Diploma in Specialist Teaching (DIST) Part 1 Summative Log

[ADD YOUR NAME HERE]

Please read and work through this document in tandem with the course handbook to ensure you have full instructions and the appropriate level of information for each element of the Summative Log. We wish you all the very best with your submission.

## Things to Note

## We are stating a few pointers explicitly to help ensure that you maximise the professional development opportunities that we hope this diploma provides for you:

## In order to pass this first section of the Diploma in Specialist Teaching (DIST) you must demonstrate knowledge and understanding of the course materials. You must ensure that you base your responses upon them.

1. **NB:** You must submit the responses required in all the elements. *This includes accurately noting your quiz scores. Failure to add in your scores or take key quizzes will lead to a delay in you joining the next unit of study (DIST2).*
2. Responses to summative elements that are only uploaded to Moodle (i.e., that are not entered into this log where required) will not be marked.
3. Responses to summative elements within this document that have been updated/revised after posting to the forums will not be marked. Tutors may mark work at the upload to forum stage and will not remark work that they have previously reviewed. This is done to ensure fairness in the marking process.
4. We reserve the right not to mark a summative log if the participant has not engaged with the course forums. Posting to the forums is a requirement of the course.

## SUMMATIVE LOG ELEMENTS 1 – 14

## Summative Log Element 1:

Please enter your average quiz score in the **‘average score’** box below.

|  |  |  |
| --- | --- | --- |
| **QUIZ 1 (Task 1)** | **Average Score: /25** | **2**0 |

## Summative Log Element 2: Working Memory

Identify four examples of information processing and data-handling tasks in your own setting, which could pose challenges for those whom you support. Link them to the reading you have done in this section of the course. Explain the challenges they pose for those whom you support:

**Word count: 720 words (bullet points can be used)**

|  |
| --- |
| **TASKS 2 and 3 – ANALYSIS OF OPERATING ENVIRONMENTS:*** **Example 1**
* **Example 2**
* **Example 3**
* **Example 4**
 |

Please post your analysis to the *Working Memory Reflective Task Forum.*

## Summative Log Element 3:

Please enter your average quiz score in the **‘average score’** box below.

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|  |  |  |
| --- | --- | --- |
| **QUIZ 2 (Task 4)** | **Average Score: /12** | **10** |

## Summative Log Element 4:

Design a resource that promotes the use of structured multisensory input to support memory and understanding. Fill out the table below, then convert to PDF and post to the *Activity Design Task Forum*.

**Word count: 360 words (bullet points can be used)**

**Number of words used:**

|  |
| --- |
| **Task 5 – Activity Design** |
| **Highlight the elements you feel are present in your design** | The learner is at the centre of the task and takes a leading role |
| The activity is purposeful |
| The learner is given a meaningful framework to work within |
| There are moveable items (cards, dice, counters) or movement in other ways (gestures, body movements) |
| The target subject matter/topic or skill is made explicit by the process or reveals something important about the subject matter |
| The resource gives the learner a perspective to adopt (becoming someone/something in personification), a collector in the maths game etc. |
| **Describe your activity briefly:** |
| **Explain the rationale for the activity (and the elements within it):** |
| **INSERT A PHOTO OF THE DESIGN HERE[[1]](#footnote-1)** |

## Summative Log Element 5:

Please enter your average quiz score in the **‘average score’** box below.

|  |  |  |
| --- | --- | --- |
| **QUIZ 3 (Tasks 6 and 7)** | **Average Score: /20** | **16** |

## Summative Log Element 6:

**Word count: 420 words (bullet points can be used)**

**Number of words used:**

|  |
| --- |
| **TASK 8 – REFLECTIVE COMPARISON:** ***Advantages/disadvantages of Activity 1 (raise 3 points)******Advantages/disadvantages of Activity 2 (raise 4 points)*** |

Please post to the *Teaching Activities Comparison Task Forum*.

