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Addendum 18: Example of a portfolio of evidence of a learner who is not yet competent (Mgidi, 2001)

Note:

➤   The learner gave permission to include the portfolio in the thesis

➤   The learner gave permission to copy the portfolio

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PERSONAL PROFILE

SURNAME   :MGIDI

FIRST NAMES   :JABULANI ABRAM

LANGUAGE   :ENGLISH

COUNTRY   :SOUTH AFRICA

PROVINCE   :GAUTENG

GENDER   : MALE

BIRTH DATE   : 4th APRIL 1948

OCCUPATION   : EDUCATOR

INTERESTS   : WATCHING SOCCER MATCH

HOBBIES   : READING, SINGING

I, Abram Mgidi, whose student number is 2026288, declare that I have created this module on 15 May 2001 for NTG 471.

Unit standard number: TBG 474

Unit standard level: 6

Credit attached: 12 SAQA credits

Field and Sub-field: Education, training and development: Higher Education and Training

Issue date: Thursday, April 06, 2000

Review date: Friday, April 06, 2001

Purpose: This unit will enable the candidate to integrate computer skills and techniques with the applications of teaching and learning theory.

Learning assumed: Candidates will have successfully completed a course including the learning theories and the application of learning theories in education.
This course would have been included in the 4 year Baccalaureus degree in Education, the 3 year Baccalaureus degree and Higher Education Diploma or the Professional Teaching Qualification of at least 3 years
Candidates will have successfully completed a course in advanced computer skills.

Specific outcomes: Specific Outcome 1   *Learn*
Gather information on the present learning theories
Define and explain the concept "learning"

Specific Outcome 2
Identify and describe the principles of co-operative and individual learning

Specific Outcome 3   *Cognitive Behavior*
Identify and describe the principles of the objectivist and constructivist approaches on knowledge

Specific Outcome 4
Identify and describe the principles of cognitive and behavioural learning

Specific Outcome 5
Demonstrate the application of these theories in an authentic classroom environment

Specific Outcome 6
Apply appropriate computer technology when compiling the portfolio of evidence

11/8/200

Specific Outcome 7, 8, 9, 10
These are the Outcomes to achieve for the Specific Outcome 6

Embedded knowledge: Knowledge and application of learning theories in education
Knowledge of application of administrative, educational and
extra-mural activities in an institution

Critical outcomes: Identify and solve problems in which responses display that
responsible decisions using critical and creative thinking have
been made.
Work effectively with others as a member of a team, group,
organisation, community.
Organise and manage oneself and one's activities responsibly
and effectively.
Collect, analyse, organise and critically evaluate information.
Communicate effectively using visual, mathematical and/or
languagfe skills in the modes of oral and/or written presentation.
Use science and technology effectively and critically, showing
responsibility towards the environment and health of others.
Demonstrate an understanding of the world as a set of related
systems by recognising that problem-solving context do not
exist in isolation

Assessment criteria: Specific Outcome 1
Gather information on the present learning theories
Define and explain the concept learning

The applications and implementations must show evidence of
i. The ability to analyse data and to construct a useful
database with the data
ii Contextual accuracy and applicability
iii. Functional structural organisation
iv. Originality of ideas
v Effectiveness
vi. Care and attention to technical quality
vii. Care and attention to communicative quality
viii. Define learning with reference tp'cognive, affective and
psychomotor skills   to

Specific Outcome 2
 Identify and describe the principles of co-operative and
individual learning

i. Can describe and explain, using appropriate terminology, the
theory behind co-operative and individual learning
ii. Can make an informed comparison of the strenghts and
weaknesses of co-operative and individual learning
iii Demonstrates the application of co-operative and individual
learning in a controlled environment

Specific Outcome 3

1/8/2001

Identify and describe the principles of the objectivist and constructivist approaches on knowledge

i Can describe and explain, using appropriate terminology, the theory behind objectivist and constructivist approaches on knowledge
ii. Can make an informed comparison of the strenghts and weaknesses of objectivist and constructivist approaches on knowledge
iii Demonstrates the application of objectivist and constructivist approaches on knowledge in a controlled environment

