Biology: Grade10
Biologie: Graad 10

Human Skeleton
Menslike Skelet

21-30 April 2004
21-30 April 2004

Cooperative-group assessment
Koöperatiewe-groep assessering

Assess the cooperation, participation and the amount of work put in by the individual members in your cooperative-group and of yourself.

Assessee die samewerking, deelname en hoeveelheid werk ingesit deur die individuele lede van jou koöperatiewe-groep en deur jouself.

1 = None 2 = Seldom 3 = usually 4 = most of the time 5 = all the time

Group: 4	Brought materials	Assisted with the building of the improved part of the skeleton	Helped with report and exhibition composition	Over all Cooperation and participation	Over all worked put in to achieve success in this project
Name	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
JERRITA	5	5	4	5	5
CAROLINE	3	2	2	3	2
HEINDEIG	3	2	2	2	3
GACERALE	4 5	4	4	4	4

24
12
12
21

Cooperative-groups mark for improved part of the skeleton: 5 /5

Koöperatiewe-groep se punt vir verbeterde deel van die skelet: 5 /5

				made ✓ improvements	
Presentation	No organisation, no content	Little organisation or composition of content	Muddled, no clear links to content	Good organisation with links to content ✓	Stimulating, clear links to content
Effective use of time			Too fast/slow	Good use of time ✓	Excellent use of time
Enthusiasm/effort	No effort or enthusiasm	Little effort or enthusiasm	Some effort/some enthusiasm ✓	Good effort and enthusiasm	Great effort and enthusiasm
Questions	Not able to answer any questions	Able to answer some questions	Able to answer questions ✓	Respond to questions sufficiently	Respond to questions insightfully and effectively
Creativity of exhibition	No creativity, lacking stimulating impact	Lacks creativity, interest are not captured	Elements of creativity visible, some interest are captured ✓	Good creativity and ideas; audience attention is captured	Exceptional creativity and ideas; audience are captured

20/30



PORTUURASSESSERING SELFASSESSERING		PEER ASSESSMENT SELF ASSESSMENT		D	
DATUM: 21 April DATE: NAAM/NAME: Geen naam LEERTAAKNUMMER LEARNING TASK NUMBER: 1 Die skelet		(Dui aan watter assessering jy doen/Indicate which assessment it is?) PORTUURASSESSERING PEER ASSESSMENT <input type="checkbox"/>			
		SELFASSESSERING <input checked="" type="checkbox"/>			
INISIËRING VAN LEER INITIATING LEARNING					
INSTRUKSIE: Omkring syfer van die mees geskikte kommentaar INSTRUCTION: Encircle number of most applicable comment					
KRITERIA/CRITERIA					
Leerklimaat Learning climate	1 Suiwer fokus, relevant en hou direk met leeruitkomste verband Highly focused, relevant, related to learning outcome 2 Aandag vasgevang /Captivates attention 3 Poging aangewend, genotvol maar irrelevant vir leeruitkomste Attempt made, pleasurable but irrelevant to learning outcome 4 Geen poging om 'n leerklimaat te skep nie No attempt to setting a learning climate	1	2	3	4
Probleemstelling Posing a problem	1 Uitnemende probleemstelling, helder, relevant, dringend en uitdagend An exceptional problem, clear, relevant, challenging and urgent 2 Probleem relevant, uitdagend, dringend maar is nie helder geformuleer nie Problem relevant, challenging, urgent but lacks clarity 3 Probleem helder geformuleer, irrelevant, nie-uitdagend of dringend nie / Problem clear but lacks relevance, challenge and urgency 4 Geen probleem nie of wollerig / No problem stated or fuzzy	1	2	3	4
Bestuur van leer Learning management	1 Uiters georganiseerd en absoluut relevant vir leerderaktiwiteite Highly organized, suitably relevant for learner activities 2 Goed georganiseer vir beperkte leerderaktiwiteite Well organized for limited learner activities 3 Organisasie kort meer ontwerp & beplanning vir leerderaktiwiteite Organisation needs more design & planning for learner activities 4 Min of geen organisasie of beplanning vir leerderaktiwiteite nie Little or no organization, nor planned learner activities	1	2	3	4
Leermedia Learning media	1 Opwindende, kreatiewe, relevante, geïntegreerde gebruik van leermedia & ander bronne / Exciting, original, relevant, integrated use of learning media & other resources 2 Relevante gebruik van leermedia en ander bronne Relevant use of learning media and other resources 3 Min gebruik/beperkte gebruik van leermedia en ander bronne Little/some use of learning media and other resources 4 Geen gebruik van leermedia of ander bronne nie No use of learning media and other resources	1	2	3	4
Koöperatiewe leer Cooperative learning	1 Hoogs effektiewe, suksesvolle gebruik van koöperatiewe leer Highly effective, successful use of cooperative learning 2 Redelike effektiewe gebruik van koöperatiewe leer Partially effective use of cooperative learning 3 Hanteer groepwerk en/of paarwerk Managed group and /or pair work 4 Geen koöperatiewe leer/groepwerk/paarwerk probeer nie Attempted no cooperative learning/group work or pair work	1	2	3	4
Leerder- betrokkenheid Learner involvement	1 Hele groep is hoogs geïnteresseerd, gemotiveerd, neem verantwoordelikheid vir eie leer / Total group involved, highly interested, motivated, takes responsibility for own learning 2 Sommige is by tye geïnteresseerd, /At times a few show an interest 3 Meeste is verveeld, stil en onbetrokke Many bored, quiet and uninvolved 4 Die klas is verveeld, buite beheer en lawaaierig Class is bored, unruly, noisy	1	2	3	4
Tydsbestuur Time management	1 Uitstekende tydsbestuur, uiters sensitief t.o.v leerders se behoeftes Excellently paced, highly sensitive towards needs of learners 2 Goeie tydsbestuur, bewus van leerders se behoeftes Well paced, aware of learners' needs	1	2	3	4



