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ANNEXURE A :

Rank Order of Life Skills needs for a group of University of Pretoria male students at the beginning of 1993.

PERCENTAGE OF STUDENTS WHO NEED GUIDANCE ON:

Life Skills	%	Rank	Sub-Field
Road Safety	49.6	1	A4
Alcohol and Drug Abuse	47.1	2	D2
Finding and Keeping Work	42.9	3	E3
Human Rights	42.1	4	A3
Cultural Orientation	38.1	5	F4
Study Methods	34.7	6	C4
Career Planning and Development	33.0	7	E4
Community Responsibility	32.2	8	A2
Handling Stress	29.7	9	C3
Sex Guidance	28.2	10	D1
Religious Orientation	28.2	10	F1
Self-concept/Self-assertion	25.6	12	B3
Political Orientation	25.6	12	F3
Mental Health	24.8	14	A1
Peer Group Influence	24.8	14	B4
Entrepreneurship	24.0	16	E1
Life and World Orientation	23.1	17	F2
Acceptance of One's Own Body	21.5	18	D5
Healthy Life Style	17.3	19	D4
Problem Solving/Decision Making	16.6	20	E2
Leadership	16.5	21	B1
Literacy/Education	16.5	21	B2
Technological Development	15.7	23	A5
Identity Development	15.7	23	B5
Work Values	15.7	23	E5
Time and Self-Management	14.8	26	C1
Family Education	14.8	26	F5
Communication Skills	13.2	28	C5
Exertion and Recreation	12.4	29	D3
Financial Management	10.8	30	C2

Rank Order of Life Skills needs for a group of University of Pretoria female students at the beginning of 1993.

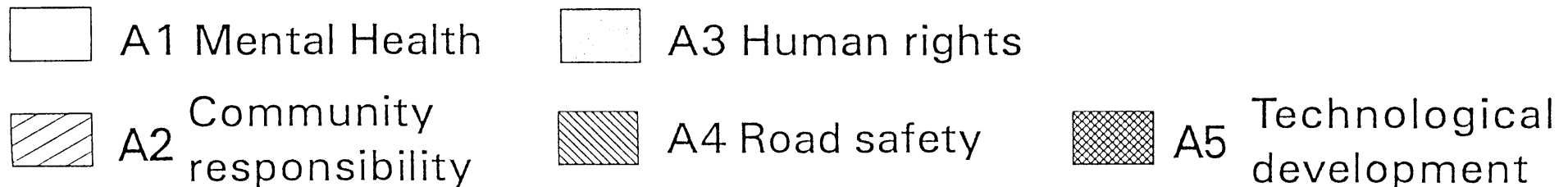
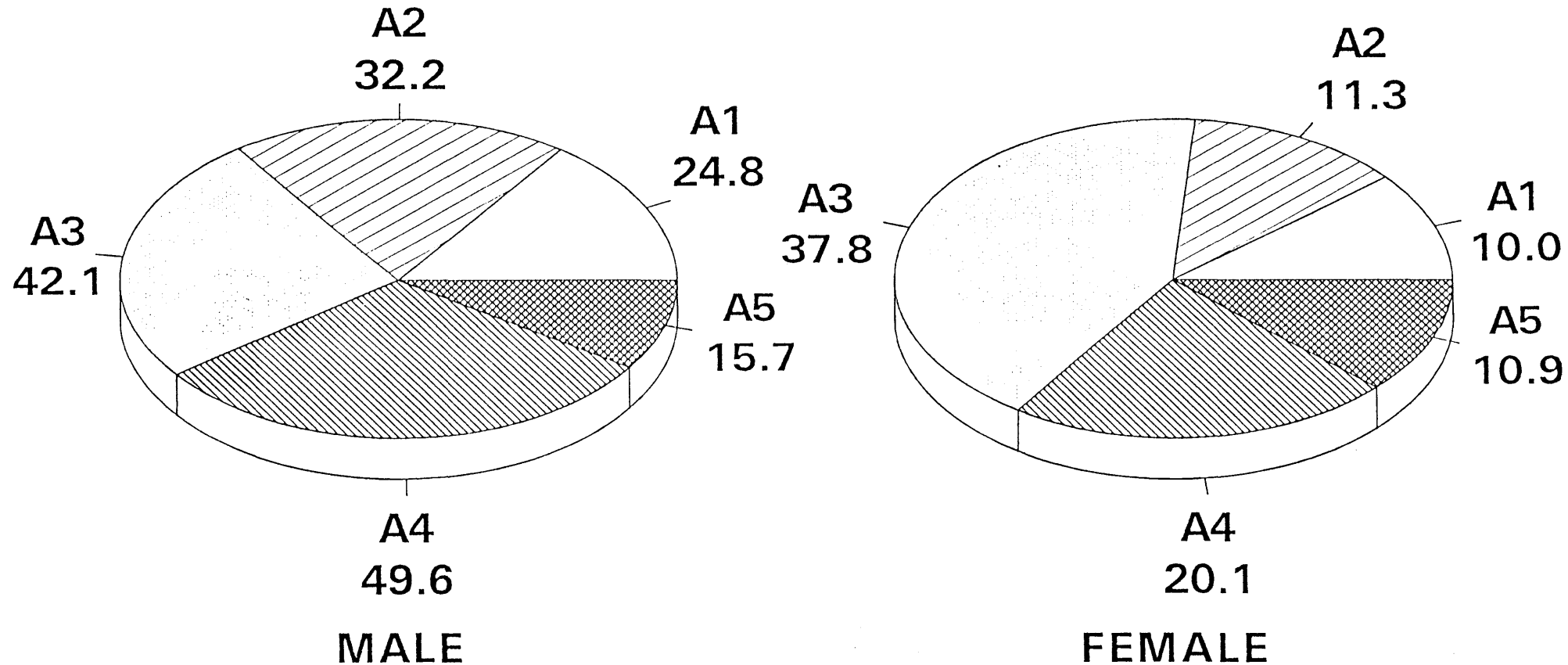
PERCENTAGE OF STUDENTS WHO NEED GUIDANCE ON:

Life Skills	%	Rank	Sub-Field
Finding and Keeping Work	52.6	1	E3
Human Rights	37.8	2	A3
Acceptance of One's Own Body	36.7	3	D5
Study Methods	36.5	4	C4
Career Planning and Development	36.3	5	E4
Handling Stress	30.9	6	C3
Political Orientation	29.4	7	F3
Alcohol and Drug Abuse	26.9	8	D2
Life and World Orientation	24.5	9	F2
Entrepreneurship	23.7	10	E1
Cultural Orientation	22.4	11	F4
Problem Solving/Decision Making	22.1	12	E2
Road Safety	20.1	13	A4
Peer Group Influence	17.8	14	B4
Sex Guidance	17.1	15	D1
Religious Orientation	16.6	16	F1
Self-concept/Self-assertion	16.1	17	B3
Identity Development	13.1	18	B5
Community Responsibility	11.3	19	A2
Technological Development	10.9	20	A5
Time and Self-Management	10.8	21	C1
Mental Health	10.0	22	A1
Financial Management	7.7	23	C2
Exertion and Recreation	5.4	24	D3
Leadership	5.2	25	B1
Work Values	4.8	26	E5
Communication Skills	4.0	27	C5
Family Education	4.0	27	F5
Healthy Life Style	2.7	29	D4
Literacy/Education	0.8	30	B2

LIFE SKILLS

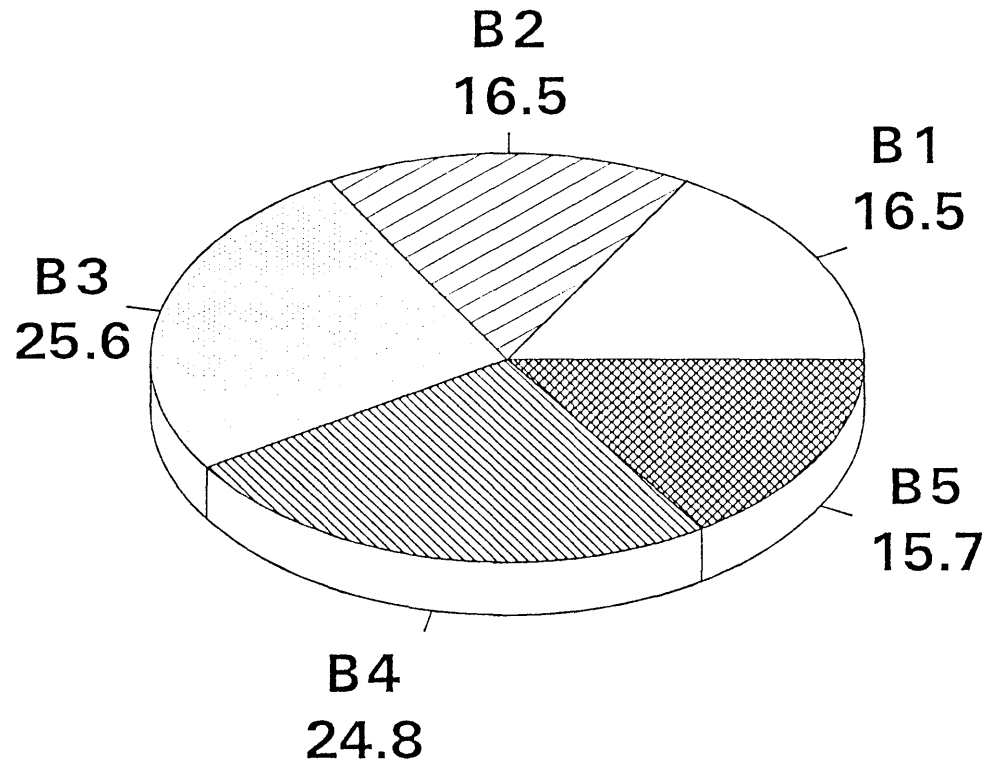
Community and Social Development

155

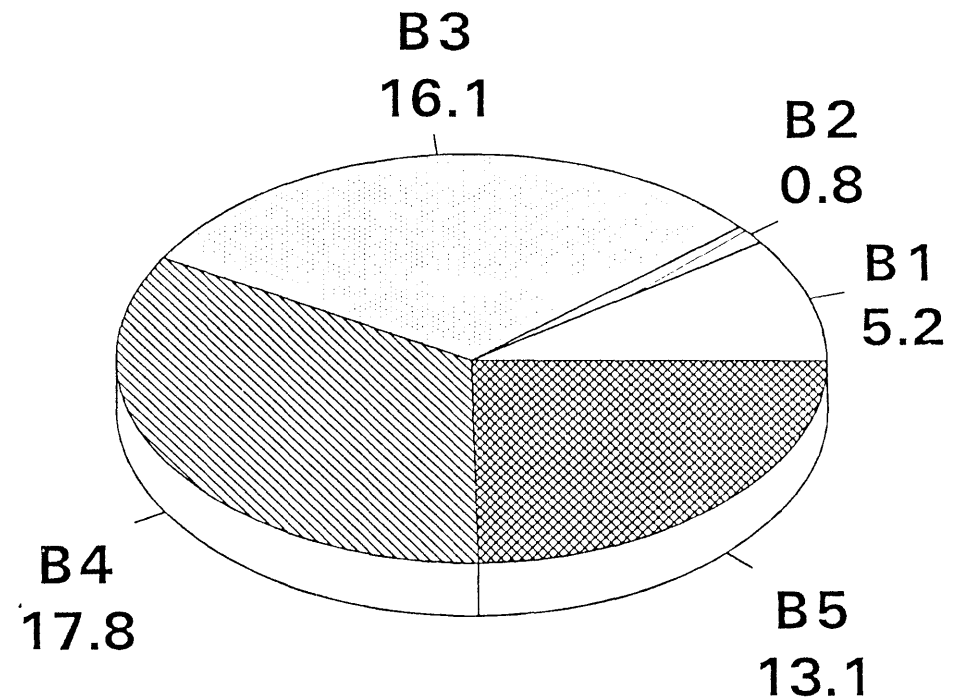
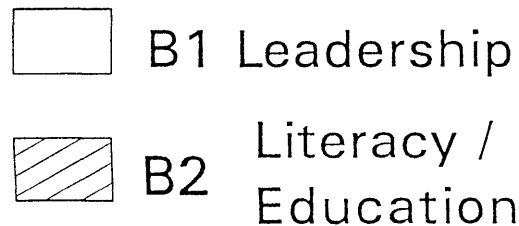