Specific Outcome 4
Identify and describe the principles of the cognitive and behavioural learning

i Can describe and explain, using appropriate terminology, the theory behind cognitive and behavioural learning
ii Can make an informed comparison of the strenghts and weaknesses of cognitive and behavioural learning
iii Demonstrates the application of cognitive and behavioural learning knowledge in a controlled environment using computer technology

Specific Outcome 5
Demonstrate the application of these theories in the authentic classroom environment

i Can argue the effectiveness of the learning theories in a classroom environment
ii Can present an example of the application of the learning theories in the classroom environment

Specific Outcome 6
Apply appropriate computer technology when compiling the portfolio of evidence

i Can use and apply different computer software applications

Accreditation: 1. Assessor
2. Internal Moderator
3. External Moderator
4. ETQA
5. SAQA

Range statements: Specific Outcome 1
Gather information on the present learning theories
Define and explain the concept learning

i. The selection must be from a variety of sources and resources

$\text{\textit{1}} \; 11 \, 8 / 200$

ii The selection must be sorted in a database with at least the following fields; the article, the author, the page number, the reference to the appropriate topic, the extract

Specific Outcome 2
Identify and describe the principles of co-operative and individual learning

i Apply to the role of the learner
ii. Apply to the role of the facilitator
iii. Apply to the effect on the content
iv. Apply to the physical layout of the classroom
v Apply to assessment

Specific Outcome 3
Identify and describe the principles of the objectivist and constructivist approaches on knowledge

i Apply to the role of the learner
ii. Apply to the role of the facilitator
iii Apply to the effect on the content
iv. Apply to the physical layout of the classroom
v Apply to assessment

Specific Outcome 4
Identify and describe the principles of the cognitive and behavioural learning

i Apply to the role of the learner
ii Apply to the role of the facilitator
iii Apply to the effect on the content
iv. Apply to the physical layout of the classroom
v Apply to assessment

Specific Outcome 5
Demonstrate the application of these theories in the authentic classroom environment

i Can argue the effectiveness of the learning theories in a classroom environment
ii Can present an example of the application of the learning theories in the classroom environment

Specific Outcome 6
Apply appropriate computer technology when compiling the portfolio of evidence

Use multi-purpose programs as well as single purpose programs to verify the computer skills of the learners
Demonstrate the ability to structure knowledge in an application

Demonstrate to be able to use word processing skills
Demonstrate to be able to use databases skills
Demonstrate to be able to use Desktop Publishing skills
Demonstrate to be able to use presentation skillsInclude the
use of textInclude the use of graphics
Include the use of Header and Footer
Include the application of design principlesInclude the
structured layout of data
Include the development of a final product in a software
program

Notes: All applications must be done in an authentic context.

Evidence:

A portfolio of data including
1. A database with information
2. A DTP brochure
3. A Word processing document
4. A Presentation
5. A Demonstration of the portfolio

A debate on the learning theories as a demonstration of
communicative skills

A showcase of the student's work

Written tests and examinations

Observation checklists

TBG471

TBG 471 (2 Mei 2001)

1. Verduidelik die assessering van NTG wat op 15 Mei 2001 gaan plaasvind.

2. Verduidelik die nuwe module, handig Eenheidstandaarde en Leertake uit. Bespreek.

3. Soek 2 URL oor "Leer" om die vraag te beantwoord: "Wat is leer?" Maak 'n uitdruk.

4. Stel databasis op. Lees en vul databasis in.

5. Struktureer die kennis in een dokument.

6. Handig uitgedrukte databasis en dokument in.

TBG 471 (2 Mei 2001)

1. Explain assessment of NGT 471 on 15 May 2001

2. Explain new module, hand out Unit Standards and learning tasks. Discuss.

3. Find 2 URLs on "Learning" to enable you to answer the question: "What is learning?" Make a printout.

4. Create a database. Read documents and put data in database.

5. Structure your knowledge in one document.

6. Hand in the printouts of the database and structured document.

9 (1/8/2001)

TITLE OF ARTICLE	AUTHER OF ART	PA	TOPIC OF D
CREATING A BLUE PRIN	V S Lee	1	Learning
			Learning
			Learning

TB6471.

