

LCVP

Assessment

LCVP LINK MODULES – A Practical/Co-operative approach to prepare students for Assessment.

**LCVP National Conference
March 2007**

**Caroline McHale
Second Level Support Service**



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The Three Minute Reflective Paper

- The Three minute reflective Paper is an ideal method to assess and record learning.
- You may decide to distribute at the end of each lesson, or activity or at **regular** intervals.
- You may decide to distribute photocopied reflective paper or just use an overhead, or the board (with the questions) and students record answers on Blank Sheets of papers.
- Remember the importance of review and recall.
- This may be recorded individual or in groups.(each student must construct the reflective paper as homework)

How much do you remember?

Forgetting is not a failure of the brain, it is actually a feature. If we remembered all the information we encountered it would take too long to process.

Unfortunately how do we decide?

- What is to be retained?
- What is not to be retained?

As soon as you learn a fact you begin to forget, as our brains are constantly recording information on a temporary basis, e.g. conversations we overhear, hairstyles, clothes. Because the information is not necessary, and it does not come up again, our brains will delete the information along with what the students learned in your LCVP Class.

Recall peaks a few minutes after the learning experience ends

Up to 40% of the material is forgotten within 5 minutes!

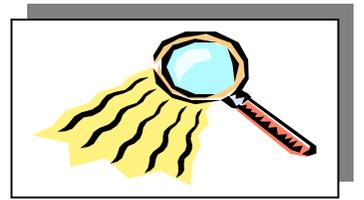
Up to 80% of the material is forgotten within 24 hours!

Note: it is important that students are aware of remembering and the importance of recall and review.

The good news is you can ensure that the information is not deleted by repeating. When exposed to the same information repeatedly, it becomes easier to retrieve the information when you need it.

It is recommended spend half an hour every day reviewing and 2 hours at the weekend reviewing.

Review at regular intervals to retain information.



LCVP - Three Minute Reflective Paper

Write down the main points discussed today.

Something I/We learned.....

Devise a question.

What must I/ We do next?

Learning Maps

Learning Maps. These were invented and developed by Tony Buzan, described as '*a physical representation of information to be held in the memory*'.

They provide an opportunity to see the 'Big Picture' on one page.

They appeal to visual learners.

They enhance understanding, learning and memory.

Constructing a Mind Map

1. Write down all key words related to topic, ideally using groups of students
2. Categories them into related topics.
3. Give each topic a key word
4. Use a large sheet, preferably an A3 (which can be folded to an A4)
5. Start in the middle of the page with a word and/or Image
6. Draw curved branches from the key word, and write a key word, usually you would write them smaller. Also images can be used

The Mind Map is an ideal tool to introduce

- Topics
- Portfolio Items
- LCVP Activities.

It is also an excellent tool for review and recall, which also ensures Learning.

Case Study, Interestingly the Case study arrives in advance and sometimes we try and anticipate questions. If we anticipate questions we may not be preparing students adequately.

You may decide to anticipate questions for the written exam but it is more important to have a deep understanding of the Case study.

Use word initially to document understanding, and remember give detailed answers in the Written Exam.

Always **State, explain and give an example if appropriate.**

Analyse the Case Study, using the Case study Methodology. Cooperative learning is an ideal method to attempt to develop an understanding.

However you could use the Case study as a **revision tool** for the Written Paper.

A sample Mind Map using the 2006 Case Study.

THE CASES in LCVP

The case study is a descriptive account of a person, an enterprise (Business, Community or Voluntary), local area or a social economic issue.

ASSESSMENT CRITERIA – SYLLABUS

The audio visual and case study questions on the examination paper will assess your ability to:

- Evaluate essential factual information
- Identify and analyse relevant social and economic factors
- Recognise patterns and link these with knowledge and experiences gained through other LCVP activities
- Propose and/or evaluate solutions to problems
- Express informed opinions on record issues

THE LCVP CASE STUDY

In the LCVP you are assessed on two cases:

- a). Audio visual – section 1 of the written paper, allow 30 minutes (last few questions are really important)
- b). Written case – section 2 of the written paper 25 minutes

Both of these cases are **compulsory** and it's important as part of the LCVP to frequently use cases.

The Case Study which is received in advance of the Written Paper.

Use the Case Study you receive in advance as a revision tool for all The Specific Learning Outcomes.

- Analyse the Case in Detail, ensuring that students understand all key words.
- Prepare a detailed SWOT analysis, Strengths, Weaknesses, (these are internal e.g. staff, product), Opportunities and Threats. (these are external e.g. new markets, competition,) Remember the SWOT Analysis may be about The Entrepreneur, the Company/ Organisation or perhaps the Location.
- List Problems and suggest solutions.
- Draft a Summary of the Case.
- Use the Case as a revision tool for the Written, general questions, ensuring you apply as many of the Specific Learning Outcomes as Possible.

GENERAL QUESTIONS (4 x 23 Minutes)

This section contains six questions and you should answer any four.

To assist your choice in deciding and locating questions, the exam paper has a **summary and index of questions.**

Using a Co-operative Approach to Answering questions.

Practicing General Questions:

- Ask students in groups of three to take a particular Year.
E,g, Group 1 2006
Group 2 2005 etc, perhaps three years initially.
- Using a blank sheet (one per group), attempt to answer general questions using Key Words initially.
- Practice for homework.
- The following class all students are required to choose one of these papers, with the Six general questions. Students attempt the six questions.
- Students return back to original group and correct key words using the page from the previous class.
- Students are then required to elaborate on key words using the SEE approach, State, Explain and give an Example.

This method is also extremely useful for attempting the Case Study.

An Ideal method when introducing Portfolio items.

- Distribute templates of Portfolio Items.
- One Template per group of Two/Three
- For homework students prepare their own portfolio item.

Ensure you have both **Christmas** and **Summer** Tests in Fifth Year.

An excellent idea is to inform fifth years for your Summer Test it will be eg 2006 Paper. This will motivate students and ensure some revision.

In Sixth year, ensure a timetable **Christmas** Test and also that students participate in the **Pre Leaving Certificate** Link Modules. It is really important for time management.

When Planning, Participating and/or evaluating Activities. Use the PEP Approach.

Pre Experience	Experience	Post Experience

Students should plan solutions by using the PEP Approach.

Pre Experience e.g. Planning, research etc

Secondly they describe the Experience/ activity e.g. What happened on the Day?

Finally Post Experience, the evaluation, debriefing, assessing, recommending.

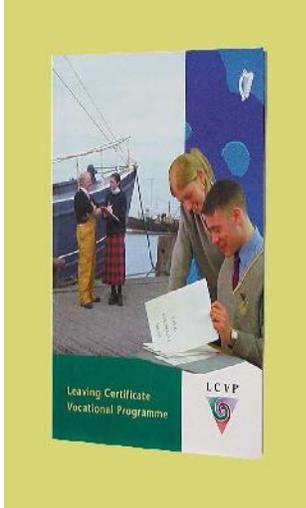
Distribute above Template, it may be individual, Pair or group work.

The PEP approach can be applied to many activities.

- My Own Place
- Career Investigation
- Work Placement
- Visitor In
- Visit Out
- Enterprise Activity
- Job Interviews
- Telephone Interviews
- Use of Application Forms
- OTHERS.....

Portfolio Items:

- Ensure they are related to the **Syllabus** and LCVP activities



- Ensure you follow the **Assessment guidelines**.
- Follow the **Marking Schemes**, which may change from year to year.

A great idea is to encourage students to view portfolios and the written scripts in September. Viewing the scripts is an excellent way to establish distinction requirements, merits etc.

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