LIFE SKILLS

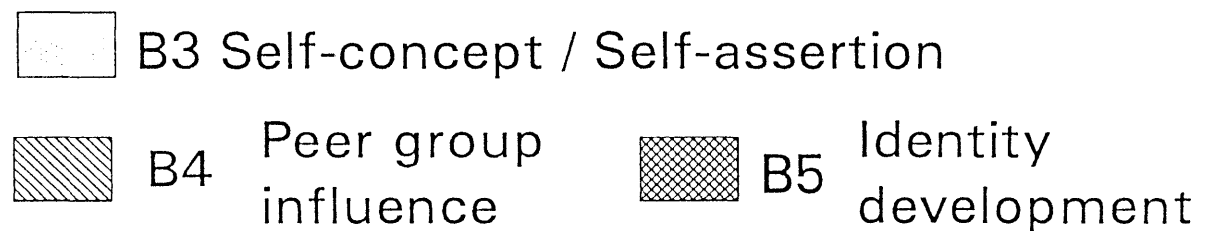
Development of person and self



MALE

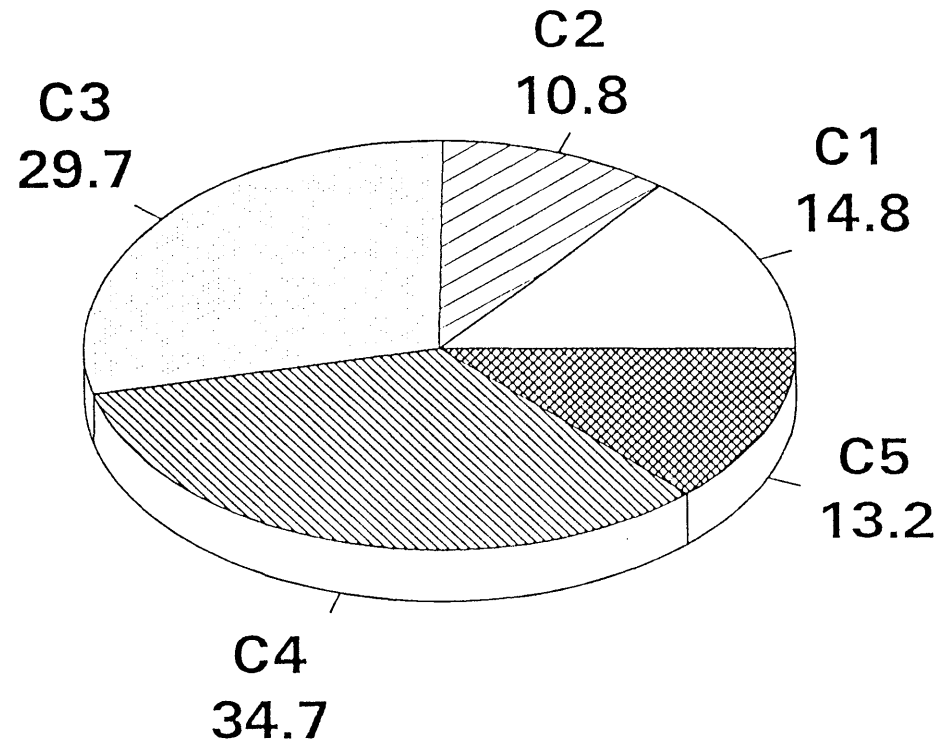


FEMALE

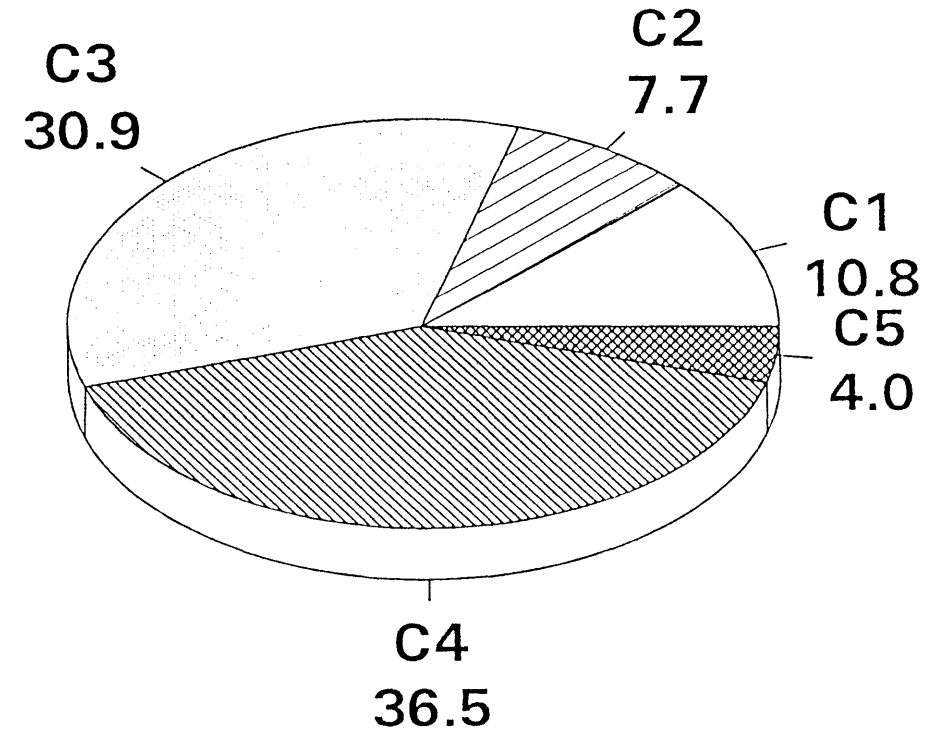


LIFE SKILLS

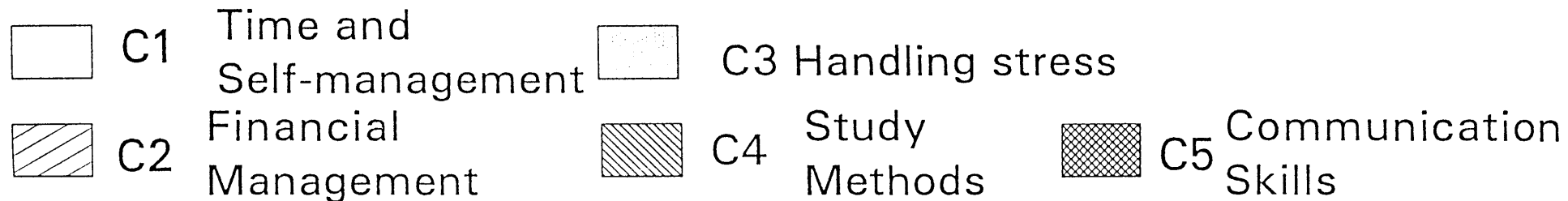
Self-management



MALE

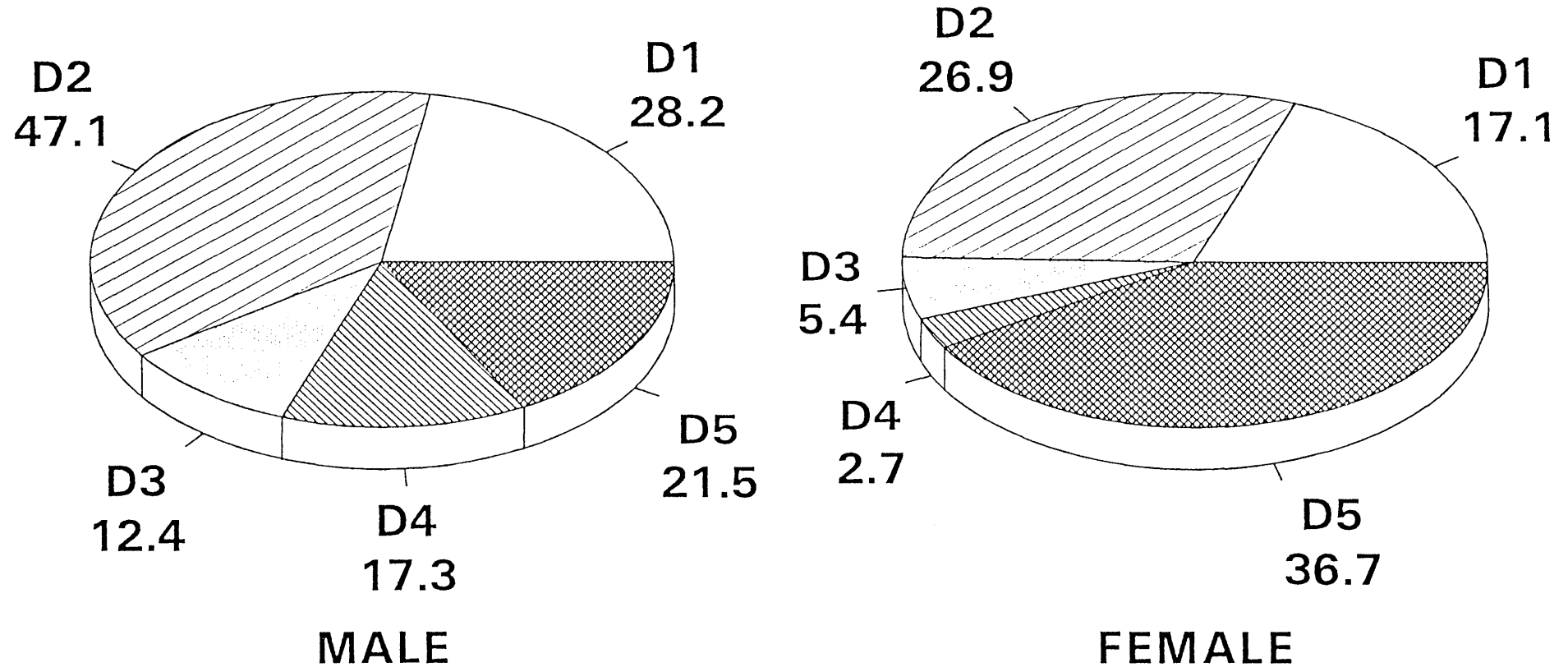


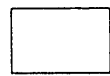

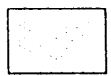
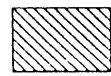
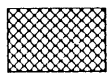
FEMALE



