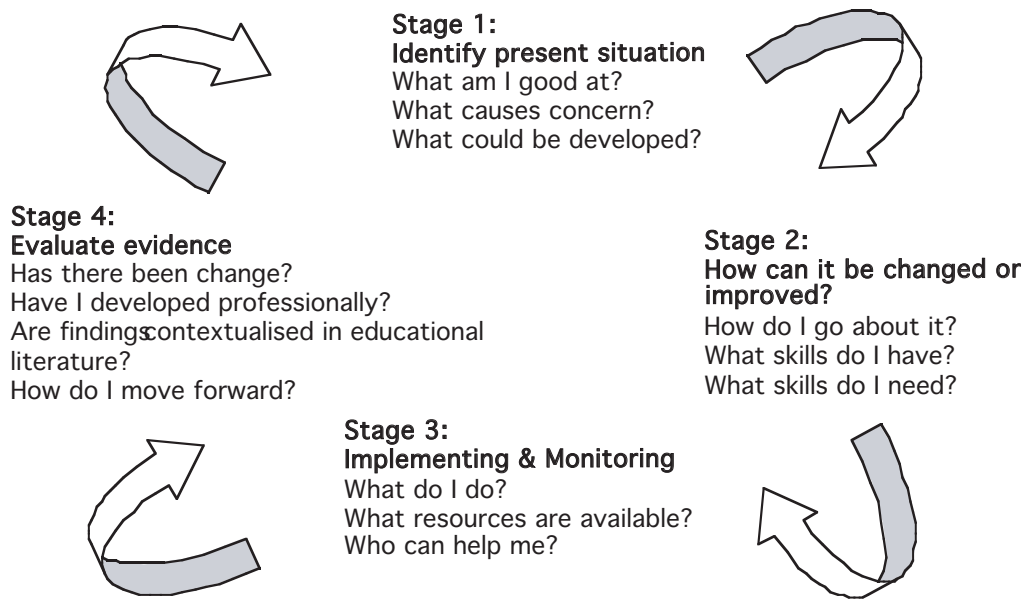


## Skills for Life Quality Initiative

### **Personal reflection**

- What are your expectations for this module?
- In groups, consider what you hope to learn or achieve professionally by studying this module.

# Skills for Life Quality Initiative



Rhodes, Stokes, Hampton (2004)

# Skills for Life Quality Initiative

OHT 1.22

## The Reflective Process

The following six-stage process is one example of a tool which will help you to structure and gain most benefit from your reflective analysis.

By using these stages you can generate a series of questions, which help structure the process of reflection to maximise the potential or actual changes in behaviour:

# Skills for Life Quality Initiative

## SESSION 1 OHTs

### Stage 1 Description

- 
- What was the situation, where and when?
- Who was there?
- What would I like to achieve?

### Stage 2 Self-Analysis

- 
- What did I contribute?
- What did I - think? - feel?
- Is this surprising? – i.e. what would I have expected or what would others have expected of me?
- Are there any areas that I need to think more about?

### Stage 3 Skill-Analysis

- What skills/behaviours did I bring to the situation?
- What skills/behaviours did I notice in others?
- What skills/behaviours were needed in the situation?
- What skills/behaviours would I like to have been able to demonstrate?
- What skills do I need to develop?

### Stage 4 Evaluation

- What judgements do I wish to make about my contribution to this event?
- How will I measure my performance against my own expectations and against standards or criteria set by others?

### Stage 5 Research

- What resources are available to help me integrate the changes I want to make?
- Make a list of people, readings, recordings, courses, other experiences

### Stage 6 Action Plan

- What steps will I take to avail myself of these resources and use them?

