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ABSTRACT

This packet contains an instructor guide and student workbook detailing 32 activities that hospital workers can use in a classroom setting to improve their vocabulary and spelling skills. The activities encompass the following: (1) different ways to look up words to spell them correctly; (2) pronunciation of words used around the workplace; (3) word labeling and categorization activities that allow us to look at these workplace words from different points of view and in different contexts; and (4) development of a personal handbook of workplace terms that students can use to study, record new words, and use at their jobs. The packet contains a syllabus for the 13-week course, including information on instructional goal, course description, objectives, rationale for the course, grading system, and major curriculum topics. A pre- and post-evaluation and an answer key for the student activities are also included. (KC)

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The Regional Medical Center/
Orangeburg-Calhoun Technical College



STUDENT WORKBOOK

For

Increasing Vocabulary for Hospital Workers

Developed by Edmund Vitale, Jr.
Gaithersburg, Maryland

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CS 068 370

Memo to Class

In this class, we are going to take a close look at words you encounter on the job. We will explore together the

- (1) Different ways to look up words to correctly spell them ;
- (2) Pronunciation of words used around the workplace;
- (3) Word labeling and categorization activities that allow us to look at these workplace words from different points of view and in different contexts; and
- (4) Development of a personal Handbook of Workplace Terms that you can study, add to, and use at your job.

The most important words in the above paragraph are "EXPLORE TOGETHER" (that's why the words were underlined). In order to explore together, the instructor's role and your role might be different from what you remember school to be.

Here the instructor does not give information for you to memorize. The instructor in this situation creates activities and asks questions that allow you to use your experience to join in the discussion about the topic. This role of the instructor allows you to ask the questions you want answered. Here there are no silly questions and all questions are encouraged.

In this exploratory classroom, you as the participant have certain obligations also. You have to join in the discussions, ask questions, work in groups, and actively do the exercises. There is another obligation that both you and the instructor have to agree upon. That is the obligation that we don't judge or criticize others questions or answers. That means that even if wrong answers are given, we won't criticize each other; we will take the opportunity to learn from the response. We call this taking advantage of learning opportunities. So the more you participate and the more you try to answer questions, the more opportunities everyone has to learn!

FIND A STARTING POINT - BRAINSTORMING

1. Your first activity is to list words you come in contact with in your job. The words can come from what you hear or see anywhere on the job. Don't worry about spelling; put down enough information about the words so that you can remember each word to tell the class. Don't pick and choose only the words you are most familiar with. Write all the words you've ever seen or heard--including the ones you don't know, but would like to know the meaning of.

2. The instructor will now lead the whole class in putting this list on the board. The instructor will ask each of you to contribute one of your work-related words. If you think you know the spelling of the word, you can give it to us. The instructor will ask others if they know the spelling of the word. It's OK not to know the spelling or that spelling you give may be incorrect.

The instructor will write the words on the board using the spelling the class gives. On blank lined paper, write all the words **as spelled on the board** on the left hand margin, one word to a line.

**USING RESOURCES TO CHECK
SPELLING - THE DICTIONARY**

3. Let's see how to use the dictionary to find the correct spelling of some of these words. The instructor will choose one of the mis-spelled words from the board and we will try to find out how to spell this word by using the dictionary. As you look up this word, try to remember all the steps you took to find the correct spelling of the word so that we can discuss the **process** of checking spelling by using a dictionary. Make some notes below on the steps you took to find the word in the dictionary.

4. It is not easy to find a word in the dictionary when we are not sure of its spelling. The instructor will ask each one of you how you went about trying to find the word in the dictionary. After each of you have had an opportunity to relate the steps you took to find the word,

DISCUSS: What have you learned about using the dictionary to find the correct spelling of a word? Write down some notes here on what you learned from the class discussion.

PLACE THE CORRECT SPELLING OF THE WORD NEXT TO THE ORIGINAL WORD ON YOUR LIST.

5. Let's try to practice again using the dictionary to look up spelling words. The instructor will give you two or three more words to look up. Again, be aware of the steps you used to find these words. Make some notes below on the steps you used.

6. The instructor will ask each one of you how you went about finding each of these words in the dictionary. After you have had an opportunity to relate the steps you took to find the words,

DISCUSS: Have you learned anything new about using the dictionary to find the correct spelling of a word? Write down some notes here on what you learned from the class discussion.

PLACE THE CORRECT SPELLING OF THE WORDS NEXT TO THE ORIGINAL WORD ON YOUR LIST.