	3 Laat toe dat aandag afgetrek word, fokus op individuele leerders Allows distraction, focus is on individual learners' needs				
	4 Mors tyd, te haastig, neem leerders se behoeftes glad nie in ag nie Wastes time, rushed, no awareness of learners' needs				
Kommunikasie Communication	1 Uitstekende taalgebruik, lewendig, entoesiasies, duidelik, hoorbaar, energiek Exceptional language usage, vivid, enthusiastic, energetic, clear, audible	1	2	3	4
	2 Entoesiasies, energiek en duidelik verstaanbaar Enthusiastic, energetic, clear				
	3 Duidelik en hoorbaar Clear and audible				
	4 Oninspirerend, onduidelik, onseker, vervelig Inaudible, uninspiring, boring, insecure				

INSTANDHOUDING VAN LEER MAINTAINING LEARNING		KRITERIA / CRITERIA			
Moniteringsvaardighede Monitoring skills	1 Daag leerders uit om met selfvertroue onafhanklik te dink / Challenges learners to be confident, independent thinkers 2 Fokus op leerderdenke / Focused on learner thinking 3 Geneig om antwoorde te gee / Tends to give solutions 4 Maak leerders afhanklik en onseker / Makes learners dependent and insecure	1	2	3	4
Hantering van terugvoer Managing feedback	1 Luister met aandag, verstaan, gee uitdagende en logiese insette / Attentive listening, understanding, offers challenging, logical inferences 2 Luister met aandag, gee erkenning, interpreteer die kernaspekte / Attentive listening, gives recognition, interprets main ideas 3 Luister halfhartig, gee min erkenning, min of geen terugvoer / Listens with little attention, little recognition given, little or no feedback 4 Bevooroordeelde, veroordelende, afbrekende terugvoer / Biased, judgmental, derogatory feedback	1	2	3	4
Skryf jou: Ontwikkelingsdoelwitte Write down your: Development targets	<ul style="list-style-type: none"> • Beter beheer uit oefen in klas • Strenger • Skep beter leer atmosfeer • Wil leerders laat luister, omdat hulle nie anders kan (hulle wil!) 				

Kommentaar/Comments:

Geteken/ Signed

[Handwritten signature]