# Skills for Life Quality Initiative

## SESSION 1 OHTs

### 1.43 OHT1

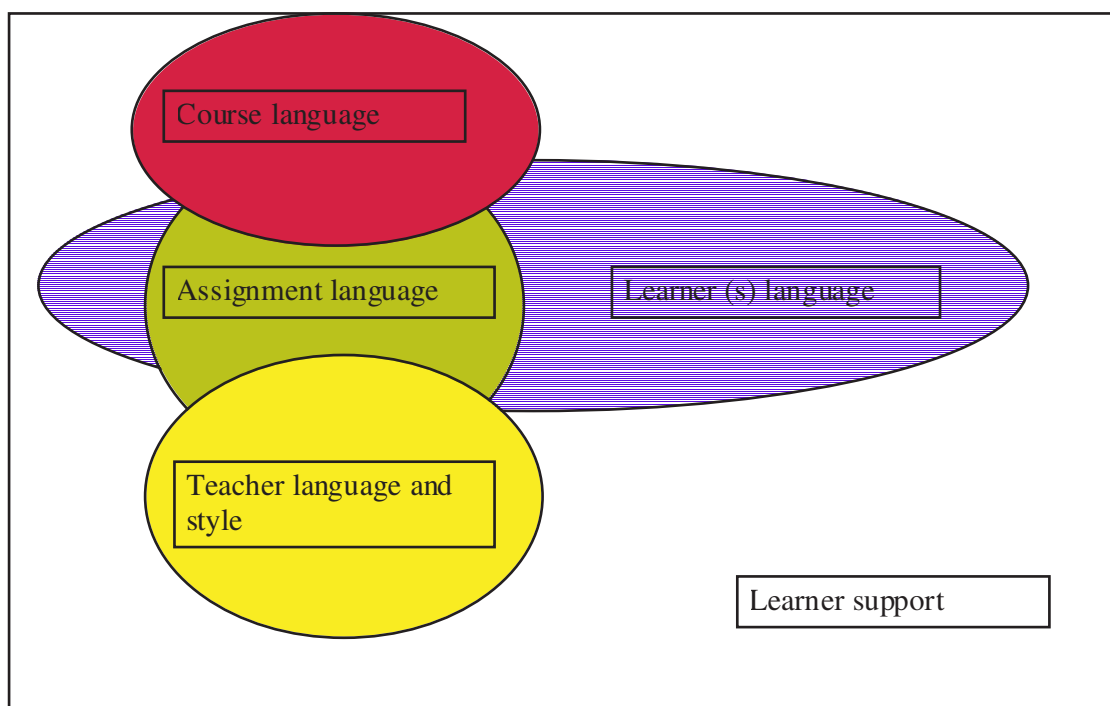
What's the problem?

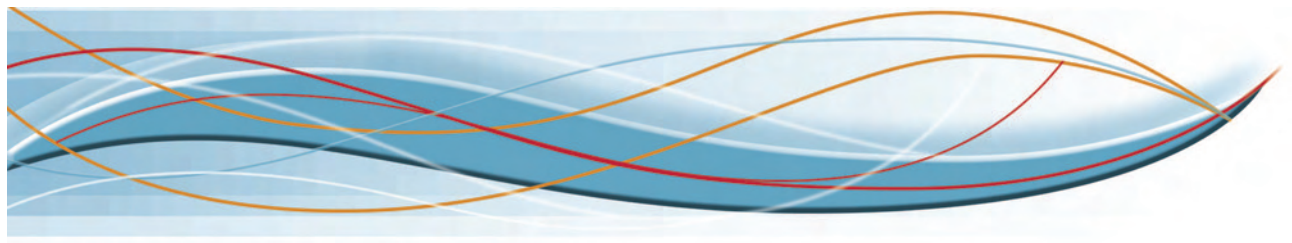
- Widening participation
- Differentiation
- Access
- Opportunity
- Diversity
- Strange problems

# Skills for Life Quality Initiative

1.43 OHT2

Situated literacies at play in education





## Skills for Life Quality Initiative

OHT 1.11

**Key factors affecting readability** are (in order of importance):

- Language: vocabulary and sentence structure
- Organisation of information
- Conceptual difficulty of ideas, i.e. their complexity or level of abstraction
- Non-verbal information in the text (diagrams, charts)
- Visual aspects (print, layout)

Robson (2004)

# Skills for Life Quality Initiative

OHT 1.21

Key problem: Specialist vocabulary

This can be of two kinds:

**Concrete nouns**, e.g. tibia, fibula, chromatogram, etc.

These are not difficult in themselves; the main difficulty may be the quantity of vocabulary to be learnt. Consider that standard practice in learning a foreign language suggests no more than 7 new words should be introduced in any one session.

**Abstract nouns**, e.g. density, democracy, e-learning, etc.

These are words which carry within them knowledge and understanding of underlying meaning which learners may only partially possess.

## Skills for Life Quality Initiative

OHT 1.22

Key points

- Length of sentence is not the most important factor. Short sentences are not necessarily simple. Brevity can be the result of compressed meaning. Complex and unfamiliar structures create more difficulty for readers than sentence length. (See Kucer (2001) p. 101)
- Structures are often more complex than necessary.
- As a general rule, the more complex the information, the simpler the patterning should be.

## Skills for Life Quality Initiative

OHT1.23

Key problem: Density

This refers to sentences containing densely packed information, often with words omitted, because they are assumed to be understood. The learner has to unpack the information and re-sort it into manageable units. Some learners lack the linguistic skills to do this.

