

Exercise walk-through

5.8

Finalize and Share: Final Proposal and Presentation

GAC Study and Communication Skills

Method — Key knowledge: state what is planned and what is known

A proposal presentation explains purpose, verified background, question, method, ethics, planned analysis, limits and next approval steps. Keep future actions in future language. A blank planned table is acceptable; made-up participant results presented as collected evidence are not.

A **rehearsal** checks timing, transitions and whether each speaker can explain the plan. A **limitation** bounds a claim rather than excuses missing information. A **handover** names the next speaker and topic. Answer a challenge using the record; confidence and neat slides do not prove a result.

Method — Source A: proposal and task record

The fictional proposal uses twenty-four planned willing class volunteers, shuffled slips and one A/B layout per person. Both layouts use the same wording, four items, fixed complete-success key, two-minute clock and no coaching. B changes spacing and alignment together. No main study has occurred; teacher approval and confirmed storage/disposal are still required.

The four-minute plan gives 30 seconds to purpose, 45 to background/question, 90 to method/ethics, 45 to planned analysis/limits and 30 to next steps. Mei owns purpose and question; Rui owns method and ethics; Dan owns analysis, limits and next steps. They will rehearse transitions and shorten repeated wording, retaining the necessary method and ethics details.

Method — Source B: draft and current evidence

Slide 6 is headed “Planned comparison: not collected”. It has rows for A and B, and blank cells for actual eligible submitted sheets, complete successes and success rate. The draft spoken ending instead says, “B won by 100%; shuffled slips prove every student benefits.” No participant values support this ending.

An audience member asks why each person sees only one layout. Another asks whether B’s effect would come from spacing alone. The handover folder should hold matching question/task/key versions, the anonymous information script, source-verification notes, peer-response log and action list with owners. Approval status must stay separate from peer review. None of the supplied fictional cards may be cited as a real publication.

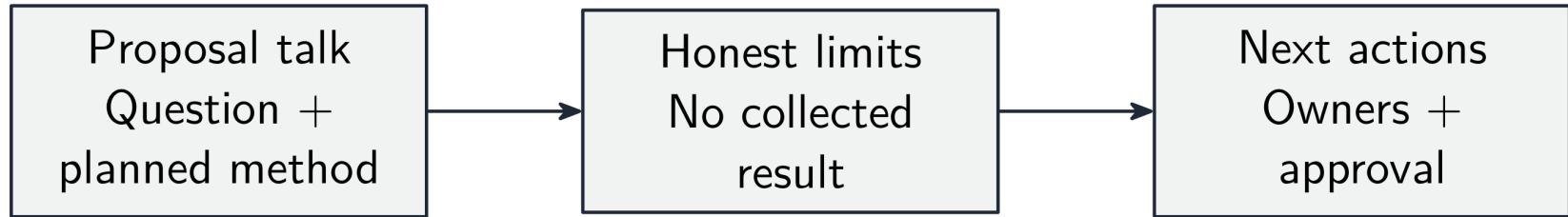
Method — Worked example: answer a challenge without borrowing a result

Known: each participant is planned to see one layout. Why? Seeing both could introduce practice or order effects. This choice does not guarantee equal ability in the two groups. Shuffled slips allocate within the volunteer sample; they do not make that sample represent the school.

B changes spacing and alignment together, so the proposed comparison tests that package. It cannot identify spacing alone. Present the blank analysis table as a plan, keep approval pending and finish with named verification, rehearsal and permission actions rather than an invented winner.

Method — Worked example: answer a challenge without borrowing a result

It cannot identify spacing alone.



Exercises 2.1-2.3

2.1 State the total talk time in seconds and the combined method/ethics plus analysis/limits allocation. [2]

2.2 State TWO quantities that remain blank in the planned table until collection. [2]

2.3 Explain why the one-layout procedure may help and name TWO limits it does not remove. [3]

Exercises 2.1-2.3

2.1 State the total talk time in seconds and the combined method/ethics plus analysis/limits allocation. [2]

2.1 Four minutes = 240 seconds. $90 + 45 = 135$ seconds. All five planned allocations sum to 240.

2.2 State TWO quantities that remain blank in the planned table until collection. [2]

2.2 Award B1 each for two: actual eligible submitted sheets for a layout; complete-success count; success rate. Targets are not collected counts.

2.3 Explain why the one-layout procedure may help and name TWO limits it does not remove. [3]

2.3 It avoids within-person practice/order effects from seeing both layouts. It does not guarantee equal group ability or school-wide sample representation. Accept another distinct supported unresolved limit, such as task-to-real-tray transfer.

Exercises 2.4·3.1

2.4 Name the feature package being compared, one required permission and one concrete rehearsal check. [3]

3.1 Evaluate THREE endings: “B won by 100%”; “Shuffled assignment proves every student benefits”; “Any B difference establishes spacing alone”. Give a correction and reason for each. [6]

Exercises 2.4·3.1

2.4 Name the feature package being compared, one required permission and one concrete rehearsal check. [3]

2.4 Spacing and alignment together with wording fixed. Teacher approval before volunteer work. Check timed transitions/total or whether the speaker can explain key method/ethics without dropping them.

3.1 Evaluate THREE endings: “B won by 100%”; “Shuffled assignment proves every student benefits”; “Any B difference establishes spacing alone”. Give a correction and reason for each. [6]

3.1 Award correction B1 and reason B1 per ending. Results are pending: no participant data exist. Bound any later comparison to this volunteer task: assignment is not representative sampling or universal benefit. Describe a spacing/alignment package: both change together, so one feature’s separate effect cannot be identified.

Exercise 3.2

3.2 Write an 80–110 word closing statement. State the planned comparison and key, answer the one-layout and spacing questions, retain evidence/sample limits, and name owned next steps with approval status. [8]

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3.2 Write an 80–110 word closing statement. State the planned comparison and key, answer the one-layout and spacing questions, retain evidence/sample limits, and name owned next steps with approval status. [8]

3.2 Local analytic rubric, $8 \times B1$: planned A/B complete-success task and common key/time; one-layout practice reason; remaining group limit; combined spacing/alignment limit; no collected results; local sample limit; named source/script/file/rehearsal actions with pending permission before recruitment; coherent truthful 80–110 word response. Example: “We propose comparing complete four-item sorting success under layouts A and B, using the same wording, key and two-minute limit. Each volunteer will see one layout to avoid practice from repeating the task, although group ability may still differ. B changes spacing and alignment together, so we cannot identify spacing alone. Our table is a plan, not collected results, and class volunteers will not represent the whole school. Mei will verify the question and real sources, Rui will check the information script and pending teacher permission, and Dan will organise the matching task files and timed rehearsal before recruitment.”