7. The instructor will now divide the class into groups of 3 or 4. Each group will be assigned a different group of words from the list on the board. Each group is to find the correct spelling of all the words it is assigned. Each group will report the following information back to the class :
- a. If any new skills or strategies were needed to find a particular word in the dictionary.
 - b. Anything new or interesting the group discovered about the dictionary.
 - c. The correct spelling of each of the words the group was assigned, giving the other class members an opportunity to write the correct spelling of the word on their paper.

**USING RESOURCES TO CHECK
SPELLING - THE COMPUTER**

8. We are now going to use another device to help us check the spelling of words. Your instructor will pick a word from the list on the board and demonstrate how a computer can be used to find the correct spelling.

Afterwards, your instructor will choose some words from the board and you will use the computer to check the spelling of these words.

PLACE ALL THE CORRECTLY SPELLED WORDS NEXT TO THE ORIGINAL WORDS ON YOUR LIST.

**USING RESOURCES TO CHECK
SPELLING WHEN WORDS NOT
IN REGULAR DICTIONARY**

9. Sometimes, there are words used on the job that are so unique to a particular occupation or place of employment that a regular dictionary may not contain the word at all. For instance, many medical terms may not be found in a regular dictionary. Your instructor will take some of the words from the list on the board and ask you to determine if they can be found in the dictionary. Note the steps you used to try and find these words and discuss with class.

10. For the words that we can't find in the regular dictionary, discuss some of the ways that we can find out how to spell these words. Note these various strategies here.

11. Each class member will be assigned words from the list on the board that may not be in a regular dictionary. Using the strategies discussed in answer to question 10 above, your homework assignment is to find the correct spelling of these words and report back to the rest of the class the correct spelling of the words and the steps you took to find the correct spelling.

DISCUSS THE STEPS YOU TOOK TO FIND THE CORRECT SPELLING OF THESE WORKPLACE WORDS.

PLACE THE CORRECT SPELLING OF THESE WORDS ON YOUR WORD LIST.

12. All of the words on the original list on the board should now be spelled correctly. Your instructor will now ask each of you to pronounce these words. Again, don't be afraid of pronouncing the words because you might make a mistake. Any incorrect pronunciations will help us all learn.

13. The next activity we will do is to transfer these correctly spelled words into the spaces below in alphabetical order. But before we put the words on the blank lines below, you will break into groups. Your instructor will assign each group words from the list to place in alphabetical order. That is, one group will have all the words starting from A through F (for instance) to arrange in alphabetical order. Other groups will be assigned the rest of the words. Place your alphabetized words on a separate sheet of paper; don't forget to spell them correctly. You can place the words on the line below as each group reports its results to the class.

DEFINING WORKPLACE TERMS

14. We have, to this point, been concerned with the spelling of our workplace words. We learned to use a dictionary. We saw that a dictionary helped in some cases, and that in other situations, we had to find other resources to find the correct spelling.

Now we are about to do a series of exercises that require you to know the definitions of your workplace words. So before we do the next exercises, we will first practice how we can go about finding the **definitions** of workplace terms.

You are already an expert in locating a word in the dictionary and to use the dictionary to find the spelling of a word. You will need those dictionary skills to help you locate the meaning of words. Sometimes the dictionary may not have the meaning of the word as it is used at your job. For these situations, you will also develop and practice other skills to help you find the meaning of those workplace words.

Your Instructor will pick some of the words from your list that represent different problems in finding definitions. Write down the words that your instructor chooses.

15. Your instructor will divide the class into groups. Each group will do the following on the words assigned to the group by your instructor.
- A. Find each word assigned in the dictionary and determine how many meanings the word has in your dictionary. List those words here.

 - B. Determine as a group which of the many meanings of each of those words, if any, is the appropriate meaning of the word as it is used in your workplace. Be prepared to explain how you made this determination. Put your definitions here.

- C. Make a list of the words your instructor has assigned whose meanings cannot be found in the dictionary as the words are used in your workplace. Put your list here.

DISCUSS: What have you learned about using the dictionary to find the correct meaning of a workplace word? Write down some notes here on what you learned from your investigation and the class discussion.

DISCUSS: How did you go about determining which of the many meanings of a word was the most appropriate for your workplace? Please be specific as to how you went about making that determination. Agree as a class on some strategies you can use to pick the most appropriate definition; use the space below to write down those strategies.

PLACE IN YOUR PERSONAL HANDBOOK OF WORKPLACE TERMS THE DEFINITIONS OF THE WORKPLACE WORDS YOU FOUND IN THE DICTIONARY.

DISCUSS: Which workplace words were you not able to find definitions for in the dictionary? What strategies will you use to find the definitions of these workplace words? List the strategies suggested by the class.

