

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?
- _____

3. GAC031 Social Emotional Learning through Project Based Learning

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.