

MPS 48-1

MPS 48 Communication: written and oral

U48-obj

Communication is the sharing of ideas between a sender and a receiver for some purpose. The purpose usually is to share ideas and to persuade the reader/listener to accept your ideas.

MPS units that provide useful background skill: MPS 6: analysis: classification; 30 critical thinking.

Related MPS workshops: MPS 20 asking questions; 26 listening and responding; 36 self-directed learning and PBL (lifelong learning); 43 giving and receiving feedback; 44 assertiveness; 45 dealing with conflict; 46 dealing with difficult behaviours; 56 networking)

Skill development:

1. Ability to identify the information needed to respond to a need.
2. To identify possible sources of information, prioritize and use these resources effectively and efficiently.
3. To critically assess the quality of the information obtained.
4. To identify the purpose and need for you to communicate information to others.
5. To communicate effectively to a readership (including multiple readerships) in written or visual form.
6. To communicate effectively to a listener (including multiple listeners with different needs) in oral and visual form.
7. To continue to build your confidence and skill in assessment and self assessment.

Pretest:

Awareness: how aware are you of your approach to this activity? Rate with an “x”

0	1	2	3	4	5	6	7	8	9	10
Unaware				Aware of						Very aware
I just				Some						I can describe
do it										The details of how I do it

Skill: how skilled are you in doing this activity? Rate with an “x”

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair		Good			Very good			Excellent

Comments:

Skills for General Information literacy:[adapted from CAUL and Catts, 2002]

The Australian and US Libraries have adopted the following set of skill

0. **Attitude:** The information literate person is motivated to keep up-to-date, to be aware of general current events and is willing, when posed with a new situation requiring resolution, to positively address the task of identifying, gathering, assessing and using information.

0.1 is motivated to keep up-to-date as demonstrated by response to the *Why?* inventory, the SDLRS (self directed learning readiness scale) or equivalent and an annual listing of activities and outcomes.

0.2 can describe more than half of the general current events and list the potential impact these might have on his/her professional practice.

0.3 when posed with a new situation requiring resolution, says “I want to and I can” and positively applies skills of *need* recognition, identifying, gathering, assessing and using information.

MPS 48-2

1. **Skill:** The information literate person recognizes the need for information and determines the nature and extent of the information needed.

1.1 defines and articulates the need for information. Given your information is not sufficient to answer an assignment, you will identify a need to learn the information required to complete the assignment.

1.2 lists the purpose, scope and appropriateness of 24 different of information sources. This will be judged to be 90% correct by a librarian/information specialist in the subject discipline.

1.3 lists the costs and benefits of acquiring the needed information.

1.4 identifies the nature and extent of the information needed to satisfy a published goal or learning need. Devises plans.

2. **Skill:** The information literate person accesses needed information effectively and efficiently.

2.1 selects the most appropriate investigative methods or information access tools for finding the needed information. This will be judged by self assessment in hindsight.

2.2 constructs and implements effectively designed search strategies. [variety of resources, prioritized list of resources, use of rich set of search statements]. This is judged by a mentor, tutor or information specialist.

2.3 retrieves information using a variety of methods.

2.4 notes the source correctly and completely for each piece of retrieved information as judged by an information specialist.

3. **Skill:** The information literate person evaluates information and its source critically and incorporates selected information into his/her knowledge base and value system.

3.1 articulates and applies initial criteria for evaluating both the information and its sources.

3.2 initial assessment of the utility of the information accessed

3.3 identifies and summarizes the main points extracted from the information gathered [extended in 5.2]

3.4 validates the understanding and interpretation of the information through such methods as discourse with other individuals, subject area experts and/or practitioners and/or the critical assessment of articles or critical reasoning (see MPS 30: critical thinking).

3.5 determines whether the initial query should be revised.

4. **Skill:** The information literate person classifies, stores, manipulates and redrafts information collected or generated.

4.1 extracts, records and manages the information and its sources. Keeps accurate records as judged by a peer.

4.2 preserves the integrity of information resources, equipment, systems and facilities. Does not deface materials.

5. **Skill:** The information literate person expands, reframes or creates new knowledge by integrating prior knowledge and new understandings individually or as a member of a group.

5.1 categorizes relationships between the information from various sources.