16. Now use the strategies you have listed to find the meanings of the words that were not properly defined in the dictionary. (Your instructor will assign each of you not more than 3 words from the list.) Be prepared to tell the class the definitions of these words and how you went about finding the definitions.

PLACE IN YOUR PERSONAL HANDBOOK OF WORKPLACE TERMS THE DEFINITIONS OF THE WORKPLACE WORDS YOU COULD NOT FIND IN THE DICTIONARY.

DISCUSS: Is it important to know the definitions of words as used and understood in the workplace? Why?

DISCUSS: Does defining workplace words always lead to an understanding of the words? Why?

DISCUSS: How can you remember precise definitions? Is it enough just to memorize information?

17. Now is the time to get the definitions of the remaining undefined words in your Personal Handbook. Your instructor will give each of you a portion of the remaining undefined words in your Personal Handbook. Using the dictionary and the other strategies you developed and practiced, bring back to the class the definitions of the words assigned to you. Be prepared to tell how you found each definition and the definition itself.

PLACE THE DEFINITION OF EACH WORD GIVEN BY CLASS MEMBERS IN YOUR PERSONAL HANDBOOK OF WORKPLACE TERMS.

DISCUSS: Tell the class of any new strategy that you had to use to find the definitions of the words assigned to you or a new strategy to choose among multiple meanings of a word in the dictionary.

USING WORDS --LABELING

18. Now that you have had the opportunity to learn how to find definitions, you will use that skill in the following labeling exercise. Labeling is an exercise that you can use to help you learn and remember words. The exercise presents groups of three words. Your task is to determine what the words have in common and write a word or phrase that best describes the category on the line above. In the following example,

linens
towels
soap

you might label them as Items kept on the Housekeeping Cart.

Be prepared to give the reasons for the label you propose. There can be more than one label for some of these word groups. The more labels you get for a single word group the better!!

Some of the groups of words below may not appear in Your Personal Handbook. That means you will have to use your "finding definitions" skills to become familiar with the words you don't know. You can also add the new words to your Personal Handbook

A. _____
Quality Control
Technical Knowledge
Patient & Employee Relations

B. _____
Hazardous Ingredients
Health Hazard Data
Spill or Leak Procedures

C. _____
vacuum
shampoo
mop

D. _____
Soap & soap dishes
Ashtrays (clean)
Rags (clean)

E. _____
SaniMaster III
FiberFresh Ultra Pro
WallGlide Plus

F. _____
Education Center
Personnel
Ambulance entrance

G. _____
2430
2422

H. _____
TRASH REMOVAL
JSR I, II, III, IV
DISASTER /FIRE PROCEDURES

I. _____
Workers' Compensation
Health Insurance
Group Life

J. _____
Annual Chest X-ray
Flu vaccine
Tuberculin test

PROCESS: ANALYZE HOW YOU SOLVED THE PROBLEM

19. How did you go about solving these labeling problems? Write the step-by-step problem-solving procedure you used to solve these problems. (You're not limited to four steps. Use the back of this sheet for additional steps.)

STEP ONE:

STEP TWO:

STEP THREE:

STEP FOUR:

DISCUSS: Explain your procedure for doing this exercise to the rest of the class. Make some notes on procedures others used if different from yours.

THINK LIKE A TEACHER

20. Now it is your turn to create similar word groups. Prepare three-word groups like the ones in 19 using words from your Personal Handbook. Your instructor will choose one or two of your labeling categories and ask you to place them on the board (without the answer!) and to conduct class on your word group. Note here points that you want to remember from other classmates' word groups.

PROCESS: GROUPING AND LABELING TO REMEMBER INFORMATION

DISCUSS: You have completed labeling exercises using your workplace words. How does this kind of exercise help in remembering the meanings of those words?

<p>FIND RELATIONSHIPS AMONG WORDS - CATEGORIZATION</p>
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21. This exercise in categorization has groups of three or four words. One of the words in the group does not relate to the others. Your task is to determine which word does not fit and state the reason for your decision. In the following example,

linens
towels
SaniMaster III
soap

you might pick SaniMaster III to be the word that doesn't fit because it is the brand name of a product while the other words are items kept on the housekeeping cart. Please feel free to explore other possible reasons; also there may be more than one word that doesn't fit for different reasons. Use your dictionary skills to look up the words or concepts you don't know.