These difficulties are particularly critical when they relate to assessment activities, where it is vital that tutors are sure that what is being assessed is content and not linguistic ability.

### **Example**

What reasons can you suggest for the fact that, despite the introduction of the Minimum Wage for the poorest paid, the gap in wealth between the rich and the poor in society has actually increased during this period?

A clearer version may be:

Recently the Minimum Wage has been introduced for the poorest paid, but the gap in wealth between the rich and the poor in society has actually increased during this period. What reasons for this can you suggest?

## Skills for Life Quality Initiative

OHT 1.24

### Task 1.

**Suggest changes to the following sentence:**

Calculate the cost of paving a rectangular patio measuring 6m x 4m using paving slabs measuring 0.5m x 0.5m and costing £4.50 each.

**What guidelines would you suggest for ensuring that this kind of assessment question is accessible to all learners?**

## Skills for Life Quality Initiative

OHT 1.25

Key problem: Elaboration/interruptions in the flow of the sentence

This refers to the use of groups of words which elaborate the meaning of a single word, resulting in an interruption in the flow of the sentence.

Example

A large group of people **with shared cultural values, laws and customs** is called a society.

The highlighted phrase elaborates the previous phrase. If the elaboration occurs before the structure of the sentence has been established, it can stop the reader anticipating the writer's train of thought.

Compare these sentences:

1 Society is a large group of people with shared cultural values, laws and customs.

2 A large group of people with shared cultural values, laws and customs is called a society.

Sentence 1 has a predictable structure. In sentence 1 the subject (Society) and the verb (is) are established, and the reader has a 'hook' on which to work out the rest of the sentence.

In sentence 2 readers have to hold the same words in their minds until they can see how they can fit in with the rest of the sentence. A more able reader will almost automatically look for the verb near the end of the sentence. Reflect on how you read the latter sentence.

## Skills for Life Quality Initiative

OHT 1.26

### **Task 2.**

**Suggest some guidelines for making this kind of sentence more accessible.**

### **Task 3**

**Now identify the area of difficulty in the way the following sentences are structured, and suggest a way of helping learners with this difficulty.**

1. The fuel, normally a mixture of petrol and air, is burnt in closed cylinders inside the engine.
2. Why is the estuary at the mouth of the river polluted?

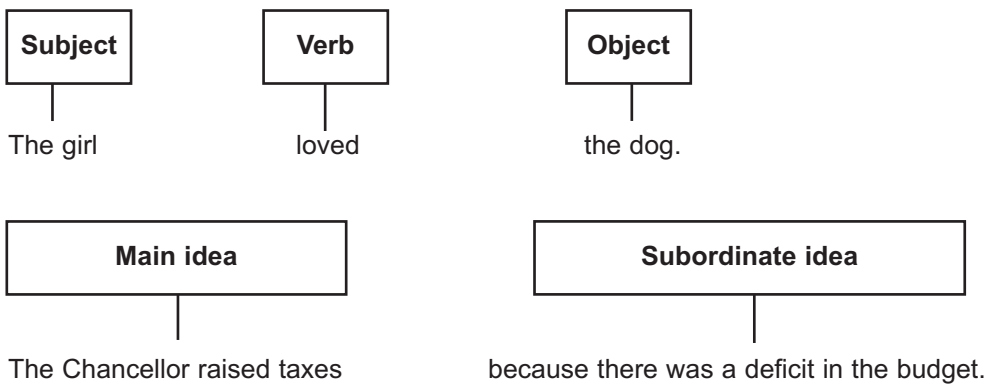
# Skills for Life Quality Initiative

OHT 1.26

Key problem: Sequencing

This refers to the ordering of words, phrases and clauses within a sentence.

The natural speech sequences in English for simple sentences are:



If these natural sequences are disturbed, learners have to unravel them linguistically before they can come to grips with the information.

