UNIT 2 TAKE AWAY TEST

This test comprises 3 items. Separate instructions are provided for the first two and the third. You are strongly advised to review the unit to assess your performance on these items.

Instructions for Items #1 and #2.

Based on your reading of each of these items,
  i.   Make a list of the tasks/steps to be carried out, or were carried out in each instance
  ii. Identify any additional information included in the process
  iii. Suggest the author's overall purpose for including the additional information.

TEST ITEM # 1

Favourites

Having invested time in locating a useful site, the next step is to ensure that you can locate it again. Internet Explorer and other browsers provide a function to save your sites so that you can rapidly visit them again. Figure 3.9 shows the Favorite menu in Internet Explorer 7.0. While you are visiting the site you want to save, select the Add to Favorites icon to reveal a short menu and select the Add to Favorites option to reveal the Add a Favorite window (see Figure 3.10). You need to give the site an appropriate name. The system will suggest one based on the webpage and you can accept or change this name. You can also group your favourite sites into folders to help you organise them. Having used the worldwide web for a few months you will be surprised at the number of favourites you will have accumulated. It is therefore good practice to organise your favourites into folders and to give them names you will remember. To visit a favourite you simply open the Favorite menu and click on it.

Good practice with using Favorites is to
  • Use memorable names so that you can find the site again;
  • Organise your favourites into folders;
  • Edit your lists regularly to avoid confusion;
  • Remember you are saving links to individual pages rather than the site. (pp. 80-82)

Segment extracted from
Clarke, A. (2008). *E-Learning Skills* (2nd. ed.) New York: Palgrave Macmillan.

TEST ITEM # 2

Data collection and analysis

The data were gathered as part of a wider study of beginner language learners at the OU (Open University). This wider study was multi-dimensional in its scope, reflecting the under-researched nature of this target group, and consisted of pre- and post-course questionnaires as well as extended mid-course telephone interviews. Nearly 2600 students returned to pre-course questionnaires, 56 of whom were subsequently interviewed by the first author of this article. Data on students' responses to assessment feedback in the interviews form the basis of this article. The interviews, which were recorded and transcribed, were semi-structured in nature, with open-ended questions designed to explore different aspects of studying a new language through DL (Distance Learning). Relevant questions from the interviews are reproduced in Appendix 1. The interviews took place after students had completed and received feedback on half of their assignments, a point at which they were fully engaged with the course and had experience of tutor support through assessment feedback.

QSR N6 was used for analysing their responses. This package gave the researchers flexibility both to determine their own categories and to add new ones as they emerged from the analysis. Accordingly various themes (tree nodes) and sub-themes (sub-nodes) were identified. … (p. 403)

Segment extracted from
Furnborough, C. & Truman, M. (2009). Adult beginner distance language learner perceptions and use of assignment feedback. *Distance Education,* 30(3), 399-418.

TEST ITEM #3

Instructions for Item #3

Based on your reading of this item
  i.   Briefly outline the authors' purpose for conducting this analysis
  ii. Identify the strategies they use to achieve this purpose.

Multiple intelligences

For nearly a century, educators and psychologists have debated the nature of intelligence, and more specifically whether intelligence is just one broad ability or can take more than one form. Many classical definitions of the concept have tended to define intelligence as a single broad ability that allows a person to solve or complete many sorts of tasks, or at least many academic tasks like reading, knowledge of vocabulary, and the solving of logical problems (Garlick, 2002). There is research evidence of such a global ability, and the idea of general intelligence often fits with society's everyday beliefs about intelligence.

Partly for these reasons, an entire mini-industry has grown up around publishing tests of intelligence, academic ability, and academic achievement. Since these tests affect the work of teachers, I return to discussing them later in this book. But there are also problems with defining intelligence as one general ability. One way of summing up the problems is to say that conceiving of intelligence as something general tends to put it beyond teachers' influence.

When viewed as a single, all-purpose ability, students either have a lot of intelligence or they do not, and strengthening their intelligence becomes a major challenge, or perhaps even an impossible one (Gottfredson, 2004; Lubinski, 2004). This conclusion is troubling to some educators, especially in recent years as testing school achievements have become more common and as students have become more diverse. But alternate views of intelligence also exist that portray intelligence as having multiple forms, whether the forms are subparts of a single broader ability or are multiple "intelligences" in their own right. For various reasons this perspective has gained in popularity among teachers in recent years, probably because it reflects many teachers' beliefs that students cannot simply be rated along a single scale of ability, but are fundamentally diverse (Kohn, 2004).

One of the most prominent of these models is Howard Gardner's theory of multiple intelligences (Gardner, 1983, 2003). Gardner proposes that there are eight different forms of intelligence, each of which functions independently of the others. (The eight intelligences are summarized in Table 10. Each person has a mix of all eight abilities—more of one and less of another—that helps to constitute that person's individual

cognitive profile. Since most tasks—including most tasks in classrooms—require several forms of intelligence and can be completed in more than one way, it is possible for people with various profiles of talents to succeed on a task equally well.

In writing an essay, for example, a student with high interpersonal intelligence but rather average verbal intelligence might use his or her interpersonal strength to get a lot of help and advice from classmates and the teacher. A student with the opposite profile might work well alone, but without the benefit of help from others. Both students might end up with essays that are good, but good for different reasons.

Table 10 (Omitted): Multiple intelligences according to Howard Gardner Form of intelligence Examples of activities

As evidence for the possibility of multiple intelligences, Gardner cites descriptions of individuals with exceptional talent in one form of intelligence (for example, in playing the piano) but who are neither above nor below average in other areas. He also cites descriptions of individuals with brain damage, some of whom lose one particular form of intelligence (like the ability to talk) but retain other forms. In the opinion of many psychologists, however, the evidence for multiple intelligences is not strong enough to give up the "classical" view of general intelligence. Part of the problem is that the evidence for multiple intelligences relies primarily on anecdotes— examples or descriptions of particular individuals who illustrate the model—rather than on more widespread information or data (Eisner, 2004). Nonetheless, whatever the status of the research evidence, the model itself can be useful as a way for teachers to think about their work. Multiple intelligences suggest the importance of diversifying instruction in order to honor and to respond to diversity in students' talents and abilities. (pp. 66-68)

Segment extracted from

Seifert, K. & Sutton, R. (2011). *Educational Psychology* (3rd. ed.). The Global Text Project. http://globaltext.terry.uga.edu/