## Summative Log Element 7:

Please enter your average quiz score in the **‘average score’** box below.

|  |  |  |
| --- | --- | --- |
| **QUIZ 4 (Tasks 9 and 10)** | **Average Score: /15** | **12** |

## Summative Log Element 8:

Please enter your average quiz score in the **‘average score’** box below.

|  |  |  |
| --- | --- | --- |
| **QUIZ 5 (Tasks 11 and 12)** | **Average Score: /15** | **12** |

## Summative Log Element 9:

This exercise is designed to structure your reflections upon the use of tasks that help optimise learners use of background information when reading. It links to Task 13 in the award.

After reading Sheida White’s article and studying the excerpt from Jeff Zwiers’ book (Chapter 4, *Activating Background Knowledge*), **choose three of the activities** featured and discuss your choice in the table below.

*Top tips:*

* *Make sure that you cover points raised in the course materials for the section indicated above and in Zwiers’ book.*
* Make sure that you are clear about the purpose/role of the task within the learning session that you would use it in.
* ***NB:*** **this does work does not need to be uploaded to a forum.** Your response to the element is marked within this document by your tutor.

**Word count: 1090 words (can be bullet points/note form)**

**Number of words used:**

|  |  |  |
| --- | --- | --- |
|  | **Why did you choose this task?** **(Its place/purpose in a lesson)** | **How would you need to modify it for your setting?** |
| **Activity 1 – pre-reading task:****(Add task name here)** |  |  |
| **Activity 2 – during reading task:****(Add task name here)** |  |  |
| **Activity 3 – post-reading task:****(Add task name here)** |  |  |

## Summative Log Element 10:

**Word count: 330 words (can be bullet points/note form)**

**Number of words used:**

|  |
| --- |
| **TASKS 16, 17, 18 – REFLECTIVE ANALYSIS:** 1. **What processes did you use to identify the word class of the words that would fit in the gaps?**
2. **Appraise the powerfulness of the task for supporting development of synonym (and antonym) knowledge and vocabulary development more generally.**
3. **How does a task like this enhance comprehension skills?**
 |
| **ADD PHOTO HERE IF YOU WISH (OPTIONAL)** |

Please upload your reflective analysis to the *Cloze Sentence Task Forum: ELEMENT 10***.**

## Summative Log Element 11:

**Word count: 720 words (can be bullet points/note form)**

**Number of words used:**

|  |
| --- |
| **TASK 19 – REFLECTIVE ANALYSIS:** 1. **Describe what you knew about the suffix {-er} before you did this task.**
2. **Discuss the schwa phoneme.**
3. **How does knowledge of the schwa:**
	* + **Enhance spelling skills in learners?**
		+ **Help teachers to support learners’ literacy skills?**
 |

Please upload your reflective analysis to the *Suffix {-er} Task Forum: ELEMENT 11***.**

## Summative Log Element 12:

Please enter your average quiz score in the **‘average score’** box below.

|  |  |  |
| --- | --- | --- |
| **QUIZ 6 (Section 5 tasks)** | **Average Score: /10** | **8** |

**Summative Log Element 13:**

Please enter your quiz score for the timed quiz in the **‘score’** box below.

|  |  |
| --- | --- |
| **TIMED QUIZ** | **Score: /10** |

**Summative Log Element 14:**

1. Describe three of the sub-skills or parts of the writing process that learners with dyslexia often have difficulty.
2. For each area of difficulty suggest at least two support strategies. Justify your choices with reference to the task demands of the sub-skill or process and the profile of learners with dyslexia.

**Word count: 1200 words**

**Number of words used:**

|  |
| --- |
| **Difficulty 1:*** **Support strategy:**
* **Support strategy:**

**Difficulty 2:*** **Support strategy:**
* **Support strategy:**

**Difficulty 3:*** **Support strategy:**
* **Support strategy:**
 |

Please upload your completed log to the upload area on Moodle – this is found in the *Getting Started* section of the course site.

THANK YOU!

1. For safe-guarding and data-protection reasons, please ensure it is a photo of the resource only not of a learner using it. [↑](#footnote-ref-1)