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

Unit standard number: TBG 471

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
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
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
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 language 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 to cognitive, affective and psychomotor skills

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 strengths 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
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 strengths 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 strengths 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
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 skills include the use of text include the use of graphics
Include the use of Header and Footer
Include the application of design principles include 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
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.


5. Structure your knowledge in one document.

6. Hand in the printouts of the database and structured document.
<table>
<thead>
<tr>
<th>TITLE OF ARTICLE</th>
<th>AUTHOR OF ARTICLE</th>
<th>TOPIC OF ELEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATING A BLUE PRINT</td>
<td>V S Lee</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning</td>
</tr>
<tr>
<td>COMMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge construction begins with current knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bloom’s Taxonomy: intellectual behaviours - cognitive domain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bloom’s Taxonomy: six levels: Knowledge, comprehension, applica</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like</td>
<td>Dislike</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Arrangements</td>
<td>Does not say much.</td>
<td></td>
</tr>
<tr>
<td>Colourfull ✓</td>
<td>Does not specify</td>
<td></td>
</tr>
<tr>
<td>Attractive design</td>
<td>It had open space where other colour could have been put.</td>
<td></td>
</tr>
<tr>
<td>It involves sports</td>
<td>More information is needed.</td>
<td></td>
</tr>
<tr>
<td>It involves children and youth</td>
<td>It does not say anything about farming.</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>It does not say anything about mining.</td>
<td></td>
</tr>
<tr>
<td>Marketplaces for business</td>
<td>It does not say anything about rain.</td>
<td></td>
</tr>
<tr>
<td>It involves different in conferences.</td>
<td>It does not say anything about the seasons.</td>
<td></td>
</tr>
<tr>
<td>It involves many people during the debates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children and youth can be involve in workshops.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT NO. 20262885
Today I have learned about NETWORK.

The topic that we dealt 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.
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

- [ ] Classrooms
- [ ] Administration Block
- [ ] Pre-School
- [ ] Soccer Play Ground
- [ ] Netball Play Ground
- [ ] Cricket PlayGround
- [ ] Volley Ball Play Ground
- [ ] Water Tank
- [ ] Toilets
- [ ] Assembly

<table>
<thead>
<tr>
<th>Administration Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Principal Office</td>
</tr>
<tr>
<td>- HoD Office</td>
</tr>
<tr>
<td>- Staff Room</td>
</tr>
<tr>
<td>- Reception</td>
</tr>
<tr>
<td>- Kitchen</td>
</tr>
<tr>
<td>- StrongRoom</td>
</tr>
</tbody>
</table>

Signed: Ami 13/03/01

Signed: Adlene 12/3/2001

Please sign this document.
• ADMINISTRATION BLOCK

• CLASS ROOMS

9824994

20262885

Jami
12/03/01

Adina
12/03/2001
WOZANIBONE INTERMEDIATE SCHOOL

- ADMINISTRATION BLOCK

- CLASS ROOMS

9824994
20262885
Simunye was officially opened as a Combined School on the 31 July 1993. The colour blue represents the school colour which is navy blue. As the school motto is REACH FOR YOUR DREAM the school teaches computer literacy.
### Student number 20262885

<table>
<thead>
<tr>
<th>Activity</th>
<th>Value</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Submit a document</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Submit proof of document printed from URL</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Submit proof of document &quot;What I have learnt&quot;</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Submit proof of group document</td>
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<td>1</td>
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<tr>
<td>Submit proof of computer skills</td>
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<td>1</td>
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<td>Sign all documents</td>
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<td>1</td>
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<tr>
<td>Construction of knowledge</td>
<td>3</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>5</strong></td>
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### Student number 20262885

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Submit a document</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Submit rough storyboard for website</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Submit exercise in Frontpage</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Submit printout of work</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Submit proof of text and graphics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Submit proof of link</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Submit proof of format text</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Submit proof of table / alignment</td>
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<td>1</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>9</strong></td>
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### Student number 20262885

<table>
<thead>
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<th>Activity</th>
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</thead>
<tbody>
<tr>
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<td>Submit 5 page detailed storyboard for website</td>
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<tr>
<td>Submit proof of design principles applied</td>
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<td>Submit proof of Frontpage development</td>
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<tr>
<td>Submit proof of computer skills</td>
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<td>1</td>
</tr>
<tr>
<td>Sign document</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>3</strong></td>
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</tbody>
</table>
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.
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 principles.
   a. Attractive appearance
   b. Dark green background and black text
   c. Applicable content
   d. Correct 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.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a</td>
<td>b ✔</td>
</tr>
<tr>
<td>2</td>
<td>a ✔</td>
<td>b</td>
</tr>
<tr>
<td>3</td>
<td>a ✔</td>
<td>b</td>
</tr>
<tr>
<td>4</td>
<td>a</td>
<td>b ✔</td>
</tr>
<tr>
<td>5</td>
<td>a ✔</td>
<td>b</td>
</tr>
<tr>
<td>6</td>
<td>a</td>
<td>b ✔</td>
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<td>7</td>
<td>a ✔</td>
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<td>8</td>
<td>a</td>
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<tr>
<td></td>
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<tr>
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New Technologies (NTG 471): Assessment Matrix

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

<table>
<thead>
<tr>
<th>COMPONENTS OF NETWORK</th>
<th>RECOMMENDATION</th>
<th>REASON</th>
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<tbody>
<tr>
<td>LAN</td>
<td></td>
<td>GOOD FOR SCHOOLS</td>
</tr>
<tr>
<td>WAN</td>
<td></td>
<td>GOOD FOR SCHOOLS</td>
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<tr>
<td>CABLING</td>
<td>SHIELDED</td>
<td>GOOD WET PLACE</td>
</tr>
<tr>
<td>TYPE OF NETWORK</td>
<td>TO BE IN ENTIRE WORLD</td>
<td></td>
</tr>
<tr>
<td>FIVE USES FOR THE CENTRE</td>
<td>COMPUTER LITERACY</td>
<td></td>
</tr>
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