20262885

MGIDI ABRAM

COMMENT
Knowledge construction begins with current knowledge
Bloom`s Taxonomy: intellectual behaviours - cognitive domain
Bloom`s Taxonomy: six levels: Knowledge,comprehension, applica

TB6471.

20262885

MGIDI ABRAM

9 1/8/2021.

Like	Dislike
Arrangements	Does not say much.
Colourfull ✓ ✓	Does not specify
Attractive design	It had open space where other colour could have been put.
It involves sports	More information is needed. ✓
It involves children and youth	It does not say anything about farming.
Music	It does not any thing about mining.
Marketplaces for business	It does not say any thing about rain.
It involves different in conferences.	It does not say any thing about the seasons.
It involves many people during the debates.	
Children and youth can be involve in workshops.	
STUDENT NO. 20262885	

9/18/2021

NETWORK

- ❖ Today I have learned about NETWORK.
- ❖ The topic that we delt with was Cabling.
- ❖ Cabling is the medium through which information is usually moving from one network device to another.
- ❖ We have learned about types of cable
- ❖ which are:-
- ❖ Shielded and unshielded
- ❖ Wireless LAN
- ❖ Cable Installation GUIDES
- ❖ Coaxial Cable.

I also learned that it is cheaper to have thirty computers connected to Network rather than to have STAND ALONE computer.

In Chapter 2 I have learned that a PROTOCOL is a set of rules that governs the communications between computers on a network.

The most common protocols are
- ❖ Ethernet
- ❖ Local Talk
- ❖ Token Ring
- ❖ FDDI
- ❖ ATM

Ethernet protocol is by far the most widely used.

I, Abram J. Mgidi whose student number is 20262885, declare that this module was created by me on 27 March 2001.
Witness:
Witness contact details.

NTG 471: 27 Februarie 2001

1. Terugvoer van die vorige lesing
2. Bespreek Ontwerpbeginsels
3. Handig in vir assessering
   Die rowwe storiebord vir die webwerf
   Die werk wat gedoen is met Frontpage
4. Vir volgende lesing
   Volledige storiebord
   Sover as moontlik ontwikkeling in Frontpage

NTG 471: 27 February 2001

1. Feedback form previous lecture
2. Discuss Design Principles
3. Hand in for assessment
   The rough storyboard for your Website
   The practice in Frontpage
4. For the next lecture
   Complete storyboard
   Development in Frontpage as far as possible

WOZAN'BONE SCHOOL

- [ ] classes
- [ ] ADMINISTRATION BLOCK
- [ ] PRE-SCHOOL
- [ ] SOCCER PLAY GROUND
- [ ] NETBALL PLAY GROUND
- [ ] CRICKET PLAYGROUND
- [ ] VOLLEY BALL PLAY GROUND
- [ ] Water tank
- [ ] TOILETS
- [ ] ASSEMBLY

- [ ] ADMINISTRATION BLOCK
- [ ] PRINCIPAL OFFICE
- [ ] HOD OFFICE
- [ ] STAFF ROOM
- [ ] RECEPTION
- [ ] KITCHEN
- [ ] STRONGROOM

