

3. GAC031 Social Emotional Learning through Project Based Learning Starter Quiz ·

GAC Study and Communication Skills

Name: _____ Score: _____

1. Which TWO actions help the library team use SEL?

- ☐ Assume a quiet teammate agrees
- ☐ Notice that criticism makes you defensive
- ☐ Ask users what space they need
- ☐ Choose the cheapest idea without testing it

Tick every correct option.

2. Which driving question can the library team answer through a small project?

- ☐ How can students find a suitable quiet or discussion area within two minutes?
- ☐ What is a library?
- ☐ Why is learning important?

3. Which line is a useful requirement for the library sign design brief?

- ☐ The team must use a screen because screens are modern.
- ☐ A student can identify the quiet and discussion routes from the entrance.
- ☐ The signs should look impressive.

4. The B3 trial reached 14 of 20 successes. What should the team report against its original target?

- ☐ The target of at least 16 was missed by two successes; the rise from 9 remains worth investigating.
- ☐ The original target should be changed to 14 so the trial counts as a success.
- ☐ The target was met because 14 is greater than the baseline of 9.

5. Which statement about B4 is supported?

- ☐ It left no problem for future visitors.
- ☐ It met the original target in the follow-up group.
- ☐ It proved that signs alone caused the improvement.

6. A teammate says your poster is confusing. Which reply helps the project most?

- ☐ Which location or instruction is unclear?
- ☐ People should read it more carefully
- ☐ I will stop working on the project

7. The baseline was 9 of 20. The target is 16 of 20. How many MORE successful attempts does the target require in a group of 20?

8. Which TWO details should the paper prototypes include before a user test?

- ☐ The names of every student who uses the library
- ☐ The words Quiet study and Discussion beside clear shapes
- ☐ The proposed wall positions and decision points
- ☐ A claim that the librarian has approved unreviewed locations

Tick every correct option.

9. Which TWO responses match the six observation notes?

- ☐ Treat the full room as proof that the arrows point the wrong way.
- ☐ Investigate whether the arrow layout confused the three wrong-route users.
- ☐ Publish the volunteers' names to explain the low score.
- ☐ Ask whether the entrance sign was visible before the first choice for the two who missed it.

Tick every correct option.

10. How many more successes were recorded in B4 than B3?

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Answers ·

GAC Study and Communication Skills

1. Notice that criticism makes you defensive; Ask users what space they need

Noticing your response is self-awareness; asking users shows social awareness. Silence and price alone are poor evidence for a decision.

2. How can students find a suitable quiet or discussion area within two minutes?

The second question names a user, a concrete difficulty and a result that a sign or other design can be tested against.

3. A student can identify the quiet and discussion routes from the entrance.

The second line names a user action that can be checked. Appearance alone and an unneeded screen do not show that the route can be found.

4. The target of at least 16 was missed by two successes; the rise from 9 remains worth investigating.

14 is two below 16. The five-person rise over the earlier group is descriptive evidence, but the groups differed and the result does not prove the signs caused it.

5. It met the original target in the follow-up group.

17 is at least 16, but the groups differed and one entrance-sign problem remained.

6. Which location or instruction is unclear?

A specific question turns criticism into information the team can use, while leaving room to disagree later.

7. 7

$16 - 9 = 7$. This arithmetic describes the target difference, not proof that the signs caused an improvement.

8. The words Quiet study and Discussion beside clear shapes; The proposed wall positions and decision points

Words plus shapes do not rely on colour alone, and positions let users test the route. Names are unnecessary; approval has not yet been given.

9. Investigate whether the arrow layout confused the three wrong-route users.; Ask whether the entrance sign was visible before the first choice for the two who missed it.

Three wrong routes suggest a sign-layout question; two missed signs suggest a placement question. The room-full case concerns capacity, and names are unnecessary.

10. 3

$17 - 14 = 3$. This is a difference between groups, not an isolated causal effect.