5.2 considers the main ideas (identified in 3.3) and identifies gaps in information from various sources

5.3 develops new insights or original ideas from available information.

5.4 compares new understandings with prior knowledge to determine the value added, contradictions or other unique characteristics of the information.

6. **Attitude:** The information literate person understands the cultural, economic, legal and social issues surrounding the use of information and accesses and uses information ethically, legally and respectfully.

6.1 understands the cultural, economic, legal and social issues surrounding the use of information and information technology.

6.2 follows laws, regulations institutional policies and etiquette related to the access and use of information resources. Legally obtains, stores, and disseminates text, data, images or sounds.

6.3 acknowledges the use of information sources in communicating the product.

7. **Attitude:** The information literate person recognizes that lifelong learning and participative citizenship requires

MPS 48-3

information literacy.

7.1 appreciates that information literacy requires an ongoing involvement with learning and information technologies so that individualized lifelong learning is possible.

7.2 determines whether new information has implications for democratic institutions and the individual's value system and takes steps to reconcile differences.

MPS 48 Objectives

1. Given a topic and an audience you will be able to use an organized, systematic and pertinent approach to searching the literature. This judgement will be made by the instructor or TA based on a dialogue with you.
2. Given a topic and an audience, you will be able to locate at least five articles, books, publications or websites that your tutor judges as being pertinent to the topic and purpose.
3. Given the product of communication (a letter, memo, report) you will be able to assess the report using the five criteria Audience, Content, Organization, Style and Form and create a list of five consistent strengths and two consistent areas to work on. These will agree 80% with those of the tutor.
4. Given your speech, you will be able to apply the five criteria, self-assess your speech and identify for feedback five consistent strengths and two consistent areas to work on. These will agree 80% with those of the tutor.
5. Given your written formal report, you will be able to apply the five criteria, self-assess your speech and identify (for feedback) five consistent strengths and two consistent areas to work on. These will agree 80% with those of the tutor.
6. Given the reflective journal, you will be able to apply the five criteria, self-assess your journal and identify for feedback five consistent strengths and two consistent areas to work on. The content, in particular, shall follow the five principles of assessment. The feedback and overall ratings will agree 80% with those of the tutor
7. Given that you are to self assess products, you will be skilled in self assessment such that your assessment will be done in the context for published objectives, with measurable criteria and using agreed-upon forms of evidence and the overall rating will agree within $\pm 10\%$ of the assessment of another trained assess be they peer, tutor or industrial colleague.
8. Given published information from books, articles or the web, you will provide clear and appropriate referencing so that you give credit and identify the source. You will not reproduce information from outside sources without proper citation. Failure to do this correctly will result in charges of academic dishonesty and all of the charges related to such a charge. The tutor will be the judge.
9. The communications that you present will be your own work. Academic dishonesty will be penalized.
10. Given an assignment that you have completed, you will write a succinct covering memo that communicates Why the report, what the results are, the confidence you have in the answer and the assumptions and limitations and the implications.
11. Given your experience, you will write a resume that identifies your unique skills that you bring to the position, your evidence to substantiate your claims and answers the question "*Why should I hire you instead of one of the other 200 applicants for the same position?*"
12. Given a project, you will initial and date each page of your work, clearly quote the sources and references for the information you used, provide errors for your answers and give credit to others.

MPS 48-4

13. Given a feedback task, you will demonstrate skill in assessment using the principles of assessment (from ChE 2G3)

assessment is about performance and not about personal worth

assessment is based on evidence and not on gut feelings, friendships and ill feelings.

assessment is for a purpose and on a defined occasion and set of performance conditions

assessment is done in the context of observable, unambiguous goals/objectives with measurable criteria and using agreed-upon forms of evidence.

assessment is based on multiplicity of evidence, many different forms and contexts.

You will identify the forms of evidence you used, you will use objective criteria and not let friendship or feelings influence your judgement.

Example forms of evidence to be used in the course ChE 4n4:

resume

investment report

chair reports

PBL reports

Boiler house reports

Ratings done for TS, team work, marking of the PBL tests, chair performance and teaching

TS report

Operability and Tacit knowledge tasks

cover memos

ethics scenarios

in-class activities

exam questions and answers.