PORTUURASSESSERING SELFASSESSERING		PEER ASSESSMENT SELF ASSESSMENT		D		
DATUM: DATE: NAAM/NAME: <i>C. de Groot</i> LEERTAAKNUMMER LEARNING TASK NUMBER: <i>Learning Task Presentation of the Human Skeleton</i>		(Dui aan watter assessering jy doen/Indicate which assessment it is?) PORTUURASSESSERING PEER ASSESSMENT X <input type="checkbox"/> <input type="checkbox"/> SELFASSESSERING SELF ASSESSMENT <input type="checkbox"/> <input type="checkbox"/>				
INISIËRING VAN LEER INITIATING LEARNING						
INSTRUKSIE: INSTRUCTION:		Omkring syfer van die mees geskikte kommentaar Encircle number of most applicable comment				
KRITERIA/CRITERIA						
Leerklimaat Learning climate	1	Suiwer fokus, relevant en hou direk met leeruitkomste verband Highly focused, relevant, related to learning outcome	1	2	3	4
	2	Aandag vasgevang /Captivates attention				
	3	Poging aangewend, genotvol maar irrelevant vir leeruitkomste Attempt made, pleasurable but irrelevant to learning outcome				
	4	Geen poging om 'n leerklimaat te skep nie No attempt to setting a learning climate				
Probleemstelling Posing a problem	1	Uitnemende probleemstelling, helder, relevant, dringend en uitdagend An exceptional problem, clear, relevant, challenging and urgent				
	2	Probleem relevant, uitdagend, dringend maar is nie helder geformuleer nie Problem relevant, challenging, urgent but lacks clarity	1	2	3	4
	3	Probleem helder geformuleer, irrelevant, nie-uitdagend of dringend nie / Problem clear but lacks relevance, challenge and urgency				
	4	Geen probleem nie of wollerig / No problem stated or fuzzy				
Bestuur van leer Learning management	1	Uiters georganiseerd en absoluut relevant vir leerderaktiwiteite Highly organized, suitably relevant for learner activities	1	2	3	4
	2	Goed georganiseer vir beperkte leerderaktiwiteite Well organized for limited learner activities				
	3	Organisasie kort meer ontwerp & beplanning vir leerderaktiwiteite Organisation needs more design & planning for learner activities				
	4	Min of geen organisasie of beplanning vir leerderaktiwiteite nie Little or no organization, nor planned learner activities				
Leermedia Learning media	1	Opwindende, kreatiewe, relevante, geïntegreerde gebruik van leermedia & ander bronne / Exciting, original, relevant, integrated use of learning media & other resources	1	2	3	4
	2	Relevante gebruik van leermedia en ander bronne Relevant use of learning media and other resources				
	3	Min gebruik/beperkte gebruik van leermedia en ander bronne Little/some use of learning media and other resources				
	4	Geen gebruik van leermedia of ander bronne nie No use of learning media and other resources				
Koöperatiewe leer Cooperative learning	1	Hoogs effektiewe, suksesvolle gebruik van koöperatiewe leer Highly effective, successful use of cooperative learning	1	2	3	4
	2	Redelike effektiewe gebruik van koöperatiewe leer Partially effective use of cooperative learning				
	3	Hanteer groepwerk en/of paarwerk Managed group and /or pair work				
	4	Geen koöperatiewe leer/groepwerk/paarwerk probeer nie Attempted no cooperative learning/group work or pair work				
Leerder- betrokkenheid Learner involvement	1	Hele groep is hoogs geïnteresseerd, gemotiveerd, neem verantwoordelikheid vir eie leer / Total group involved, highly interested, motivated, takes responsibility for own learning	1	2	3	4
	2	Sommige is by tye geïnteresseerd, /At times a few show an interest				
	3	Meeste is verveeld, stil en onbetrokke Many bored, quiet and uninvolved				
	4	Die klas is verveeld, buite beheer en lawaaierig Class is bored, unruly, noisy				
Tydsbestuur Time management	1	Uitstekende tydsbestuur, uiters sensitief t.o.v leërders se behoeftes Excellent paced, highly sensitive towards needs of learners	1	2	3	4
	2	Goeie tydsbestuur, bewus van leerders se behoeftes Well paced, aware of learners' needs				

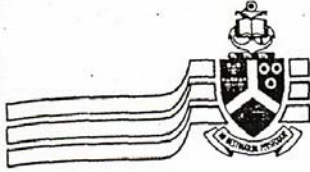


	3 Laat toe dat aandag afgetrek word, fokus op individuele leerders Allows distraction, focus is on individual learners' needs				
	4 Mors tyd, te haastig, neem leerders se behoeftes glad nie in ag nie Wastes time, rushed, no awareness of learners' needs				
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	4 Oninspirerend, onduidelik, onseker, vervelig Inaudible, uninspiring, boring, insecure				