## Task 4

**What guidelines would you suggest for helping learners with this aspect of sentence structure?**

## Skills for Life Quality Initiative

OHT 1.27

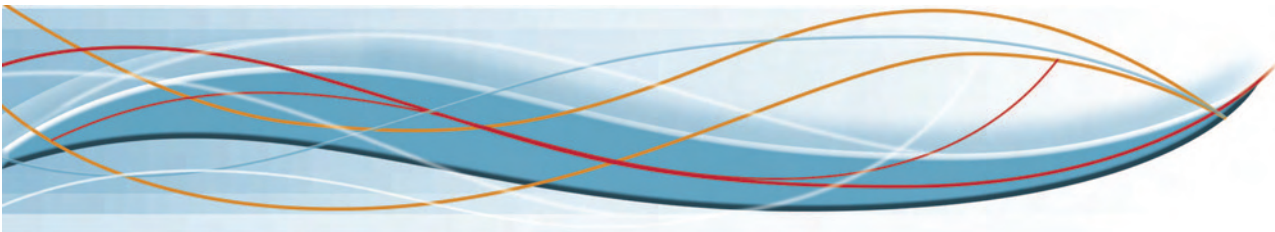
Key feature: Connections within text

A related and important feature of text organisation involves the logical relations between sentences in a text, expressed by connecting words or cohesive devices. The presence or absence of these can affect cohesion. Some of the most common logical relations in text are:

addition sequence

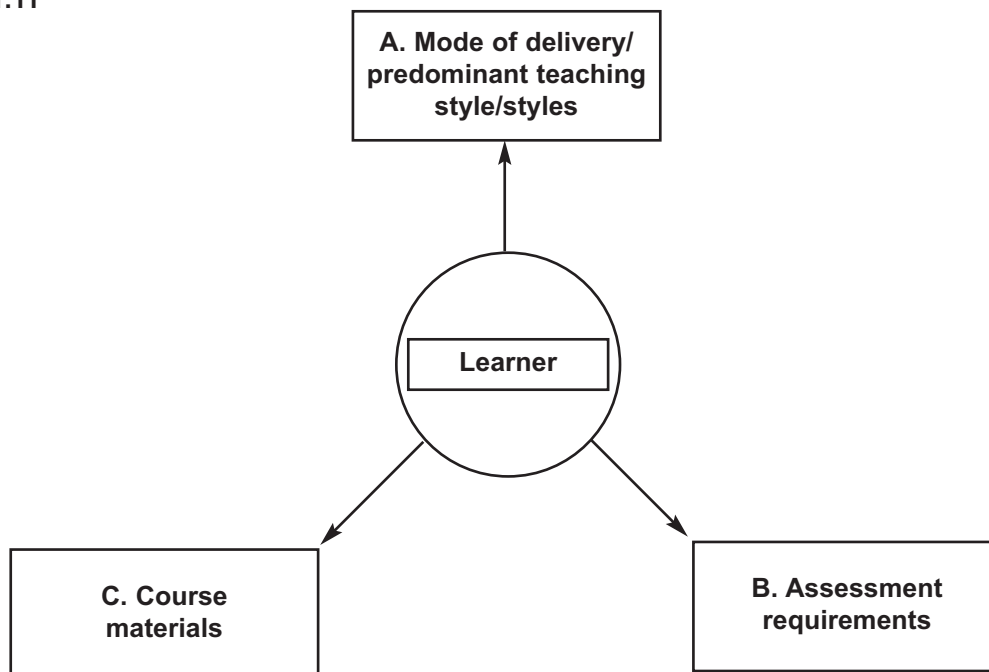
consequence

contrast



# Skills for Life Quality Initiative

OHT 1.11



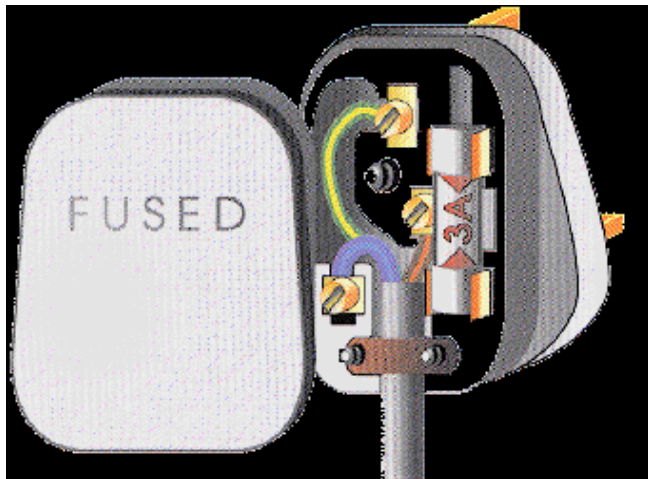
# Skills for Life Quality Initiative

OHT1.21

Breaking a task into skills.

TASK 1. Write a list of instructions to a new group of learners for correctly wiring a plug.