LIFE SKILLS

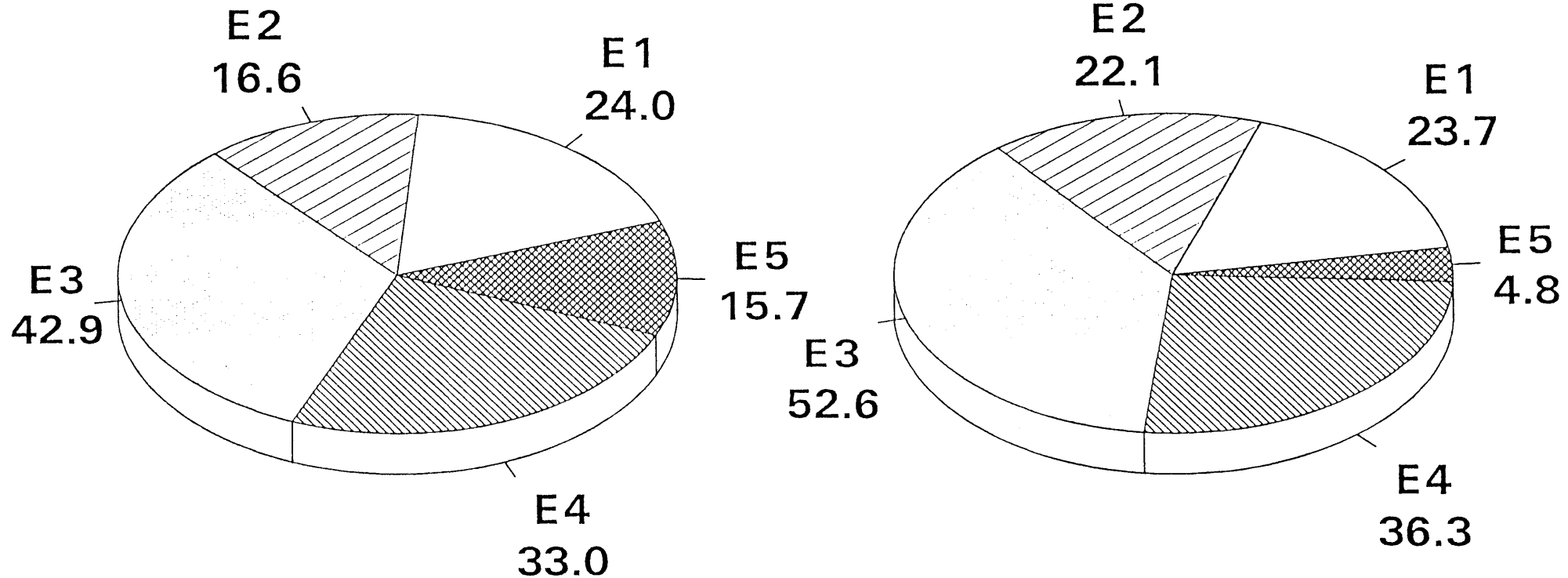
Physical and Sexual Development



-  D1 Sex Guidance
-  D2 Alcohol / Drug abuse
-  D3 Exertion and Recreation
-  D4 Healthy Life style
-  D5 Acceptance of one's body

