

CEFR Companion Volume implementation toolbox

Activity 1b: Mediation – Mediating concepts

Title:	Designing a power transmission and distribution system
Language:	English
CEFR Level:	B2
Target group:	electrical engineering students
Purpose:	Teaching and assessment
Author:	VITbox team
Inspired by: Dubis, Anna and Justyna Firganeek (2006). <i>English through electrical and energy engineering</i> . Kraków: Publishing House of Cracow University of Technology, p. 54.	

Goals of the activity: collaborating within a group of students to prepare a team poster on a topic related to the field of studies, and presenting the poster to a group of students

Introduction to task: The activity should be preceded with a series of exercises on taking part in a meeting, practising turn-taking, expressing opinions, negotiating, persuading, agreeing and disagreeing, expressing reservations, and chairing a meeting.

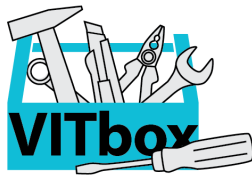
Description of the main activity: The teacher divides the class of students into teams and asks them to discuss and design a new power transmission and distribution system for a rural area whose system is old and requires restructuring. After deciding on how the system should be structured students will prepare a poster and present the new system to the other groups of students.

Stage 1 Students are divided into groups of 4. Within the groups, students decide who will be the chairperson leading the work and discussion and the presenter whose role will be to describe and explain the product of the group's work, that is, the poster.

Stage 2 The teacher provides texts about different aspects of power transmission and a map of the area showing its geographical features. In addition, the teacher explains each role that team members will be assigned and the skills that they will have to apply in order to achieve the goal. For this, the CEFR CV descriptors will be useful (see the end of the document).

Stage 3 In the preparation stage students should gather information on the following issues:

- Student A: advantages and disadvantages of overhead and underground power transmission and distribution, taking into account practicality and feasibility issues,
- Student B: health issues related to high-voltage power lines,
- Student C: aesthetic concerns to be considered,
- Student D: geographical features of the area.



Stage 4 The chairperson divides the work among group members. Students read the assigned texts, find information and prepare a short oral report in order to share the information with other group members.

Stage 5 Students present the findings within their group.

Stage 6 Students discuss the design of the new power grid and prepare the poster.

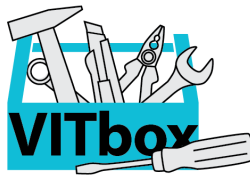
Stage 7 The student who has been assigned the role of the presenter demonstrates and describes the group's poster to other students in the class. The group presentations may be followed by a discussion of the advantages and disadvantages of different designs.

Descriptor: CEFR level B2

Mode of communication / Activity, strategy or competence: Mediation – Collaborating in a group	Scale: Facilitating collaborative interaction with peers
<p>Descriptor:</p> <p>Can, based on people's reactions, adjust the way they formulate questions and/or intervene in group interaction.</p> <p>Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.</p> <p>Can ask questions to stimulate discussion on how to organise collaborative work.</p> <p>Can help define goals for teamwork and compare options for how to achieve them.</p> <p>Can refocus a discussion by suggesting what to consider next, and how to proceed.</p>	

Descriptor: CEFR level B2

Mode of communication / Activity, strategy or competence: Mediation – Collaborating in a group	Scale: Collaborating to construct meaning
<p>Descriptor:</p> <p>Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.</p> <p>Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action.</p> <p>Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.</p> <p>Can further develop other people's ideas and opinions.</p> <p>Can present their ideas in a group and pose questions that invite reactions from other group members' perspectives.</p> <p>Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.</p>	



Descriptor: CEFR level B2

Mode of communication / Activity, strategy or competence: Mediation – Leading group work	Scale: Managing interaction
<p>Descriptor:</p> <p>Can organise and manage collaborative group work efficiently.</p> <p>Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation.</p> <p>Can intervene supportively in order to focus people’s attention on aspects of the task by asking targeted questions and inviting suggestions.</p> <p>Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.</p> <p>Can explain ground rules of collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals.</p> <p>Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.</p>	

Descriptor: CEFR level B2

Mode of communication / Activity, strategy or competence: Mediation – Leading group work	Scale: Encouraging conceptual talk
<p>Descriptor:</p> <p>Can encourage members of a group to describe and elaborate on their thinking.</p> <p>Can encourage members of a group to build on one another’s information and ideas to come up with a concept or solution.</p> <p>Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.</p> <p>Can build on people’s ideas and link them into coherent lines of thinking.</p> <p>Can ask people to explain how an idea fits with the main topic under discussion.</p>	