## How to wire a plug



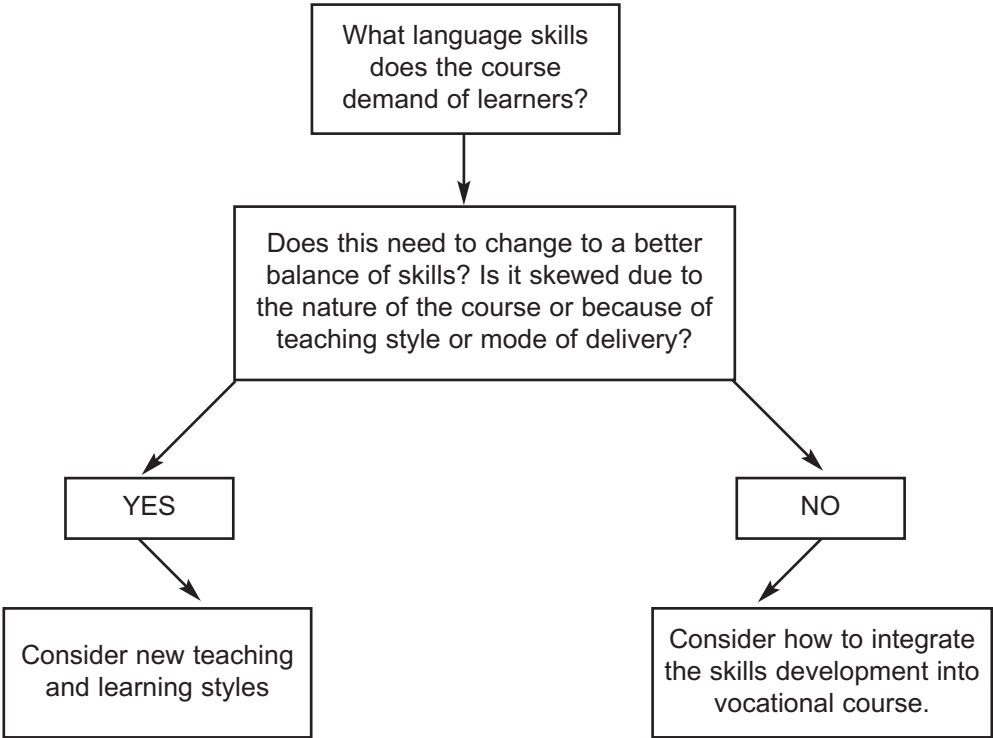
From © London Fire and Civil Defence Authority in association with AngliaCampus

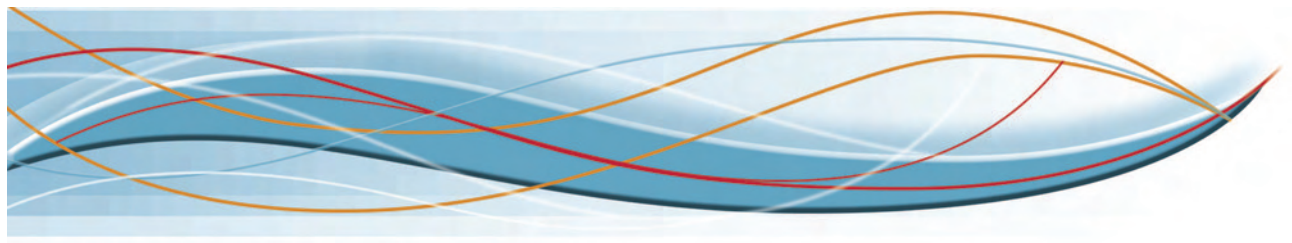
TASK 2. In groups discuss and make notes on:

- What you might expect learners to know before you start.
- How you could check that they had this knowledge.
- What particular aspects of this procedure might cause difficulty.
- What you noticed about devising these instructions.

# Skills for Life Quality Initiative

OHT 1.31





## Skills for Life Quality Initiative

### OHT1.1

**TASK 1. What is a text? Consider a definition in your groups and present your findings to the session as a whole.**

**Text definitions:**

The outcome of any literacy event is typically the construction of a text; that is, a meaningful unit of language that is intended to communicate. (de Beaugrande, (1980) – in Kucer (2001).

Any size unit of language that forms a unified whole. To be unified, the text must be coherent internally and externally. External coherence refers to the relation between the text and the context of situation. A text must be relevant within a particular environment. To be internally coherent, all systems of language must be present or implied and working together. Kucer (2001)

# Skills for Life Quality Initiative

## OHT 1.21

**TASK 1. Review the content of OHT 1.21 and think about your own vocational course.**

- **What are the predominant text types on your course either written or spoken?**

### **What is a text type?**

Particular discourse forms with distinguishing features and patterns – narration, exposition, poetry, drama.