13/03/01

12/3/2001

Please sign this document

WOZANIBONE INTERMEDIATE SCHOOL

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YUNIBESITHI YA PRETORIA

• ADMINISTRATION BLOCK	• CLASS ROOMS

9824994

20262885

Jamé
13/03/01

Aarfage 12/3/2001

9824994
20262885

Jané
13/03/01

Aanoon 12/13/200

WOZANIBONE INTERMEDIATE SCHOOL
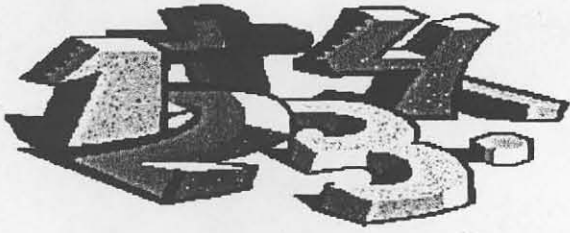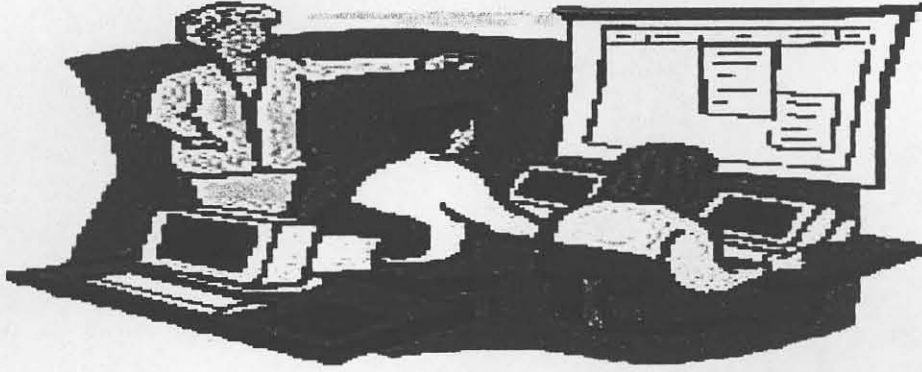
• ADMINISTRATION BLOCK	• CLASS ROOMS

9824994

20262885

CLASS ROOMS

Simunye was officialy opened as a Combined School

on the 31 July 1993. The colour blue represant the

school colour which is navy blue. As the school motto

is REACH FOR YOUR DREAM the school teaches

computer literacy.

20/3/2001

Submit a document		
Submit two relevant URLs in Learning Area	2	1
Evaluate like and dislike	2	1
Submit six URLs from group members	1	
Submit URL Design Principles	1	
Submit Design Principles (individual)	1	
Submit Design Principles printout	1	
Submit Design Principles (group)	1	
Total	10	3

Student number	20262885	
Submit a document	1	1
Submit proof of document printed from URL	1	
Submit proof of document "What I have learnt"	1	1
Submit proof of group document	1	
Submit proof of computer skills	2	1
Sign all documents	1	1
Construction of knowledge	3	1
Total	10	5

Student number	20262885	
Submit a document	1	1
Submit rough storyboard for website	2	1
Submit exercise in Frontpage	1	1
Submit printout of work	1	1
Submit proof of text and graphics	2	2
Submit proof of link	1	1
Submit proof of format text	1	1
Submit proof of table / alignment	1	1
Total	10	9

Student number	20262885	
Submit a document	1	1
Submit 5 page detailed storyboard for website	5	
Submit proof of design principles applied	1	
Submit proof of Frontpage development	1	1
Submit proof of computer skills	1	1
Sign document	1	
Total	10	3

Task 1: Design Principles

1. Find the following URL: http://www.lmp.co.za
2. Create a document in *Word* and save it as your student number. Create a *header* for the document and add your student number. Create a *footer* for the document with the **date** (left) and **Task 1** (right). Number the page in the *header*, center alignment.
3. Create a table with two columns and six rows.
4. Label the first column "Design Principles" and the second column "Evaluation".
5. List five design principles for a website in the five rows of the first column.
6. Evaluate the given website with reference to these five design principles in the second column.
7. Make a printout of the document.

Task 2: Website

1. Create a new website with two web pages.
2. Demonstrate the following skills in a **structured document (do not repeat anything!)**: change font type, change font size, change font color, underline, bold, italics, center, insert table, bullets, numbering, use graphics, background, make links between the two pages.
3. Make a printout of the document.

Task 3: Networking

A school with 600 learners and limited funding approaches you to advise them with the planning of a computer centre.