- A. Hazard REASON:
Reduce Speed
Caution
Danger
- B. Radiology REASON:
Pathology
Housekeeping
Radiologist
- C. Radiologist REASON:
Housekeeper
Pathology
Pathologist
- D. Perilous REASON:
Hazardous Ingredients
Health Hazard Data
Special Precautions
- E. Pediatrics REASON:
Obstetrics
Nursery
Coronary

F. Pediatrician REASON:
Obstetrician
Gynecologist
Environmentalist

G. X-ray REASON:
Physical Therapy
Ultrasound
Mammography

H. Ph.D. REASON:
physician
surgeon
MD.

I. shampooed REASON:
dried
refinished
washed

J. MSDS REASON:
Change Application
Training Record
Form W-4

**PROCESS: ANALYZE HOW YOU
SOLVED THE PROBLEM**

22. How did you go about solving these categorization problems? Write the step-by-step problem-solving procedure you used to solve these problems. (You're not limited to four steps. Use the back of this sheet for additional steps.)

STEP ONE:

STEP TWO:

STEP THREE:

STEP FOUR:

DISCUSS: Explain your procedure for doing this exercise to the rest of the class. Make some notes on procedures others used if different from yours.

THINK LIKE A TEACHER

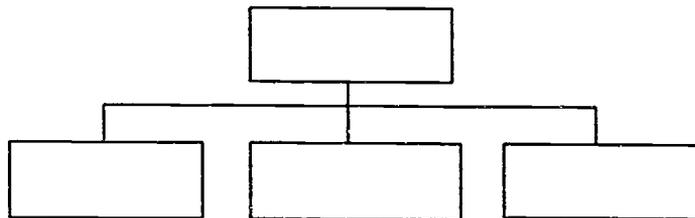
23. Now it is your turn to create similar word groups. Prepare three- to four-word groups like the ones in 21, using words from your **Personal Handbook**. Make one of the words not fit in with the others. Your instructor will choose one or two of your categorization exercises and ask you to place them on the board (without the answer!) and to conduct class on your word group. Note here points that you want to remember from other classmates' word groups.

**PROCESS: CATEGORIZE TO
REMEMBER INFORMATION**

DISCUSS: You have completed some categorizations of workplace terms. How does this kind of exercise help in remembering the meanings of these words?

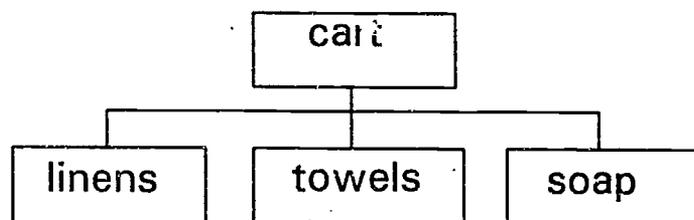
FIND MORE COMPLEX RELATIONSHIPS --
THE STRUCTURED OVERVIEW

24. The "structured overview" is another technique that compels you to use the meanings of words to determine relationships among the words. It presents a graphically visual picture of how ideas and/or words can relate to each other. Suppose, for example, you were given the four words *linens*, *towels*, *cart*, and *soap* and were asked to place them in the following chart in such a way as to show the relationship of the terms.



REASON:

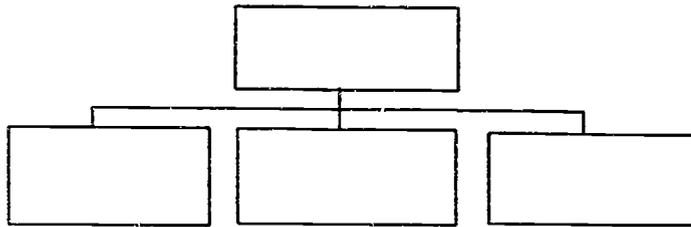
Here's how you might place the words in these boxes to show a relationship:



REASON: *The Housekeeping cart would hold the three items mentioned.*

Note that you always have to supply a reason for your answer. Again, use your dictionary skills and workplace word finding skills to help you place these terms in the appropriate boxes. Also, explore the possibility of the words showing more than one relationship.

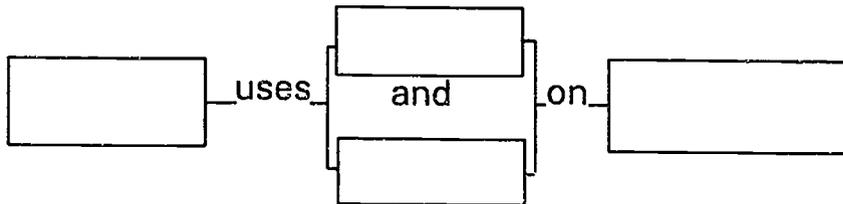
A.



Radiology. Departments, Housekeeping, Pathology

REASON:

B.



detergent, linens, laundry, bleaches

REASONS:

C.

