Exercise walk-through

3.5
Share, Present, and Reflect

GAC Study and Communication Skills

Method — Key knowledge: present the evidence and its limits

A project presentation connects need, action, evidence and a next step. Show denominators and the pre-written target. Distinguish an observed difference from an isolated cause, and a result in one group from a promise about future users.
A **reflection** connects a specific event, response, action, evidence and next check. A **limitation** states what the record cannot establish. A **handover** gives the next person the current version, decisions, unresolved issues, owner and review point.
A folder or a confident speech alone does not establish that follow-up happened.

Method — Source A: task and starting record

The fictional project's pre-written target is at least sixteen successes in twenty attempts within two minutes. B3 reaches fourteen of twenty; B4 reaches seventeen of twenty other new volunteers. Several sign features changed. The entrance, task instruction and clock were retained, but weeks and room conditions differed. One B4 volunteer still passed the entrance sign; two unsuccessful B4 cases are unclassified. The course brief asks for a three-minute group presentation: thirty seconds for the need, sixty for changes, sixty for results and limits, and thirty for the next step. No volunteer names or identifying comments may be published. Private experiences need not be disclosed to classmates.

Method — Source B: actions and current evidence

The draft slide says, “B4 improved success by thirty percentage points, proves the signs caused every improvement, and guarantees correct routes.” It includes a volunteer’s name. The source table contains only the anonymous counts given in Source A.
Mei’s dated log says she felt defensive about the arrows, asked which choice was unclear and used the reply to separate labels. At the next meeting she still interrupted twice. She proposes summarising the previous speaker’s point before giving her suggestion, with a partner recording interruptions at the next meeting.
The folder has approved B4, the target, trial records and change reasons. It lacks an assigned owner and date for checking the remaining entrance-sign issue. The librarian permits further visibility observations using the current positions; moving a sign would need new approval. No further meeting or observation has occurred.

Method — Worked example: connect the action to its evidence

Known: fourteen and seventeen successes have the same denominator of twenty. Why use percentage points? They compare two percentages directly, rather than a relative percentage change.

$$p = 100\frac{n}{N}$$

$$p_{B3} = 100\frac{14}{20} = 70\%$$

$$p_{B4} = 100\frac{17}{20} = 85\%$$

$$\Delta p = p_{B4} - p_{B3}$$

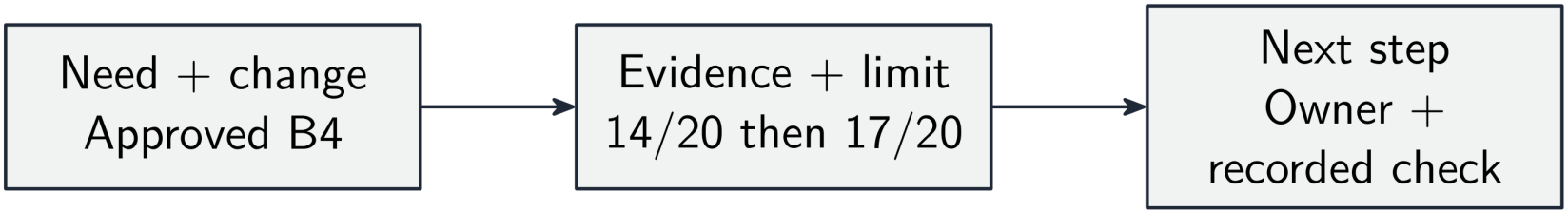
Method — Worked example: connect the action to its evidence

$$\Delta p = 85\% - 70\% = 15 \text{ percentage points}$$

Correct the slide to fifteen percentage points in different groups, retain the causal limit and remove the name. Keep Mei's reflection tied to her recorded actions and unresolved interruptions. Assign a visibility-check owner and date under the approved observation plan; do not present a proposal as a completed check.

Method — Worked example: connect the action to its evidence

They compare two percentages directly, rather than a relative percentage change.



Exercises 2.1·2.3

2.1 Identify TWO details that must stay visible when the trial results are presented. [2]

2.2 Identify TWO corrections needed in the draft beyond its percentage-point arithmetic. [2]

2.3 Calculate the B3 success percentage, B4 success percentage and their percentage-point difference. [3]

Exercises 2.1·2.3

2.1 Identify TWO details that must stay visible when the trial results are presented. [2]

2.1 Award B1 each for two of denominators/twenty attempts, original sixteen-success target, two-minute task, different volunteer groups. No credit for an invented score or causal certainty.

2.2 Identify TWO corrections needed in the draft beyond its percentage-point arithmetic. [2]

2.2 Award B1 each, maximum 2: remove causal certainty; remove future-route guarantee; remove the identifying volunteer name. Link to the evidence or brief.

2.3 Calculate the B3 success percentage, B4 success percentage and their percentage-point difference. [3]

2.3 B3: 70%; B4: 85%; increase of fifteen percentage points. Use the supplied twenty-attempt denominators; this is not a claim that fifteen percent more people succeeded relative to B3.

Exercises 2.4·3.1

2.4 Identify Mei's recorded changed action, the remaining behaviour gap and her proposed recorded next check. [3]

3.1 Evaluate THREE claims: "A complete folder proves follow-up"; "Mei is now permanently good at team work"; "The presentation may publish names because the project helped". Give a correction and a reason for each. [6]

Exercises 2.4·3.1

2.4 Identify Mei's recorded changed action, the remaining behaviour gap and her proposed recorded next check. [3]

2.4 She asked which choice was unclear instead of defending the drawing and used the reply to revise labels. She still interrupted twice at the next meeting. Summarise before suggesting, with a partner recording interruptions in the next meeting. The proposed result is not yet known.

3.1 Evaluate THREE claims: "A complete folder proves follow-up"; "Mei is now permanently good at team work"; "The presentation may publish names because the project helped". Give a correction and a reason for each. [6]

3.1 Award 2 per claim: correction, reason. Assign and carry out a recorded owner/date check: the folder lacks these and no follow-up happened. Describe specific actions and the remaining interruptions: one changed action does not establish permanent mastery. Remove names: the supplied publication brief prohibits identifying volunteers regardless of the score.

Exercise 3.2

3.2 Write an 80–110 word presentation excerpt. Include the service need, approved change, both counts and unchanged target, a comparison limit and remaining issue, and a checkable handover action. Avoid identifying volunteers or claiming final perfection. [8]

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3.2 Local analytic rubric, 8 × B1: service need/timed task; approved relevant changes; B3 and B4 counts with denominators; original target/status; comparison/causal limit; missed-sign and unclassified cases retained; owner/date and recorded permitted follow-up; coherent anonymous 80–110 word excerpt. Example: “Our project aimed to help visitors find a suitable study space within two minutes. Approved B4 changed the arrow layout and entrance-sign position. B3 reached fourteen successes in twenty attempts; B4 reached seventeen in another group. B4 met the original target of sixteen, but the different volunteers, weeks and room use mean we cannot isolate the signs as the only cause. One person still passed the entrance sign and two unsuccessful cases remain unclassified. We will retain the approved version and anonymous records, assign an owner and review date for the permitted visibility observation, and record the remaining obstacles before proposing another change.”