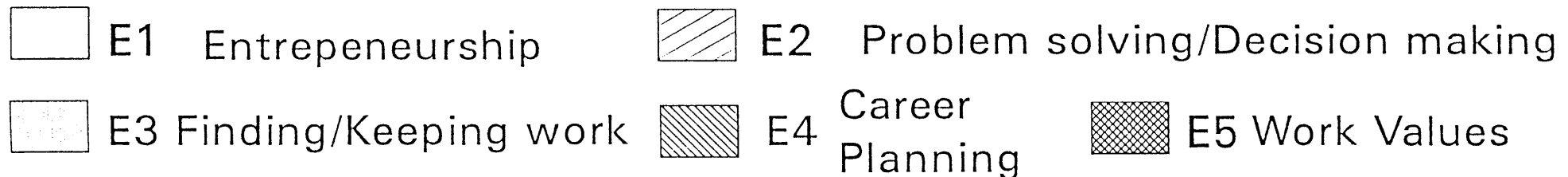
LIFE SKILLS

Career Planning and Development



MALE

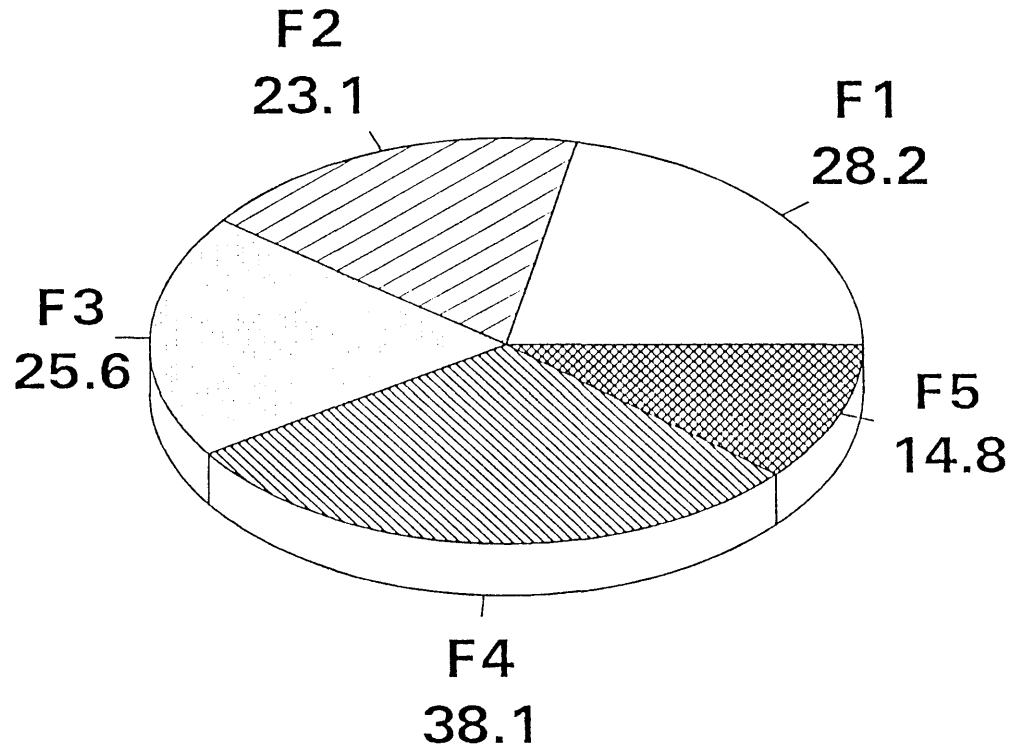
FEMALE



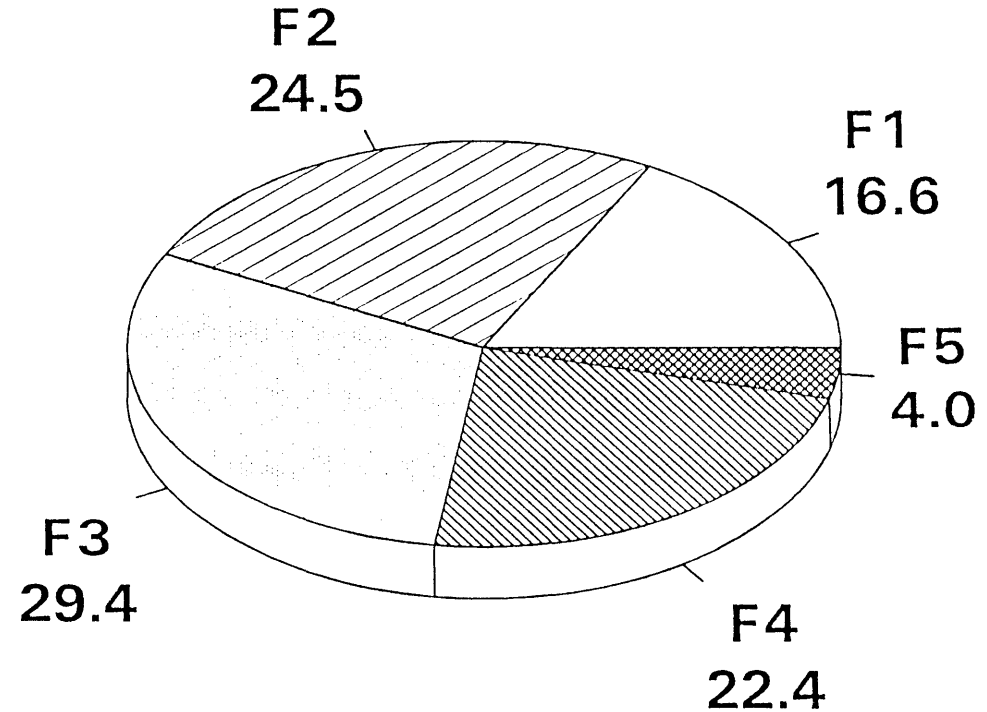
LIFE SKILLS

Life and Work Orientation

160




MALE



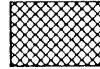
FEMALE

 F1 Religious Orientation

 F2 Life and World Orientation

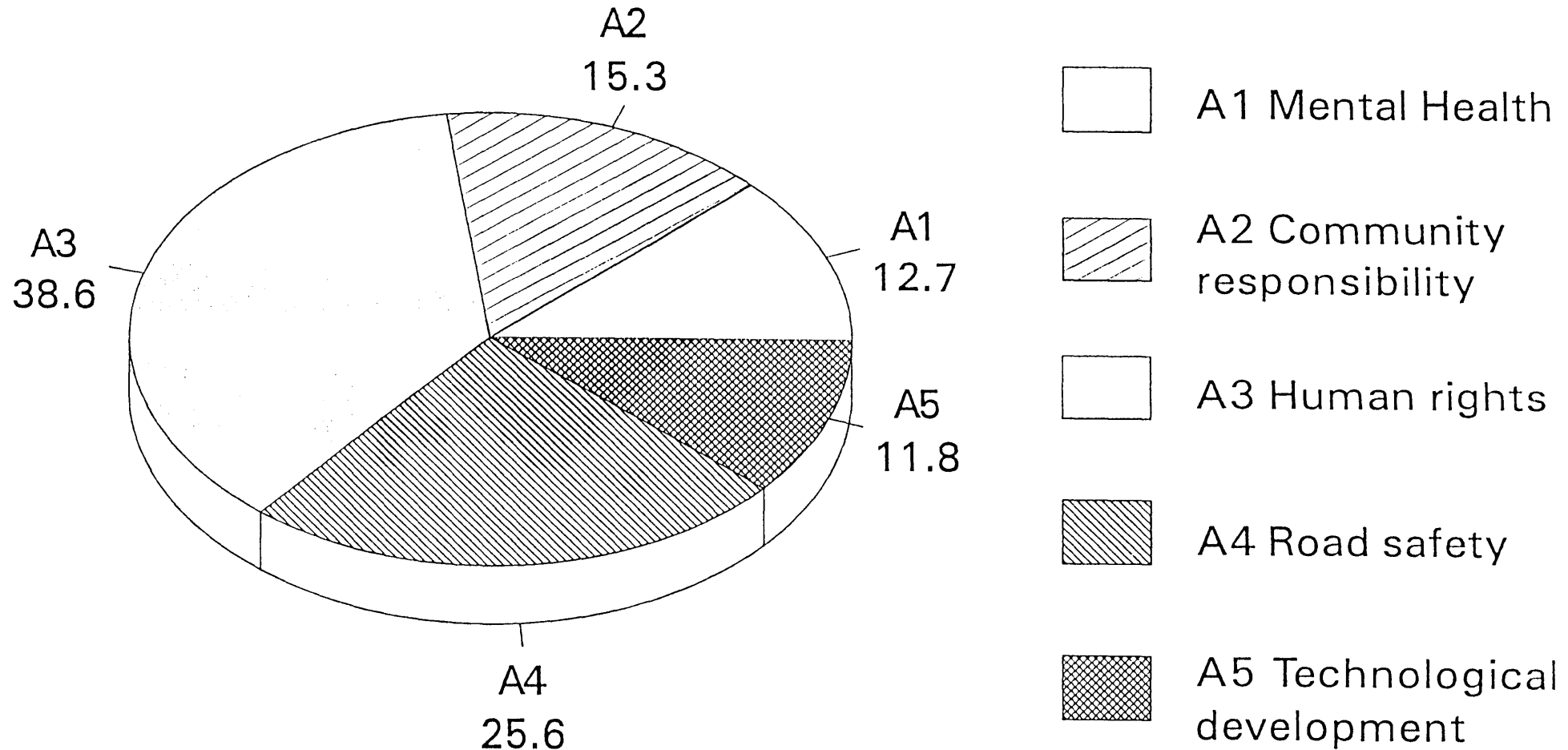
 F3 Political Orientation

 F4 Cultural Orientation

 F5 Family Education

LIFE SKILLS

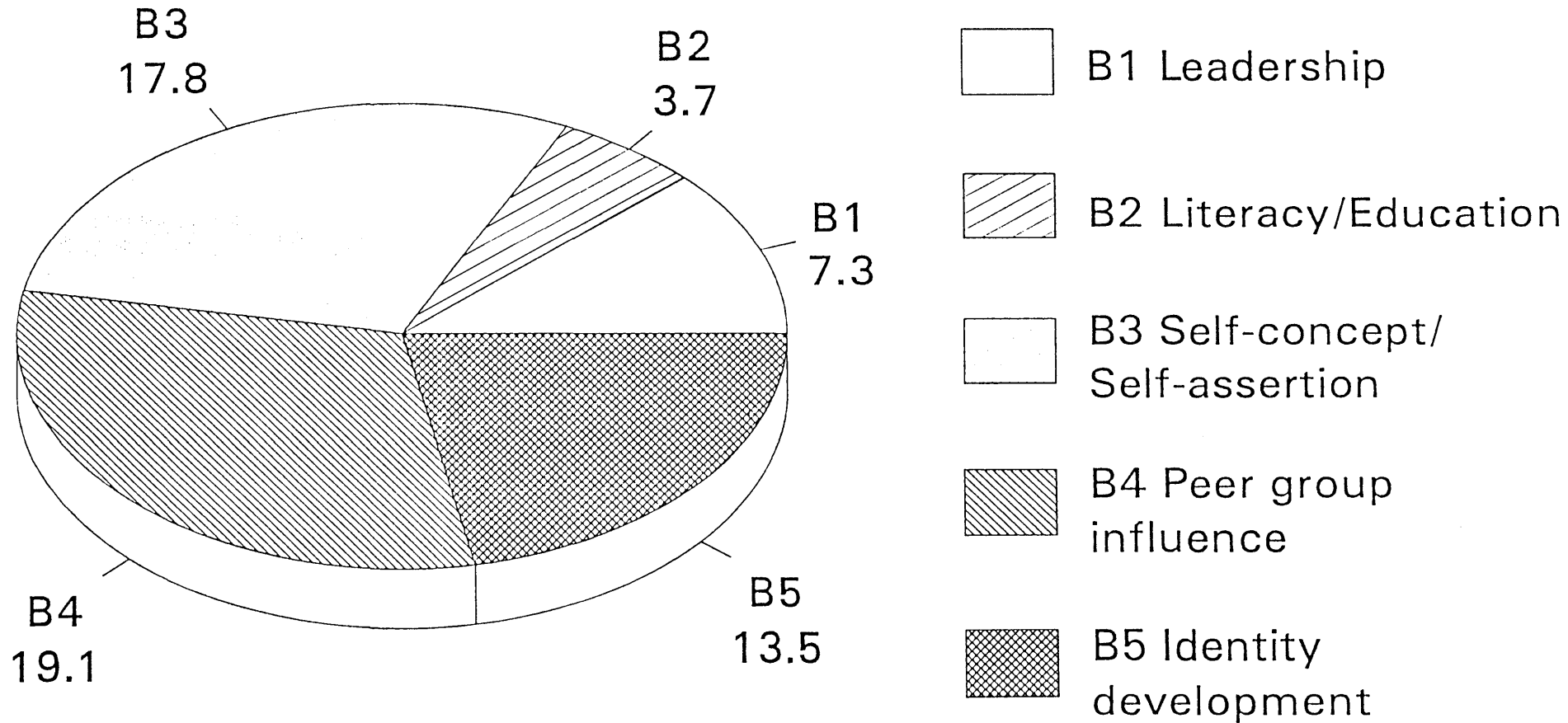
Community and Social Development



161

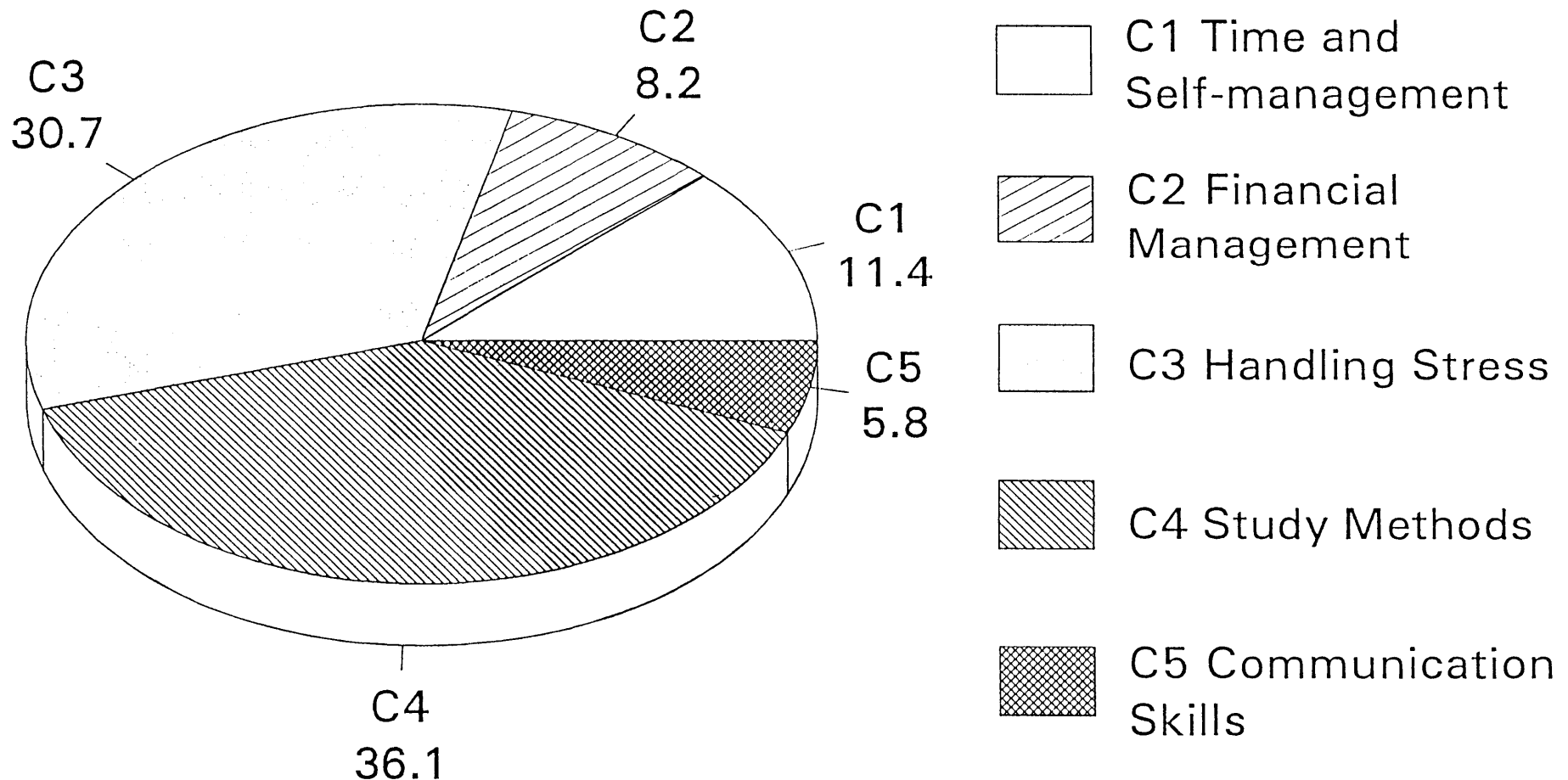
LIFE SKILLS

Development of person and self



LIFE SKILLS

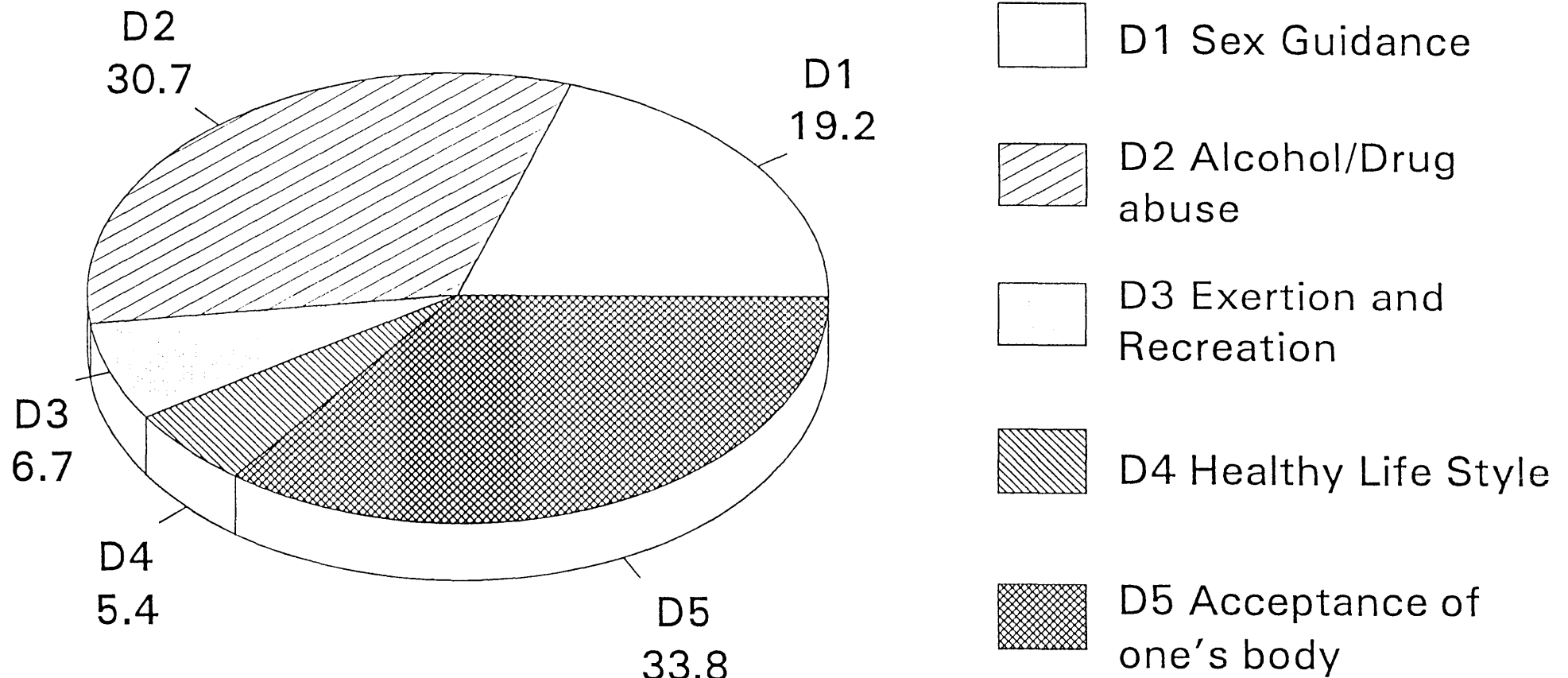
Self-management



LIFE SKILLS

Physical and Sexual Development

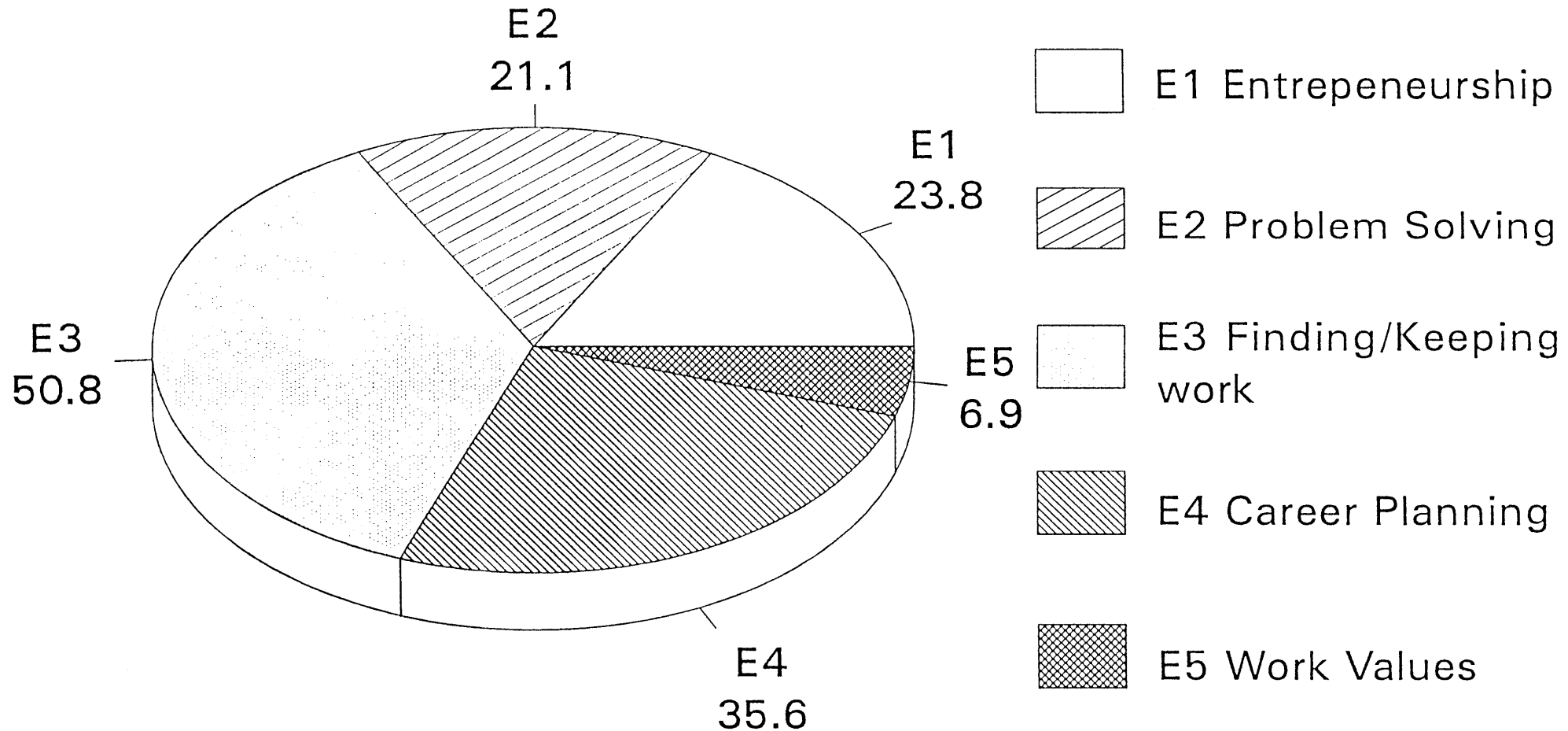
164



LIFE SKILLS

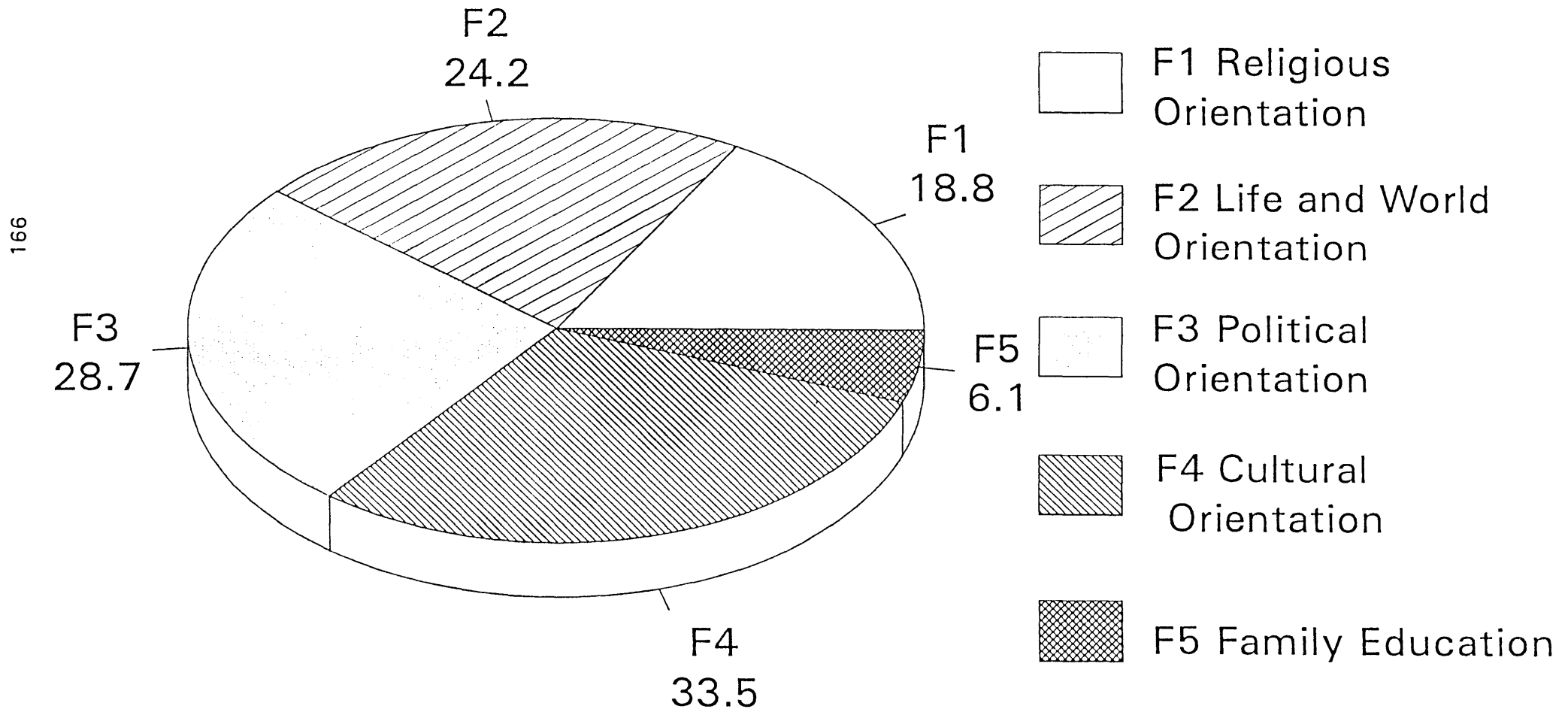
Career Planning and Development

165



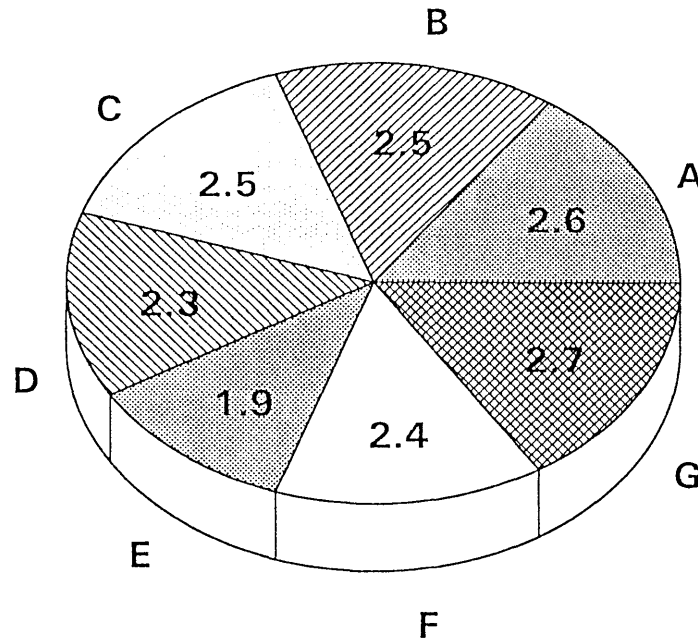
LIFE SKILLS

Life and World Orientation



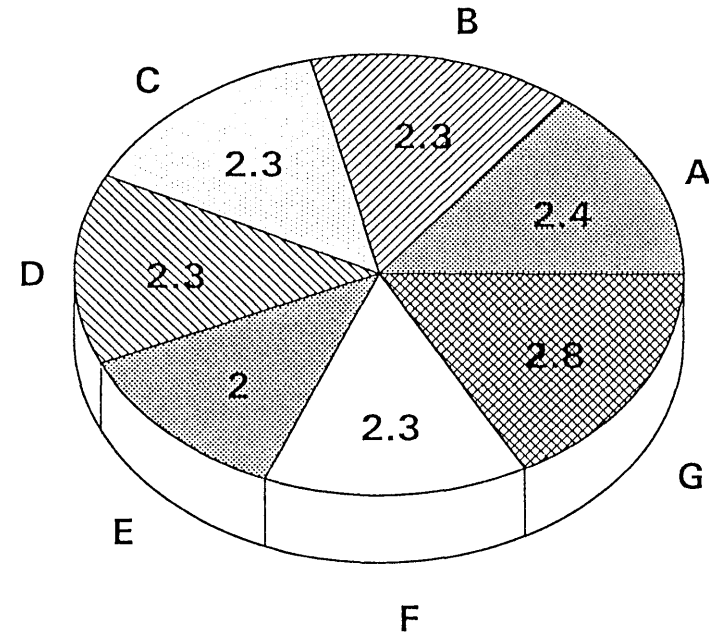
DEGREES OF SKILLS COMPETENCE

167



Deans

A = Self
B = Personal
C = Thinking
D = Life

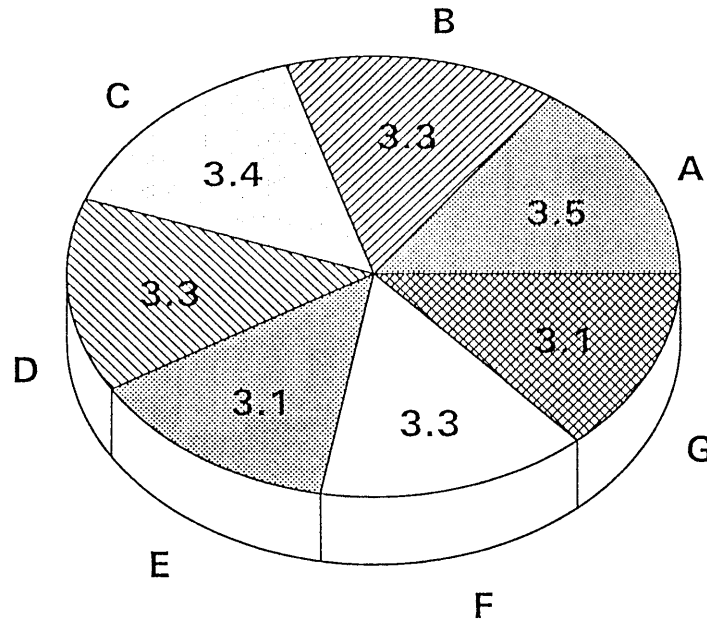


Councils

E = Career
F = Social
G = Physical

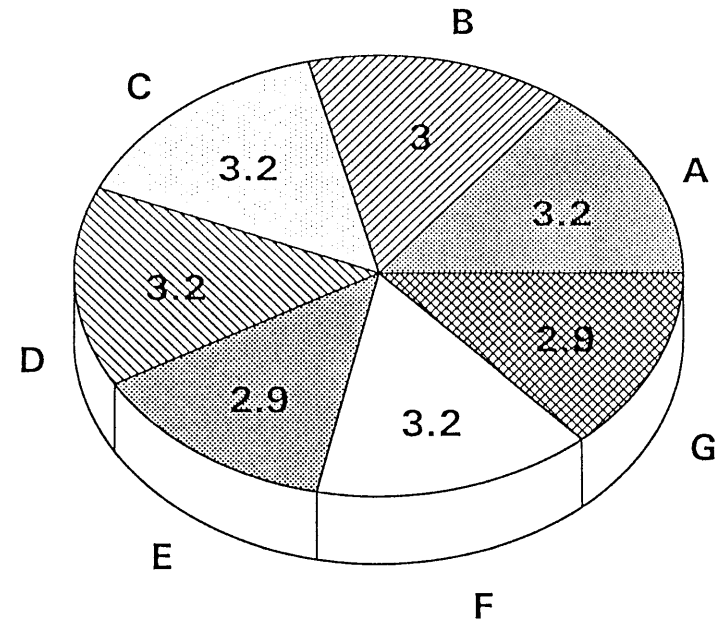
DEGREES OF SKILLS IMPORTANCE

168



Deans

A = Self
B = Personal
C = Thinking
D = Life

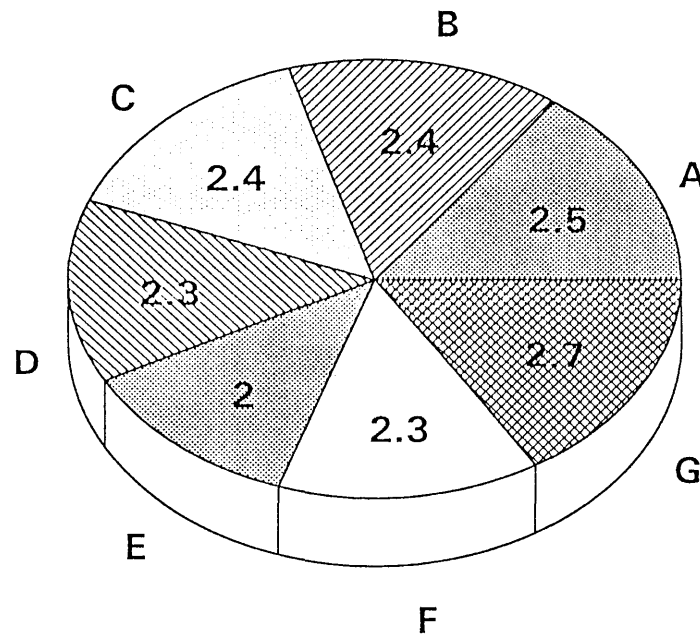


Councils

E = Career
F = Social
G = Physical

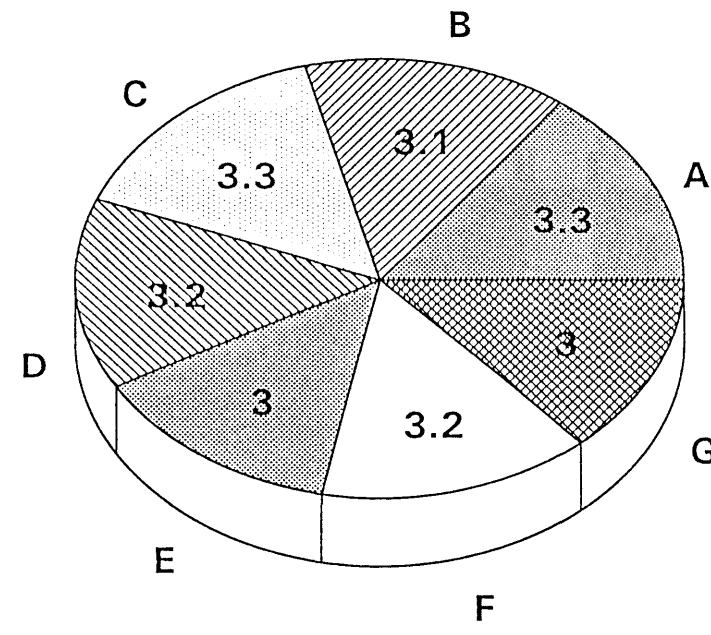
COMBINED DEGREES OF SKILLS COMPETENCE AND IMPORTANCE

169



**Competence
Deans and Councils**

A = Self
B = Personal
C = Thinking
D = Life



**Importance
Deans and Councils**

E = Career
F = Social
G = Physical

ANNEXURE B : COPY OF THE LETTER SENT TO THE COUNCILS

"I am a PhD student with the University of Pretoria.

The title of my thesis is Guidance Support for University Students and the main aim of the thesis is to attempt to establish whether or not the training provided by the university to its graduates could be improved via the following : 1) attempting to educate from a Life Skills perspective and 2) attempting to ascertain the value of including certificated courses in Life Skills in order to improve both the employability and the productivity of our graduates. Simply put, Academic Support Programmes may be too limited in scope and the idea of expanding ASP to include General Guidance Support with a Life Skills focus might, at this stage, be a possible/viable alternative.