### **What is a genre (of texts)?**

A class of texts marked by distinctive styles, forms, or content within a text type. For example, the **text type** narration might include novels, short stories, mysteries, folktales and reports. The **text type exposition** might include research papers, directions, instructions, essays, descriptions etc. **Poetry and drama** will also have different specific genres within their broad classifications.

### **What is text structure?**

This is the total organisation of meanings across a text type: text grammars

Temporal order (time order) / sequenced texts

Attribution (idea development) specific descriptions and generalised descriptions, facts, concepts.

Adversative (compare/contrast)

Covariance (cause and effect)

Response (problem solution)

OHT 1.22

**Instruction**

**Cut** two pieces of paper, each 4 inches by 4 inches.  
**Lay** one exactly on top of the other.  
**Draw** a face on the top one. **Press** hard so that the lines go through to the bottom ....

Dimension

Say where

Say what

Purpose

The diagram features a black background with white text for the instruction. Four blue callout boxes are connected to the text by thin white lines. The 'Dimension' box points to '4 inches by 4 inches'. The 'Say where' box points to 'one exactly on top of the other'. The 'Say what' box points to 'Draw a face on the top one'. The 'Purpose' box points to 'Press hard so that the lines go through to the bottom ....'.

## Skills for Life Quality Initiative

OHT1.41

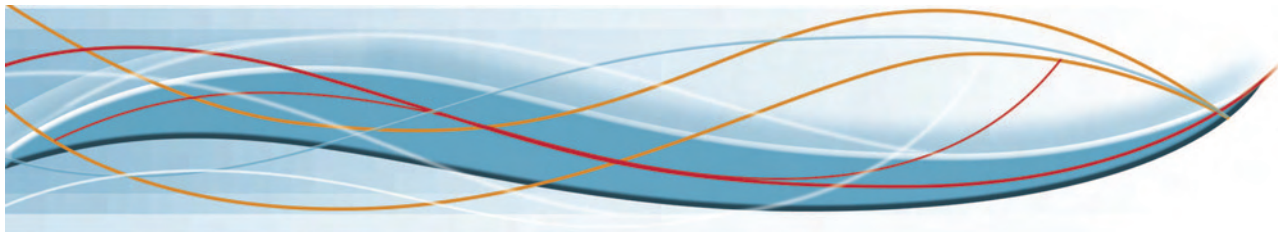
**TASK 3. Look at this text and decide:**

- a) **Sequenced or non sequenced?**
- b) **How do you know the answer to part a?**
- c) **Are the subjects female or male?**
- d) **How do you know?**
- e) **What does this mean?**

Text

It was a moody croob. The vag was trunning and the bogs were trilling.  
A vag trunned across a mogger with his coog.  
Suddenly the coog trabbed.  
Then the coog cragged off, kristing the vag behind him.

# Skills for Life Quality Initiative



## Skills for Life Quality Initiative

### OHT 1.21

1. Cow            goat            pig            hen            ship

2. brinnerdunning            cosmolefy  
wazzeration            exmergabaugh

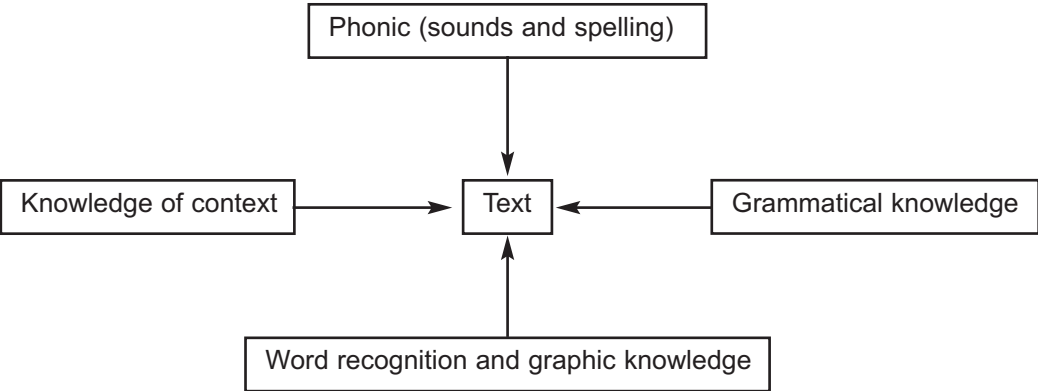
3. Rllwy            tenul            trian            single  
plutfrom

All acts of literacy are not equal. Reading and writing do not consist of a set of sub skills that can be easily isolated, practiced, mastered and then used with the same degree of proficiency from one text to the next. Kucer (2001) p110