<input type="text"/>	=	<input type="text"/>
<input type="text"/>	=	<input type="text"/>
<input type="text"/>	=	<input type="text"/>
<input type="text"/>	=	<input type="text"/>

enough, extract, quality, monitor, observe, adequate, take out, excellence

REASON:

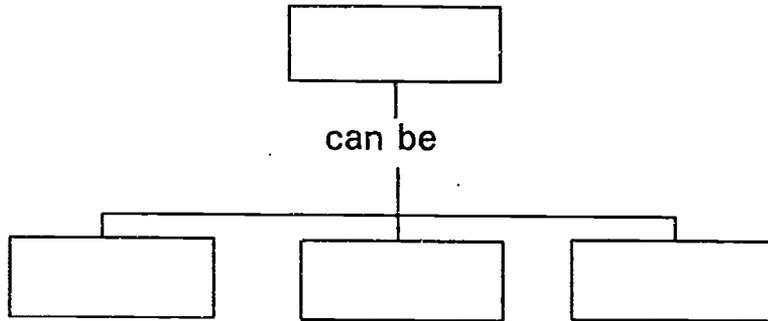
D.

<input type="text"/>	—	<input type="text"/>	—	<input type="text"/>	—	<input type="text"/>
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DATA, SAFETY, SHEET, MATERIAL

REASON:

E.



toxic, chemicals, corrosive, contaminating

REASON:

PROCESS: ANALYZE HOW YOU SOLVED THE PROBLEM

25. What did your mind have to do to solve these "structured overview" problems? Write your step-by-step procedure here.

STEP ONE:

STEP TWO:

STEP THREE:

STEP FOUR:

DISCUSS: Explain your procedure for doing this exercise with the rest of the class and note here any procedures that were different from yours.

THINK LIKE A TEACHER

26. Now it is your turn to create three "structured overviews." Be prepared to draw one of your "structured overview" problems on the chalk board and to conduct a class discussion on its solution. Note here any important points made during the discussion.

A.

B.

C.

**PROCESS: USE "STRUCTURED OVERVIEW"
TO REMEMBER INFORMATION**

DISCUSS: You have completed some structured overview exercises using workplace terms. How does this kind of exercise help to learn and remember the meanings of these words?

LOOK FOR RELATIONSHIPS -- CLASSIFICATION

27. Classification is a process in which you group items into categories according to similar characteristics that achieves a purpose. It is another thinking skill that enables you to discover the relationships that exist among words. The alphabetizing of words (as you did with the workplace terms in activity 13) is a classification system: grouping words together according to similar first letters for the purpose of easy retrieving of information. The experience you had in labeling and categorizing groups of words will also help you with the kind of thinking required to classify information.

Your instructor, using three shapes of different sizes and colors, will demonstrate how the same information can be organized around (1) the purpose for which you want to classify items and (2) the subcategories used to achieve that purpose. We will be doing a few of these classification exercises.

The first exercise you will do is to give you practice on classifying words for a purpose that you might use yourself. Your task is to take all the words you have listed in **YOUR PERSONAL HANDBOOK OF WORKPLACE TERMS** and organize these words for the **PURPOSE** of learning words. The subcategories, listed on the next page, are **WORDS I KNOW**, **WORDS I'M NOT SURE OF**, and **WORDS I DON'T KNOW**. You have to be able to give the definitions of the words you place in the first column and explain your confusion about the words you placed in the second column.

Place all the words from **YOUR PERSONAL HANDBOOK** in one of three subcategories on the next page.

WORDS I KNOWWORDS I'M NOT SURE OFWORDS I DON'T KNOW

28. Now you'll see that there are many ways to classify the same group of words. Still using the terms from **YOUR PERSONAL HANDBOOK**, place them in the following classification system. The **PURPOSE** of this classification is to organize the terms according to where you might use the words. The subcategories used to achieve that purpose are words you would use **WITHIN YOUR DEPARTMENT, OTHER AREAS OF THE HOSPITAL, and OUTSIDE WORK.**

Be prepared to defend your placement of the words by giving examples of the situations where you might use these words.

WITHIN DEPARTMENTOTHER AREAS OF THE HOSPITALOUTSIDE WORK

THINK LIKE A TEACHER

29. Now it is your turn to develop a classification system. Determine the purpose of your classification system and the subcategories you will use to achieve that purpose. You will still be organizing the words from **YOUR PERSONAL HANDBOOK** so you can't use the two classification systems we already used. Be creative! After you have determined the purpose and the subcategories, place the words from **YOUR PERSONAL HANDBOOK** into the classification chart. Be prepared to defend (1) the purpose, (2) how the subcategories support that purpose, and (3) the words you placed in each category.