In order to consider the above, it is necessary to ascertain the areas in which the training received by our graduates may be falling short of desired results, including employer expectations. To this end a number of questionnaires have been compiled, one of which I have taken the liberty of sending to you. The aim of the questionnaire is to attempt to gain some insight into the level or degree of competency of graduating students with regard to certain core or life skills it was felt employers might either expect them to be in possession of, or would feel might increase and expedite productivity levels.

I would greatly appreciate it if you would please be so kind as to complete the attached questionnaire at your earliest convenience and fax it back to me as soon as possible.

The questionnaire itself is presented in two parts. Each of questions 1 to 55 requires two responses. Space has been provided for responses to questions 56 to 60.

Where it may be preferable to be able to make mention of results obtained from specific Professional Boards in the overall analysis of data gathered, confidentiality will be maintained if so desired. Please indicate with a circle (see question number 60) whether or not you would prefer your answers to remain confidential.

Please feel free to draw on any and all sources of information available to you in order to complete the questionnaire.

Thank you in anticipation of your kind co-operation."

ANNEXURE C : ELABORATION-SKILLS REQUIREMENTS IN AUSTRALIA

Using the Australian description, the competencies would be as indicated below. An examination of the suggested descriptions should allay concerns stakeholders may have about others manipulating content to serve narrow, sectional ends.

Competency 1 :

Collecting, analysing and organising information

The capacity to locate, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it.

Competency 2 :

Communicating ideas and information

The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

Competency 3 :

Planning and organising activities

The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.

Competency 4 :

Working with others and in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

Competency 5 :*Using mathematical ideas and techniques*

The capacity to use mathematical ideas, such as number and space and techniques, such as estimation and approximation, for practical purposes.

Competency 6 :*Solving problems*

The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve the outcome.

Competency 7 :*Using technology*

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems (Wood & Phillips 1992:2-3).

ANNEXURE D : STRATEGIË VIR DIE IMPLEMENTERING VAN DIE LEIERSKAPSONTWIKKELINGSPROGRAM

- AGTERGROND**
Die moontlikheid bestaan dat die program geïmplementeer kan word deur 'n keuse te maak tussen twee alternatiewelike modelle (Model A en Model B). Model A word beheer en aangebied buite fakulteitsverband, terwyl Model B binne fakulteitsverband aangebied word.
