FEEDBACK TUTORIAL LETTER

2nd SEMESTER 2019

Education Theory and Practice B (ETP520S)

Test Memo and Marking Scheme
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Test Memo and Marking Scheme

Name and Surname: __________________________________________________

Student Number: _____________________________________________________

Time: 1 hour                                                               Total Marks: 30 marks

Instructions:
Answer all questions

Question 1: Name one theoretical perspective that has guided the development of cooperative learning. [1 mark]
1 mark for any of the 3 theoretical perspectives
- Social interdependence theory
- Cognitive development theory
- Behavioural learning theory

Question 2: Name two roles that can be assigned to group members. [2 marks]
1 mark for any of the two roles
- Group leader/manager
- Recorder
- Presenter/reporter
- Evaluator
- Encourager/praiser
- Harmoniser/mediator
- Standard setters

Question 3: Name two perspectives one can use to evaluate group work. [2 marks]
1 mark for each perspective
- Assessment of the individual plus assessment of the group
- Assessment of the process of the group work plus assessment of the product of the group work
Question 4: Name five interpersonal and group skills that students must have to ensure that effective cooperative learning takes place. [5 marks]

1 mark for each correct interpersonal and group skill

- Trust-building
- Conflict management
- Constructive criticism
- Encouragement
- Compromise
- Negotiation
- Communication skills

Question 5: Explain with an example for a topic of your choice from your trade how you will apply the jigsaw technique in your classroom. [10 marks]

2 marks for a topic from the trade e.g. names and functions of 5 hand tools used in the electrical trade

2 marks for each correct step (8 marks)

- Group the students into groups of 5. This is the jigsaw group. Explain the technique to the students. Have all the materials students need ready.
- Assign one hand tool to each student in the first group and apply the same technique to all the groups. Provide reading materials about the specific hand tool to the student who is responsible for the specific hand tool. Assign time for each one of them to study quietly the materials provided to them. N.B. Each student in a group must be studying a different hand tool and each hand tool must be represented in all the groups.
- After the individual study time is up, all the students who have been assigned a specific hand tool e.g. plier comes together to discuss what they have read and ask any questions they may have regarding the hand tool they were assigned to the group members. This is called the expert group. N.B. According to this example you should have 5 expert groups and each expert group discusses the same hand tool. Time must be allocated for this aspect of learning.
- After the group study time is over, students move back to their original or jigsaw group. Each group member explains the hand tool they have studied to the other members. Time must be set aside for this part of the learning activity. Each member should ensure that they take responsibility for the other group members understanding the material. Facilitator manages the time and walks around to answer any questions the students may have. An assessment is provided to test whether students have learned the material assigned to them. Feedback is provided on the performance.
**Question 6:** Explain the difference between the 3rd and 4th levels of the Kirkpatrick’s evaluation model.  

2 marks for correctly explaining level 3 and 2 marks for correctly explaining level 4

- **Level 3-Behaviour:** This measures the transfer of knowledge, skills and attitudes from the training context to the workplace.
- **Level 4-Results:** This measures the extent to which the training programme has met the organisation’s objectives and stakeholder expectations. In other words the effectiveness and impact of the training programme.

**Question 7:** Draft questions for levels 1 and 2 (3 questions for level 1 evaluation and 3 questions for level 2) of the Kirkpatrick’s evaluation model for a topic of your choice from your trade.  

1 mark for each question correctly designed according to the level and if related to the topic from the trade

### Level 1: Reaction

Using the scale on the right, where 1 is the minimum and 5 is the maximum; please rate each statement and provide your comments on the open-ended questions.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>I found the lesson useful for my training.</td>
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<tr>
<td>The trainer was knowledgeable.</td>
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<tr>
<td>The training room was suitable for the lesson.</td>
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### Level 2: Learning

**Topic: Hand tools used in the Electrical Trade**

1. **Define hand tools.**
2. **Name two hand tools used in the electrical trade.**
3. **Name the uses of the hand tools mentioned in question (2).**

[End of Paper]