PURPOSE:

Subcategory:

Subcategory:

Subcategory:

Subcategory:

DISCUSS: Your instructor will ask you to place your classification purpose and subcategories on the board along with your classmates' systems. (Don't fill in the terms from **YOUR PERSONAL HANDBOOK.**) Discuss the different classification systems and how you can view the same information from many different ways. How do you like the view the information? Take notes on the different systems and how you like to view information.

**PROCESS: ANALYZE HOW YOU
SOLVED THE PROBLEM**

30. What did your mind have to do to solve these classification problems? Write your step-by-step procedure here.

STEP ONE:

STEP TWO:

STEP THREE:

STEP FOUR:

DISCUSS your classification procedure with the rest of the class and note here any interesting points you want to remember.

**PROCESS: CLASSIFY TO
REMEMBER INFORMATION**

DISCUSS: You have completed some classification exercises using workplace terms. How does this kind of exercise help in remembering the meanings of these words?

SYNTHESIZE: PUTTING IT ALL TOGETHER

31. On a separate paper, create a chart that compares the difficulties and/or ease, benefits and/or detriments of the exercises of labeling, categorization, structured overview, and classification as they relate to remembering and properly using words.

DISCUSS your evaluation of these exercises with your classmates.

31. List all the skills that you have learned about and practiced in this course.

DISCUSS: Which of these many skills you have learned about and practiced in this course did you find to be the most helpful to you? Give specific examples.

DISCUSS: Which of these skills can you use at work, at home? Give as many specific examples as possible.

42. Have you "learned how to learn" in the context of workplace vocabulary? State your reasons for your answer, giving specific detail.

The Regional Medical Center/
Orangeburg-Calhoun Technical College



ANSWER KEY

For

Increasing Vocabulary for Hospital Workers

Developed by Edmund Vitale, Jr.
Gaithersburg, Maryland

The Regional Medical Center

VISIONS

Syllabus (13 Week Course)

CYCLE I

I. Instructional Goal:

Workers will improve their reading, writing, and math skills. They will also show improvement in problem-solving and communication skills.

II. Course Description:

This course includes lessons in the following: Vocabulary building, Spelling, Reading, Addition, Subtraction, Measurement, and Writing phrases and complete sentences.

III. Objectives:

Learners will be able to:

- *Spell task-related words correctly with 80% accuracy rate
- *Fill out forms with an 80% accuracy rate
- *Recognize chemicals used when cleaning at a 90% accuracy rate
- *Read hazard information
- *Read signs on doors and walls
- *Recognize hazard symbols

IV. Why Take This Course:

The fundamentals taught in this course are skills that are needed in all areas of life. Continued improvement in these skills results in a better understanding of our surroundings and could lead to greater opportunities in the workplace.

V. Grading System:

There will be no emphasis placed on grades! The emphases will be placed on improvement of a specific skill. At the end of each competency, an evaluation will be given to measure your amount of improvement. You will see statements such as the following on any papers corrected:

Excellent
Very Good
Good
Needs Work

- Week 7 More Practice in Measuring
Reading Exercise - skimming and scanning for directions
- Week 8 Spelling/Vocabulary - caution signs, MSDS sheets
Reading Exercise - caution signs, MSDS sheets, hazard warnings on chemical labels
- Week 9 Spelling/Vocabulary - Incident Report Form
Problem Solving Exercise - Incident Report Form
Writing Exercise - Incident Report Form
- Week 10 Spelling/Vocabulary - Benefits Forms
Skimming and Scanning Exercise - Benefits Forms
Writing Exercise - Benefits Forms
- Week 11 Spelling/Vocabulary - Customer Service
Reading Exercise - Customer Service
Writing Exercise - hospital memos
- Week 12 Catch up week
- Week 13 Course Review
Job simulation post-test
Writing assignment
Post-course participation survey
End-of-course achievement ceremony

**PROJECT VISIONS
THE REGIONAL MEDICAL CENTER
PRE-EVALUATION EXERCISE**

I. Below are six words common to your job. Place the letter of the definition in the space beside the correct word.

- | | |
|------------------------|--------------------------------|
| 1. MSDS _____ | A. liquid used when cleaning |
| 2. Chemical _____ | B. your surroundings |
| 3. Environmental _____ | C. Material Safety Data Sheets |
| 4. Caution _____ | D. warning, to use extra care |
| 5. ICU _____ | E. to release, to let go |
| 6. Discharge _____ | F. Intensive Care Unit |

II. Read the paragraphs below then circle the correct answer.

1. Phyllis was asked to clean rooms 3333, 3125, 3624, and 3628. By the end of the day, she was only able to clean rooms 3624 and 3333. How many rooms did she leave dirty?