# Skills for Life Quality Initiative

OHT1.22

## THE SEARCHLIGHT READING MODEL (DFES)



# Skills for Life Quality Initiative

OHT 1.211

## Purposes for reading

### Purpose

Reading to get the gist or general idea

Reading to get the main points

Reading to get specific information

Reading to get detailed understanding

### Examples

Finding out if a particular chapter is the one you want by skimming through it

Taking notes from a book

Finding a number in the telephone book

To understand thoroughly a complex explanation

OHT 1.212

## Reading skills

**Recognising words**

recognising shapes, patterns, beginnings and endings of words

**Predicting**

what the text might be about or what its purpose is by looking at titles, headings, diagrams and pictures

**Skimming**

identifying quickly the main topic in a text to see if this bit of reading is what you need

**Scanning**

looking for key words to locate a specific bit of information e.g. a number in a telephone book

**Identifying main points**

identifying relevant and irrelevant information e.g. listing the main steps in a process

**Recognising/visualising how information is organised**

seeing the layout of information as a picture, diagram, chart or table

**Deducing the meaning of unfamiliar words from the context**

working out the meaning of words from words around them

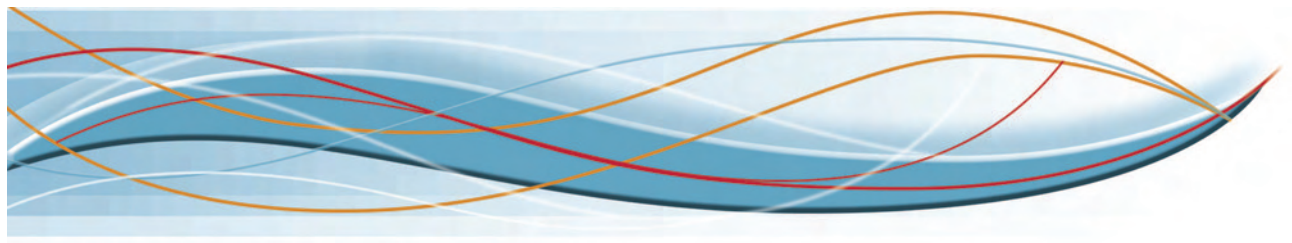
**Making sense of a text by understanding how the parts fit together**

recognising signposts which indicate main points, examples contrasting ideas etc.  
recognising how the order of words in a sentence conveys meaning  
recognising language use

**Understanding the use of register**

identifying ambiguity  
identifying emotive language  
distinguishing fact from opinion

# Skills for Life Quality Initiative



## Skills for Life Quality Initiative

OHT 1.11

Introducing Schema theory

What is it?

This refers to the way that individuals organise information in their minds. Does the reader have a schema (conceptual framework), which approximates to the ideas and meaning organisation in the text?

Why is it important?

Activating a learner's prior knowledge about texts or the topic to be studied calls to mind all the references the learner has about that particular subject and also any textual organisation and schematics they may possess. Thus the act of reading will be facilitated by learners at least having a starting point from which to approach the 'new' text.

# Skills for Life Quality Initiative

OHT1.12

TASK 2. Does schema theory work?

In your groups think of the last time you went on a journey by bus.

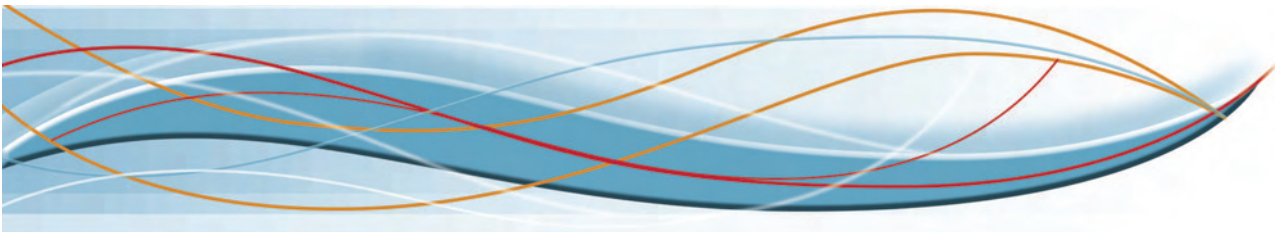
What colour was the bus? Tell the other group members.

Single or double decker?

Recount the journey to a colleague.

TASK 3. By the end of task 2 you should be thinking about bus journeys.

What kind of topics could this lead into?