INSTANDHOUDING VAN LEER MAINTAINING LEARNING					
KRITERIA / CRITERIA					
Moniteringsvaardighede Monitoring skills	1 Daag leerders uit om met selfvertroue onafhanklik te dink / Challenges learners to be confident, independent thinkers				
	2 Fokus op leerderdenke / Focused on learner thinking	1	2	3	4
	3 Geneig om antwoorde te gee / Tends to give solutions				
	4 Maak leerders afhanklik en onseker / Makes learners dependent and insecure				
Hantering van terugvoer Managing feedback	1 Luister met aandag, verstaan, gee uitdagende en logiese insette / Attentive listening, understanding, offers challenging, logical inferences				
	2 Luister met aandag, gee erkenning, interpreteer die kernaspekte / Attentive listening, gives recognition, interprets main ideas	1	2	3	4
	3 Luister halfhartig, gee min erkenning, min of geen terugvoer / Listens with little attention, little recognition given, little or no feedback				
	4 Bevooroordeelde, veroordelende, afbrekende terugvoer / Biased, judgmental, derogatory feedback				
Skryf jou: Ontwikkelingsdoelwitte					
Write down your: Development targets					

Kommentaar/Comments:

Die leertoek was baie oulik, uitdagend en goed uiteengesit.
Sekere leerders neem nie deel in die klas nie en ek dink dit is 'n uitdaging vir jou om ook hulle
Geteken/ Signed betrokke te kry. Jy het die leerders goed uitgedaag om met selfvertroue onafhanklik te dink.



Universiteit van Pretoria

UNIVERSITEIT VAN PRETORIA
ONDERWYS- EN OPLEIDINGSPRAKTYK

A

KURSUS	PGCE
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Mnr/Mej/Mev Studentenommer.. ..
 Plek Tema Human Skeleten
 Handtekening Datum 21 April Punt 55 %

ONDERWYS- EN OPLEIDINGSPRAKTYK

Mnr/Mej/Mev Studentenommer

Riglyne vir waarneming:		LEERFASILITERING	
ONTWERP	Inisiering van leer	Leer	Instandhouding van leer
Weerspieël die geskrewe voorlegging voldoende beplanning tov: Ontwerp Kruiskurrikulêre integrering Bronverwysing Leeruitkomste gespesifiseer	Watter handelinge dra by/nie by tot suksesvolle uitdaging van leer? Is die probleemstelling uitdagend? Hoe is die leerklimaat geskep? Is daar energie? Entoesiasme?	Leerbetrokkenheid Is al die leerders betrokke geïnteresseerd, gretig om aan die leer deel te neem? Hoe is dit sigbaar?	Hoe word leer instand gehou, bestuur? Hoe ondersteun die fasiliteerder leer? Hoe word besondere onderwysbehoefes gehanteer? Hoe reageer die opvoeder op gedrag?

(Gebruik die bogenoemde kriteria)

• Leertaak beplanning volledige en leertaak innoverend.
 Die probleemstelling is uitdagend, maar daar is tog leerders wat se aandag gevang moet word.

Goede leerklimaat geskep, maar dit kan verbeter deur meer bronne aan die leerders beskikbaar te stel of hulle aanspoedig om hul eie te bring.

• Dissipline is baie goed. Kyk net of al die leerders se aandag kan kry voor leertaak aanbieding.

Opsomming: Merk u assessering van die kwaliteit van die leergeleentheid

1 75+	Bale goed met uitstekende kenmerke	2 68+	Goed met geen noemenswaardige tekortkominge nie	3 60+	Aanvaarbaar, maar vereis baie meer insetting	4 55	Oneaanvaarbaar. Voldoen glad nie aan gestelde standaard nie
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Aspekte wat besondere aandag vra

Handtekening Teacher Meats Datum 21/04/2004 Punt 55 %



2.2 Reflection on SBEP 1

Thinking back on my SBEP 1 there will never again be a situation I will learn more from, in such a short time. I definitely had my most challenging school based education programme first.

I learned that a facilitator's job is definitely not 7:00 to 14:00. There was not one day that I got home and could do nothing and I burned the mid night oil more that once.

My professional growth can be seen in my learning task. My learning task design improved, my confidence in presenting my learning tasks improved and my maintaining of learning improved. I also improved my English a lot during this time. When under pressure you must sink or swim. My head was sometimes just above the water, but I swam.

After my SBEP 1 I also realized that there was a lot I must improve on to become an excellent facilitator of learning. I knew my learning task could be improved on especially my real life problems as well as my clarity with which I presented the problem and the instruction to the learners. My discipline and 'consequences' for my learners had to be of a higher standard.

In a short amount of time I went from a 'teacher' to a beginner facilitator. One of the mistakes I made is that I got attached to my learners. I made a promise to myself that I wouldn't do this again, because it was very difficult to say good buy to my learners on the last day.