- A. 1
- B. 2
- C. 3
- D. 4

2. Joan arrived at work today and was told that in addition to the 12 rooms she normally cleans, she would have to clean the 7 rooms Fran usually cleans. How many rooms is Joan responsible for cleaning today? Circle the answer you feel is correct.

- A. 30
- B. 16
- C. 12
- D. 19
- E. 7

III. Read the memo below.

TO: Housekeeping Staff
From: Director of Environmental Services

Starting tomorrow, you will be using a new procedure to clean rooms. The 7 Step Process will no longer be utilized. There will be a meeting tomorrow morning at 9:00am in the small diningroom to discuss these changes. If you have any questions, please write me a note and give it to me before the meeting tomorrow.

Circle your answers to the following questions.

1. When will the new procedure for cleaning rooms begin?
 - A. next week
 - B. in two days
 - C. tomorrow

2. What process will no longer be used?
 - A. Universal Precautions
 - B. high dusting
 - C. 7 Step Process
 - D. mopping

3. When will the new procedure be discussed?
 - A. tomorrow at 10:00am
 - B. today at 9:00am
 - C. next week
 - D. tomorrow at 9:00am

4. What should you do if you have any questions about the new procedure?

- A. write a note to the Director
- B. speak to the supervisor
- C. do nothing

5. When should you give your note to the Director?

- A. tomorrow at the meeting
- B. next week
- C. before the meeting tomorrow

Read the memo below.

TO: Housekeeping Staff
FROM: Personnel

On November 12, 1993, hospital employees will be offered a new benefits package. Under the new package, all employees will be able to visit the doctor of her choice for only \$10 per visit. The package cost will be deducted from your salary each pay period. Please feel free to drop by the Personnel Office between the hours of 8:00 am and 5:30 pm. next week if you are interested in signing up.

Circle your answers to the following questions about the memo.

1. When will the hospital Employees be offered the benefits package?

- A. November 21, 1993
- B. Next week
- C. After payday
- D. November 12, 1993

2. Who will be offered the new benefits package?
 - A. Housekeeping Staff
 - B. Doctors
 - C. Personnel employees
 - D. Hospital employees
 - E. New employees

3. The new benefits package will allow hospital employees to:
 - A. Get a raise
 - B. Call in sick
 - C. Visit the doctor of her choice
 - D. Buy medicine

4. From where will the package cost be deducted?
 - A. From your salary once per year
 - B. Every two months
 - C. From your salary each pay period
 - D. Once every six months

5. Where should you go to sign up for the benefits package?
 - A. To your supervisor
 - B. To the Department Head
 - C. To the Personnel Office
 - D. None of the above

IV. This exercise presents groups of three words. Using the list provided, determine what the words have in common by placing the correct letter with each grouping.

- A. Performance Standards For Housekeeper I
- B. 2nd shelf items of Housekeeping cart
- C. Rooms on Main Floor
- D. Housekeeping Products
- E. Found on the MSDS Sheets
- F. Benefits

1. _____
Hazardous Ingredients
Health Hazard Data
Spill or Leak procedures

2. _____
Quality Control
Technical Knowledge
Patient and Employee Relation

3. _____
Soap and soap dishes
Ashtrays(clean)
Rags(clean)

4. _____
Education Center
Personnel
Ambulance entrance

5. _____
Sanimaster III
FiberFresh Ultra Pro
WallGlide Plus

6. _____
Workers' Compensation
Health Insurance
Group Life

This exercise has groups of three of four words. One of the words in the group does not relate to the others. Circle the word that does not go with the others.

1. Hazard
Reduce Speed
Caution
Danger

2. Pediatrician
Obstetrician
Gynecologist
Environmentalist

3. Radiology
Pathology
Housekeeping
Radiologist

4. X-ray
Physical Therapy
Ultrasound
Mammography

5. Pediatrics
Obstetrics
Nursery
Coronary

FIND A STARTING POINT - BRAINSTORMING

1. Your first activity is to list words you come in contact with in your job. The words can come from what you hear or see anywhere on the job. Don't worry about spelling; put down enough information about the words so that you can remember each word to tell the class. Don't pick and choose only the words you are most familiar with. Write all the words you've ever seen or heard--including the ones you don't know, but would like to know the meaning of.

2. Your Instructor will now lead the whole class in putting this list on the board. Your Instructor will ask each of you to contribute one of your work-related words. If you think you know the spelling of the word, you can give it to us. Your Instructor will ask others if they know the spelling of the word. It's OK not to know the spelling or that spelling you give may be incorrect.

Your Instructor will write the words on the board using the spelling the class gives. On blank lined paper, write all the words **as spelled on the board** on the left hand margin, one word to a line.