- MODELLE VIR LEIERSKAPSONTWIKKELING**
Die aangeleentheid kan skematies soos volg verduidelik word :

STRATEGIË VIR IMPLEMENTERING	MODEL A Buite fakulteitsverband AKSIESTAPPE	MODEL B Binne fakulteitsverband AKSIESTAPPE
1. Programbenaming	<ul style="list-style-type: none"> * Professionele oriëntering * Leierskapontwikkelingsprogram * Lewens- of werkvoorbereiding * Burgerkunde 	<ul style="list-style-type: none"> * Professionele oriëntering * Leierskapontwikkelingsprogram * Lewens- of werkvoorbereiding * Burgerkunde
2. Tydsduur van aanbieding	Een lesing per week vir een of twee semesters	Een lesing per week vir een of twee semesters
3. Jaargroepe (Teikengroepe)	Verpligtend vir alle eerstejaarstudente van 'n betrokke Fakulteit	Verpligtend vir alle eerstejaarstudente van 'n betrokke Fakulteit
4. Verantwoordelike persone vir die aanbieding van die program	Kundiges word geïdentifiseer en aangewys binne en buite fakulteitsverband	Kundiges word geïdentifiseer en aangewys binne en buite fakulteitsverband
5. Implementeringsimplikasies	<ul style="list-style-type: none"> * Ruimtelike implikasies * Roosterimplikasies * Finansiële implikasies : Vergoeding van kundiges wat lesings aanbied 	<ul style="list-style-type: none"> * Ruimtelike implikasies * Roosterimplikasies * Finansiële implikasies : Vergoeding van kundiges wat lesings aanbied
6. Kernkurrikulum	<p>6.1 <u>Kernkurrikulum</u> (Algemeen) Moet aansluit by die missie van die Universiteit van Pretoria, asook die missie van die betrokke Fakulteit.</p>	<p>6.2 <u>Kernkurrikulum</u> (Spesifiek) Moet aansluit by die missie van die Universiteit van Pretoria, asook die missie van die betrokke Fakulteit.</p>

ANNEXURE E

The following will be covered in this annexure:

- 1 A rationale for goal directed teaching
- 2 Bloom's taxonomy of learning objectives

According to Malan and du Toit (1991:29-32), only goal directed teaching will ensure successful learning outcomes. Goal directed teaching needs to adopt an approach that takes cognizance of learning in order to bring about positive change and growth in students and which is underpinned by effective curriculum design in terms of the following:

- * facilitation of the development of expertise, competence and a positive attitude towards learning;
- * development of the ability to communicate, to formulate and to reason scientifically;
- * stimulation of the ability to think logically, critically and creatively;
- * development of the ability to treat content in analytical, synthetical and evaluative ways;
- * facilitation of the realization of general scientific foundations;
- * optimum realization of flexibility and transference between subjects (Malan & du Toit 1991:30).