1. Insert a new page in your *Word* document of Task 1 with the heading "Computer Centre". Use WordArt.
2. Insert a table with three columns and six rows.
3. Label the first column "Network", the second column "Recommendation" and the third column "Reason".
4. Label the second row (all in the first column) "Components of a network" and the third row "Topology", the fourth row "Cabling", the fifth row "Type of network" and the sixth row "Five uses for the centre".
5. Complete the table with your choice of the suitable network and the reason for your choice.
6. Make a printout of the document. Hand in all tasks.

Test (20) Student number: `2026288`

This computer centre has a number of computers. Answer the following questions with reference to this venue

1.1 What type of computer system is in this venue?
    a. Stand alone computers
    b. A network

1.2 What type of network system can these computers be classified?
    a. LAN
    b. MAN
    c. WAN

1.3 What combination of computers do we find in this venue?
    a. Peer-to-peer
    b. Server-based

1.4 What type of cabling is used in this venue?
    a. Coaxial
    b. UTP
    c. STP

1.5 What is the topology of the computers in this venue?
    a. Bus
    b. Ring
    c. Star

1.6 Is there a "hub" in this venue?
    a. Yes
    b. No

1.7 What software is used to operate the network?
    a. Windows 98
    b. Novell
    c. Windows NT

1.8 Classify each of the following as good, bad or no example of design pronciples.
    a. Attractive appearance
    b. Dark green background and black text
    c. Applicable content
    d. Coorect language and spelling
    e. Graphics of approximately 15 KB
    f. Text in font size 10
    g. Graphics for background of approximately 1,5 MB
    h. Every page of the website has a different appearance

1.9 What does "URL" stand for?

1.10   What does "http" stand for?

1.11   What does "WWW" stand for?

1.12   What does "HTML" stand for?

1.13   Write down a typical URL (e.g. Futurekids' URL, or your school's URL).

1.14   Write down the steps that you will follow to create a new website.

Answersheet

Student number 2026288

1	a	b ✓		✓
2	a ✓	b	c	✓
3	a ✓	b		✓
4	a	b ✓	c	✗
5	a ✓	b	c	✗
6	a	b ✓		✗
7	a ✓	b	c	✓
8	a	good ✓	bad	none ✓
	b	good	bad	none ✓ ✗
	c	good ✓	bad	none ✓
	d	good ✓	bad	none ✓
	e	good ✓	bad	none ✓
	f	good ✓	bad	none ✗
	g	good ✓	bad	none ✗
	h	good ✓	bad	none ✗

DATE OF ASSESSMENT: Name of Assessor: Assessor signed:

Studentnumber: *2026288*		Self assessment		Peer assessment		Tutor assessment	

New Technologies (NTG 471): Assessment Matrix

Specific Outcomes	Assessment Criteria	C	NYC	Range Statements	C	NYC
Specific Outcome 1 **Identify, describe and apply knowledge on web based design**	i. Design a web site for educational purposes			Use an appropriate software program		
	ii. Demonstrate a knowledge of sound design principles			Apply design principles		
	iii. Publish the web site			Submit a URL		
Specific Outcome 2 **Understand the principles and application of networks**	i. Knowledge of the components of a network			i. LAN		
				WAN		
				MAN		
	ii. Knowledge of the typology of a network			ii. Bus		
				Star		
				Ring		
	iii. Knowledge of the cabling of a network			iii. Co-axial		
				UTP		
	iv. Knowledge of the different types of networks			iv. Server-based		
				Peer-to-peer		
	v. Knowledge of the administration of networks			v. Compile a strategy for the implementation of a network in the institution according to the needs		
				Knowledge of common concepts, e.g. sharing		

Assessment Matrix for FDE(CAE) Module RTS 471   1

2026288

COMPUTER CENTRE

TASK 1

NETWORK	RECOMMENDATION	REASON
COMPONENTS OF NETWORK	LAN	GOOD FOR SCHOOLS
TOPOLOGY	WAN	GOOD FOR SCHOOLS
CABLING	SHIELDED	GOOD WET PLACE
TYPE OF NETWORK	TO BE IN ENTIRE WORLD	
FIVE USES FOR THE CENTRE	COMPUTER LITERACY	

5

15/05/01

202620

STRUCTURED DOCUMENT

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15/05/01