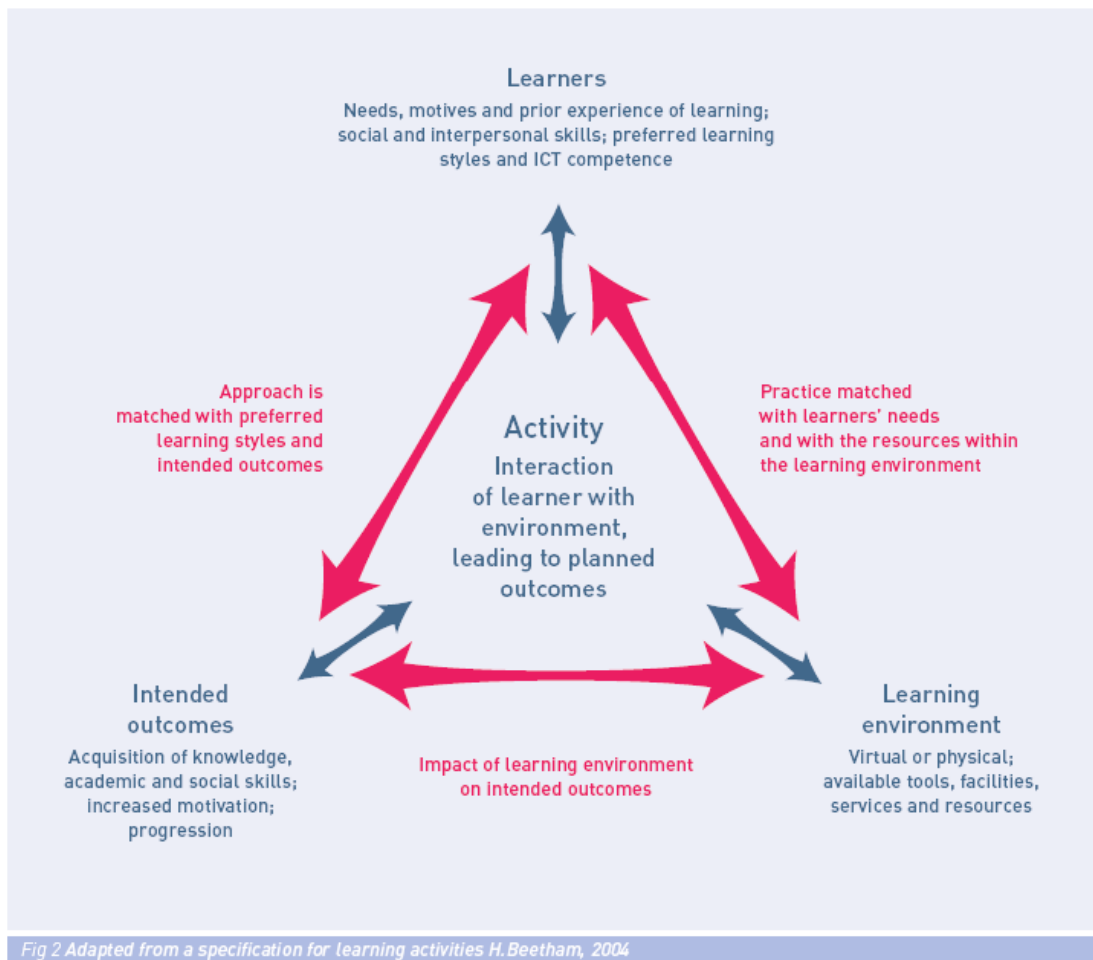


# Skills for Life Quality Initiative

## 1.1 Introduction and reflection

OHT1.11  
Jisc (2004) p13

### A model of learning activity design



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# Skills for Life Quality Initiative

## 1.2 Models of learning flow.

OHT1.21

'Active learning flow' model from Dodge, B. (1996)

	<b>Inputs</b>	<b>Transformations</b>	<b>Outcomes</b>
<b>Active Learning Flow</b>	<ul style="list-style-type: none"><li>· references, articles</li><li>· images, sounds</li><li>· news reports, press releases</li><li>· experts</li><li>· dynamic data sources</li><li>· project / field reports</li></ul>	<ul style="list-style-type: none"><li>· comparison / contrast</li><li>· concept creation</li><li>· analysis</li><li>· synthesis</li><li>· evaluation</li><li>· problem solving</li><li>· decision making</li><li>· policy formation</li></ul>	<ul style="list-style-type: none"><li>· oral presentations</li><li>· written reports, letters, etc.</li><li>· creative writing</li><li>· videoconferencing</li><li>· audioconferencing</li><li>· Web publishing</li></ul>

# Skills for Life Quality Initiative

Learning flow model of language development