In the opinion of these authors, the lecturer is not simply a transferer of knowledge to a passive student body.

Rather, they believe students must take at least some measure of responsibility for their own learning outcomes and academic development. Learning content needs to be individualized via each student's independent use of learning activities.

According to Malan and du Toit (1991:32-42), the use of goal directed teaching is not new. A well-known example of this type of approach is Bloom's taxonomy of educational objectives which, furthermore, facilitates the design of assessment/evaluation procedures in order to ascertain whether or not a student has managed to achieve the expected level of stated goals.

Bloom's taxonomy is given below. More detail has been supplied in terms of cognitive objectives as these are the ones most specifically dealt with at tertiary level.

1 Cognitive Objectives

1.1 Knowledge (which relies on memory, recall and reproduction):

- * for example, vocabulary, terms, meanings, definitions, elements, facts, characteristics, methods, causes etc.,
- * in order to be able to recall, demonstrate, distinguish tabulate etc. in examination situations.

1.2 Comprehension (which implies understanding):

- * in order to transfer essentials of a given piece of knowledge to similar situations via demonstrating an understanding of metaphorical language, definitions, relationships, analogies, theories, consequences, factors, implications etc.,
- * so as to be able to paraphrase, illustrate, summarize, extrapolate, clarify, interpret, deduce and so on.

1.3 Application (which implies transferring of existing knowledge to unknown situations):

- * ideas, theories and principles must be analyzed and used to solve problems,
- * via asking students to demonstrate their ability to apply knowledge.

1.4 Analysis (which implies the ability to break up wholes into their component parts):

- * demonstrated via the ability to distinguish between that which is applicable and that which is not, the ability to uncover a theme and identify an argument,

- * in order to distinguish between, classify, compare, contrast and the like.

1.5 Synthesis (which implies the ability to build a whole out of separate parts):

- * demonstrated via, for example, the ability to set up a series of principles which apply to the solving of a given problem,
- * in order to be able to deal with structures, patterns, designs, specifications, solutions, schemes, theories, generalizations, discoveries, etc., and plan, design, classify, formulate, deduce, combine, create and produce.

1.6 Evaluation (which implies making comparisons in terms of internal and external criteria):

- * demonstrated via the students's ability to identify accuracy, consistency, weaknesses, errors, injustices, standards, theories, effectiveness etc.,
- * in order to be able to judge, determine, bear in mind, construct and evaluate.

2. Affective Objectives

- 2.1 Receiving (attending)
- 2.2 Responding
- 2.3 Valuing
- 2.4 Organization
- 2.5 Characterization (by a value or value complex)

3. Psychomotor Objectives

- 3.1 Cognitive
- 3.2 Practice and establishment
- 3.3 Automatization (in Malan & du Toit:1991:37-42).

Because of the complexity of the above, ongoing evaluation of both general courses and individual lectures increases the chances of success.

In the opinion of Malan & du Toit (1991:37), Bloom is not without his critics. Nevertheless, a careful look at the examples of actual lessons given in Annexure F will show many similarities in terms of learning objectives.

ANNEXURE F : ACTUAL LESSONS

1) TRAINING

Presentation Skills Training Exercise;

How to give an effective group presentation

Context

This is a training exercise designed to highlight and demonstrate the skills of effective (group) presentation. It requires student groups to make brief presentations on effective and ineffective group presentations. It assumes that a course requires students to make a group presentation as a formal course requirement. Originally developed for trainee district nurses and access students in physics, this exercise can be adapted to very different courses or used as a model to develop an exercise that better suits your students' needs. It requires about an hour and a half.

Basic Idea

Students know from experience - largely through what they have seen teachers do - what makes for an effective (or ineffective!) presentation. However, they may not have reviewed that experience systematically to make their own presentations effective. Nor are they likely to have practised and internalised the necessary skills. After they have done an exercise such as the one described here it may be useful to refer them to written guides on effective presentations, to show them training videos and/or to develop exercises on particular aspects of giving a presentation, e.g. using the OHP.

A Suggested Procedure :

(The key instructions given to the students orally/by OHP are in italics)

1. Divide the class into groups - it may well be appropriate for these to be the same groups that are later to give a formal presentation in the course. (The description that follows assumes groups of c.4 students, with about 30 in the class). Ensure that they are sitting where they can readily talk to each other and are away from other groups.
2. Remind them that the course requires them to make an effective group presentation.

"The aims of this exercise are to :

- a) *review your experience of what makes for an effective group presentation.*
 - b) *give your experience of giving a group presentation.*
 - c) *help us all to develop guidelines for giving effective presentations in this course"*
3. *"In your group decide which of you is an A, B, C, and a D."*
 4. Remind them, or if necessary tell them how to brainstorm. *"For this section of the exercise I want A to chair, B to be scribe and C to be timekeeper. Brainstorm why you think group presentations are an important part of this course. Then agree on three principle reasons. You have till ..."*
 5. Get three or four groups to give one principle reason. Get one of the students to write them on a flip chart. Then you state your three principle reasons for making group presentations a course requirement. We suggest that at this stage you don't get into questions and explanations on the details of the course requirements, but if necessary re-assure them you will deal with this later.
 6. *"For this section of the exercise B is to chair, C is scribe and D is timekeeper. Think back over the group presentations you have seen or done yourself. Brainstorm as many ways as possible to make them totally ineffective. Then agree on five principle ways to make a group presentation ineffective. You have till ..."*
 7. *"C is now chair, D is scribe and A is timekeeper. Now brainstorm ways to make group presentations effective. Then agree on five principle ways to make a group presentation effective. You have till ..."*
 8. Divide the group into two sets; one you designate as being responsible for effective group presentations, the other for ineffective.
 9. *"D is responsible for chairing this stage. I suggest you also appoint a scribe and a timekeeper. As a group you should*
 - * *go back to your five basic rules (for either effective or ineffective presentations); do you now want to amend them?*

- * *at (state a time) you are ready to come to the front and make a group presentation;*
one of you will state the rule
another person will act out the rule
after this those who have not spoken so far will answer questions from the audience on the value of the rule or how to ensure it is carried out.
As a group, you are responsible that for each rule different persons take on different roles. "

- 10 Depending on the numbers of groups and the time available you will have to adjust how you proceed. One first calls on the groups responsible for ineffective presentations. In turn each gives a presentation on one rule. Those who come later are told they should choose a rule they have developed but that is different from those that have preceded them.
You then call on the groups responsible for effective presentations to go through the same procedure.
11. Your role is to set things up clearly, to act as chair (or designate someone else to do that) and to be as unobtrusive as possible. Students have to feel they are centre stage.
12. After all groups have performed you could clarify any student uncertainties about course requirements. After an exercise such as this students will ask more penetrating questions. Again it can be valuable to require groups to specify the three (or four!) questions they want you to answer.
13. When you have answered these questions, ensure you give the groups time in this class period, to reflect on this experience and plan for when they will give a formal presentation in the course.

Some Possible Variations

There are many! They include: reminding them at the beginning of the exercise how (if at all) presentations are to be assessed and your criteria for assessment; alternatively after

they have completed this exercise you may choose to get them to negotiate with you the criteria they think appropriate; they may now wish to specify the aspects of presentation skills they need to work on and perhaps where they want further training...

Advice to students on seminar presentations

Seminar Presentation Mistakes

1. Forgetting there is an audience
2. Including too much content
3. Lack of direction
4. Lack of structure
5. Nothing to look at
6. Nothing to do
7. Only note-taking
8. No questions
9. No questioning
10. No summary
11. No discussion
12. Not drawing on what your audience knows
13. Reading out notes in full
14. No follow up
15. No fun
16. No responsiveness or flexibility
17. No improvement

Seminar Assessment Criteria

20% of the marks for the course are awarded for each of two seminar presentations, which you share with your seminar partner. These marks are awarded by the audience at each seminar. Please assess your colleagues' seminar presentations using this form. Think about each criterion separately and thoughtfully rather than giving one global snap judgement. Add comments explaining your marks under each criterion and some helpful comments at the end. Complete the form immediately at the end of the seminar and hand it in to your tutor.

Seminar presenters: 1 2

Criterion		Mark					
Content	clarity of argument, understanding, explanation, overview, conclusions	0	1	2	3	4	5
	<u>Comments</u>						
Sources	breadth and relevance, acknowledgement of sources, references, reading list	0	1	2	3	4	5
	<u>Comments</u>						
Presentation	voice, use of a.v. aids, pace, variety, liveliness, handouts	0	1	2	3	4	5
	<u>Comments</u>						
Discussion	involvement of group, questioning, answering, use of discussion methods	0	1	2	3	4	5
	<u>Comments</u>						
Best things about the seminar...							
What you should pay attention to next time...							
							Total Mark

ANNEXURE F : ACTUAL LESSONS

2) DEMAND

Stimulation of Technical Experts Bidding for a Contract

(This example was devised by Martin Haigh.)

Brief Description

Groups of about four students represent different technical groups who are bidding for a contract. Each group espouses a different analytical technique and argues that the contract should be given to them because of the superiority of that technique.

Skills developed

Communicating technical issues to a non-specialist audience; working in groups; speaking and report writing.

Courses used in

Soil Types and their Management. Particularly suitable for science and technology courses.

What the teacher does

Establish the topic to be investigated. This approach is well suited to practical problems where contrasting or conflicting 'technical' solutions can be used. See the enclosed example of an Indian state which, as a basis for an agricultural development programme, requests international assistance in carrying out a soil survey. Students represent different 'technical' groups, arguing the value of contrasting methods of soil analysis.

Students are divided into groups, each group being given a particular technical approach to master. The teacher gives guidance over reading and sets out the timetable and what is required.

The teacher then plays the role of the 'client', inviting bids for a contract of work. This can be done solely by means of a written statement. Alternatively the teacher can give an aural presentation (perhaps accompanied by a written statement). The client's statement or presentation should acquaint students with the practical problem for which a solution is required and should give them all the necessary background information. It is very important that the client's needs should not be stated from a technical perspective. Rather they should be from someone in an official position facing a practical problem and requiring specialist advice.

It is very important that the client's needs are stated in a very professional manner for it sets the tone for what follows. This is why you, the teacher, may choose to play the role of the client.

You may choose to see the various groups separately before they do a presentation, helping to clarify their understanding of the technical issues and thinking through how to communicate that in a non-technical way.

The class then takes on the form of competitive technical presentations for a business contract. You as client are in the chair. Each group has to make a presentation in its bid to get the 'contract'. Your guidelines will have indicated that the presentation must state the basis of the methodology. An effective way of doing this is through a poster. Each group then has to make a verbal presentation to the client saying why its method should be used to solve the problem. After each group has done a presentation it is questioned by the client (you) and the competing groups. Here it is important that the questioning is probing and seeks to uncover whether they really understand the technical issues involved and can explain why that approach is the best 'buy'. After all student groups have completed their presentation the 'client' says who is to get the contract. You as teacher then state your marks and your reasons.

Problems for the teacher

This technique is probably most suited to classes of 10 - 20 students. As the number in each group should be kept to 2 - 4 and each group has to have a very different perspective it can be difficult to get enough competing methodologies to meet the needs of a large class. There is a limit to the number of presentations which people can assimilate (even if they are spread over a number of class sessions). Many presentations can take up too much course time.

It is essential that there is a good range of accessible published material on each of the perspectives. You will need to spend much time before the exercise making sure all these resources are available.

Students have been set a hard task. The material which each group has to assimilate may well be difficult. Groups also have to be able to communicate it in a non-technical way. Particularly if the (reading) resources are limited or difficult, students could become discouraged. You probably need to see them periodically before the presentation to advise and encourage.

ANNEXURE F : ACTUAL LESSONS

3) MONITORING

Monitoring of transferable skills

Giving and receiving feedback

An essential part of the process in learning skills is receiving feedback on our performance. The problem is that we often defend ourselves against the possibility of negative feedback and so fail to listen and thus to act upon what may be very helpful information. On the other hand much feedback tends to be presented in such a way that it creates a defensive reaction. The following guidelines embody two basic principles; the existential one of "I can speak of my own experience; I cannot speak of yours", and the learning one; "I have heard what you say and this is what I propose to do".

Giving feedback

- a Invite the recipient to speak first. This fosters the skills of self criticism and protects self respect.
- b Be specific rather than general. To be told that one is disorganised will probably not be as useful as to be told: When you lost your place during the lecture and couldn't find the right notes I found it distracting.
- c Balance positive and negative feedback. Positive feedback on its own allows no room for improvement and negative feedback on its own is discouraging.
- d Direct your feedback towards behaviour that your colleague can control. It would not be helpful, for example, to comment on someone's lisp.
- e Ask for confirmation from a third party. For example, if you are giving feedback to your colleague at the end of a seminar and the students are still present, then check out the accuracy of your feedback with them.

Receiving feedback

- a Listen to the feedback without comment. You will hear more if you concentrate on listening rather than explaining or justifying yourself.

- b Ask for clarification at the end. You need to be sure that you understand exactly what your colleague is saying about you and what evidence the comments are based on.
- c Devise action plans. Specify ways in which you want to change, new ideas you want to try etc.
- d If there is anything your colleagues can do or not do to help you achieve your action plans, tell them.
- e Keep a written record. This can be used for later reflection, action planning and appraisal interviews.
- f Thank your colleagues for their feedback.

Monitoring project work in teams

Students are often asked to work in teams for quite long periods without outside support. They are bound to run into all kinds of difficulties but social conventions may make it very difficult to raise issues which might imply criticism of individuals or of the team as a whole. It is often necessary to use an exercise explicitly designed to make public what team members know or suspect but which they are not acting on.

There are many checklists of the kind offered below which focus on different aspects of team behaviour; leadership, goal setting and task orientation, emotional tone, co-operation, meeting skills and so on. This list identifies the most likely problems teams encounter and invites group members to say whether or not they are occurring in their team. In effect it gives permission to team members to speak up.

Such checklists can be used in a variety of ways:

- a the whole team can go through the checklist together, discussing what they think is happening in the team. This raises the danger of members not speaking up and the team colluding in pretending that nothing is going wrong.
- b individuals within a team can fill in the checklist individually and then pool and discuss their responses and what they might do to rectify the situation. This may still confront individuals with difficulties if the team appears to have responded to the checklist differently from each other.

- c students form 'cross-over' groups made up of one member from each team, and discuss the checklist in relation to their own team. This is much more likely to lead to open and honest discussion of problems. Students can then go back to their own teams with some confidence and, hopefully, some ideas about what to do to tackle problems.

It can be helpful for teams to be explicit about the problems they have identified and to record decisions about what to do to tackle problems. A future review could then check on the extent to which these actions have solved the identified problems. Teams need to monitor their own performance on a fairly regular basis - for example having five minutes of review at the end of each meeting. Even a short time spent on process can pay off handsomely in productivity and learning outcomes.

A simple exercise to monitor team work might take the following form, with all teams together in one room :

Stage 1

Form cross-over groups made up of one member of each of the teams.

This helps to widen the range of experience being reviewed and also to give students the freedom to discuss their own team unchallenged.

Stage 2

Each student in the cross-over group, in turn, reports :

One thing we have done as a team which has helped us to work effectively and learn is...

Followed by an open discussion.

Stage 3

Each person in turn reports :

One thing which goes wrong/which we have trouble with in our team is...

and seeks help from the others in suggesting ways to tackle and overcome the problem.

Stage 4

The teams re-form and discuss what they think they can do to build on their successes and overcome their problems in the future.

Stage 5

Each team reports to the whole class one change they will make :

One thing we are going to do differently in the way we work is...

The following checklist may help students identify the problems that their team is facing:

Teamwork Checklist - What Is Going Wrong?

Tick	What might be going wrong	Comments
	Not clarifying what your task or objective is	
	Not checking on progress	
	Not checking on the time	
	Not clarifying or recording what has been decided	
	Not clarifying who is going to do what	
	Not clarifying what has to be done by when	
	Not establishing procedures for handling meetings	
	Not keeping to agreed procedures	
	Not listening to each other	
	Allowing individuals to dominate and others to withdraw	
	Not compromising individuals' wants for the sake of the team	
	Not recognising the feelings of members of the team	
	Not contributing equally to the progress of the team	

ANNEXURE F : ACTUAL LESSONS**4) ASSESSMENT****Assessing transferable skills****Assessing the skill components of essay and report writing**

Presumably the skills in writing essays and reports are assessed every time a tutor puts a grade on such a piece of coursework, but the danger is that all too often such assessment is subjective and implicit, and offers no formative help to the student. To overcome this there are three golden rules.

1 Specify the skills

If you make clear exactly what skills you are expecting this means that the student does not have to guess what they are - and risk the chance of guessing wrongly. It can also help you when it comes to marking the piece of work as it can act as a checklist. It can also help you to check your subjective reaction against this set of criteria. It can then help you to give feedback to the students in identifying in which of these skills they are weak or strong, and form a useful starting point for any dialogue with the student in a subsequent tutorial.

2 Model the skills

In addition to stating the expected skills, it can help to model them by indicating through examples what good and bad practice in each skill might look like.

3 Allocate marks

Unless all the required skills are equally important, which seems unlikely, weighing them with different shares of the overall mark will clearly indicate to students those which are most valued and which they need to spend most time on.

If these three rules are kept to when the assignment is set, you can expect an overall increase in the quality of work that is done, with the beneficial spin-off that you may need to spend less time on remedial feedback. If the skills are included as part of an assignment attachment sheet (see the example below), listing all the criteria for the assignment, this can also reduce the amount of time needed to be spent on writing components.

Such sheets can also be used in the development of self and peer assessment in that the student can be asked to fill out the form for his own work (or for a peer) possibly before you mark it (at least initially), and then any discrepancies between the two can be discussed. It is possible to build up students' assessment skills until their marking decisions can be allowed to stand.

Essay Marking Criteria

Knowledge			
Text	deep, thorough, detailed	.....	superficial
Author	wide knowledge, used in	.....	no knowledge or not used
Genre	analysis		
Historical and social context	wide knowledge, used in	.....	no knowledge or not used
	analysis		
	wide knowledge, used in	.....	no knowledge or not used
	analysis		
Essay			
Structure	clear, logical structure	.....	confused list
Quotations	correct, purposeful use	.....	incorrect, arbitrary use
	properly referenced		
Other sources	wide range, relevant	.....	few, irrelevant
	properly referenced		improperly referenced
Grammar, spelling	correct	.....	many errors
Personal			
Response to text	vivid, personal	.....	little response
Viewpoint	clearly expressed	.....	no viewpoint
Creativity	imaginative, surprising	.....	predictable
Critical Theory			
Understanding	clear grasp	.....	little grasp
Use of methods	wide range appropriate use	.....	little or inappropriate

ANNEXURE F : ACTUAL LESSONS

4) ASSESSMENT

Assessing transferable skills

Self and Peer Assessment of Written Assignments

All marking of written work involves the use of criteria and standards, many of which are never made explicit and even when they are, are rarely internalised by the students. Frequently there is a semi-conscious hit-or-miss approach in which the students gradually learn to conform to the requirements. But ask them to spell out what these are and they'd be hard pressed to come up with an answer. The main reason for this lacuna seems to be the external imposition of criteria and standards and the lack of shared discussion with other students on what seems to count in getting good marks.

If, however, students can be engaged in the process of deciding criteria, negotiating standards and applying both of these in marking and giving feedback for written assignments, they can not only learn a professional skill - that of making judgements about the value of their own and others' work, but can relieve the tutor of a lot of tedious and repetitious work in giving detailed feedback on each assignment.

Stage 1 (30 mins)

When setting an assignment put students into groups of 4 - 6 and ask them to share what they think will count for a competent piece of work by completing sentences such as :

It will look good if I...

I'll feel OK about it if...

I know I get good marks when I...

Ask each group in turn to shout out one of their criteria and write them on the board or OHP. Invite them to consider these when writing the assignment.

Make it clear to them at this stage that you expect the assignments to be handed in at the start of a future class and that they will be looked at by the same groups before being handed in to you.

Stage 2 (30 mins)

At the class in question, ask them in the same groups as before to pass their completed assignments round so that each member of the group reads everyone else's. Ask them then to write on a sheet of paper an agreed "provisional grade" for each piece of work with a brief comment to justify it. Collect the work for marking.

Stage 3

When you mark the work, there are two options :

- a write copious comments on the script and keep your marks or grades hidden
- b write comments on a separate sheet of paper, but again keep the marks hidden

Stage 4 (20 mins)

Before you hand the work back, organise the scripts so as to pair those gaining better grades with those gaining poor ones, as far as you can, and thereafter on a random basis. Tell them that you want them to work in pairs and that you are going to hand the scripts back to the opposite partner such that A sees B's script and B sees A's. The task then is for A to mark B's and vice versa. Depending on whether you chose (a) or (b) above, ask each "surrogate tutor" either to decide what grade to give to their partner's work on the basis of your comments or to write both comments and marks first before you give them access to your comments at a later stage. Once each surrogate tutor has decided the comments and grades ask them to get together with their partner and give them a 10-minute tutorial, i.e. 10 minutes each way. Do not reveal your grade at this stage.

Stage 5 (10-20 mins)

Ask whether anyone in the class minds if there is public discussion of their grades. If not, invite each surrogate tutor in turn to call out the grade they gave for their partner's work. Then reveal your grade for the same work; where there is a big discrepancy ask their reasons and give yours. At this stage you may decide to accept the surrogate tutor's mark, negotiate a new mark or agree to differ with the promise of a second and final opinion from another tutor. If anyone does object to this public discussion then you can go through the same process with her or his surrogate tutor privately in the class.

Stage 6 (30 mins)

Now ask the pairs to write a shared list of "what makes for a good written assignment" (or whatever you call the piece of work) for 5 minutes. Then ask pairs to join others to form fours and for them to produce a composite list of the most important criteria (10 minutes).

Finally ask for one criterion from each four in turn and write them up. Process these through open discussion into a short list of not less than 5 and not more than 10 criteria. You may have to add one or two of your own but that is unlikely. Explain, if this makes sense that you will expect these criteria, weighted appropriately, to apply to subsequent assignments and that they will be expected to assess their own work using these and write a justification that will itself receive a mark.

Then next time you collect a written assignment for marking you will have

- a had each student think more carefully about how their own piece of work measures up to the criteria
and
- b some pointers from the self assessments as to which scripts are going to need more attention than others and some measure of their ability to assess their own competence