USING RESOURCES TO CHECK SPELLING - THE DICTIONARY

3. Let's see how to use the dictionary to find the correct spelling of some of these words. Your Instructor will choose one of the mis-spelled words from the board and we will try to find out how to spell this word by using the dictionary. As you look up this word, try to remember all the steps you took to find the correct spelling of the word so that we can discuss the **process** of checking spelling by using a dictionary. Make some notes below on the steps you took to find the word in the dictionary.

(Important that all steps offered are validated and that the participant can give the reasons for the steps.)

4. It is not easy to find a word in the dictionary when we are not sure of its spelling. Your Instructor will ask each one of you how you went about trying to find the word in the dictionary. After each of you have had an opportunity to relate the steps you took to find the word,

DISCUSS: What have you learned about using the dictionary to find the correct spelling of a word? Write down some notes here on what you learned from the class discussion.

(Again, the participants have to learn from their own explorations. What they learned about using the dictionary might not always be what is intended to be taught.)

PLACE THE CORRECT SPELLING OF THE WORD NEXT TO THE ORIGINAL WORD ON YOUR LIST.

5. Let's try to practice again using the dictionary to look up spelling words. Your Instructor will give you two or three more words to look up. Again, be aware of the steps you used to find these words. Make some notes below on the steps you used.

(The constant reference to steps taken to solve problems is a deliberate attempt to get the participants to start thinking about their thinking; being more aware of how they go about making decisions.)

6. Your Instructor will ask each one of you how you went about finding each of these words in the dictionary. After you have had an opportunity to relate the steps you took to find the words,

DISCUSS: Have you learned anything new about using the dictionary to find the correct spelling of a word? Write down some notes here on what you learned from the class discussion.

(This kind of question gets them in the habit of always looking to learn something new each time they perform a task. Continuous learning improvement!)

PLACE THE CORRECT SPELLING OF THE WORDS NEXT TO THE ORIGINAL WORD ON YOUR LIST.

7. Your Instructor will now divide the class into groups of 3 or 4. Each group will be assigned a different group of words from the list on the board. Each group is to find the correct spelling of all the words it is assigned. Each group will report the following information back to the class :

(Letting students teach is one of the best ways to have them learn.)

- a. If any new skills or strategies were needed to find a particular word in the dictionary.
- b. Anything new or interesting the group discovered about the dictionary.
- c. The correct spelling of each of the words the group was assigned, giving the other class members an opportunity to write the correct spelling of the word on their paper.

**USING RESOURCES TO CHECK
SPELLING - THE COMPUTER**

8. We are now going to use another device to help us check the spelling of words. Your instructor will pick a word from the list on the board and demonstrate how a computer can be used to find the correct spelling.

Afterwards, your instructor will choose some words from the board and you will use the computer to check the spelling of these words.

PLACE ALL THE CORRECTLY SPELLED WORDS NEXT TO THE ORIGINAL WORDS ON YOUR LIST.

**USING RESOURCES TO CHECK
SPELLING WHEN WORDS NOT
IN REGULAR DICTIONARY**

9. Sometimes, there are words used on the job that are so unique to a particular occupation or place of employment that a regular dictionary may not contain the word at all. For instance, many medical terms may not be found in a regular dictionary. Your instructor will take some of the words from the list on the board and ask you to determine if they can be found in the dictionary. Note the steps you used to try and find these words and discuss with class.

(The fact that many words in a hospital are to be found in special dictionaries is important for the participants to understand.)

10. For the words that we can't find in the regular dictionary, discuss some of the ways that we can find out how to spell these words. Note these various strategies here.

(The participants may have some ingenious ways to discover the correct spelling of words, ways not normally appreciated in academia.)

11. Each class member will be assigned words from the list on the board that may not be in a regular dictionary. Using the strategies discussed in answer to question 10 above, your homework assignment is to find the correct spelling of these words and report back to the rest of the class the correct spelling of the words and the steps you took to find the correct spelling.

DISCUSS THE STEPS YOU TOOK TO FIND THE CORRECT SPELLING OF THESE WORKPLACE WORDS.

(Again, the emphasis is on the steps, not just the right answers.)

PLACE THE CORRECT SPELLING OF THESE WORDS ON OUR WORD LIST.

12. All of the words on the original list on the board should now be spelled correctly. Your instructor will now ask each of you to pronounce these words. Again, don't be afraid of pronouncing the words because you might make a mistake. Any incorrect pronunciations will help us all learn.

(Wrong answers or pronunciations are not mistakes but learning opportunities that will help everyone to learn.)

13. The next activity we will do is to transfer these correctly spelled words into the spaces below in alphabetical order. But before we put the words on the blank lines below, you will break into groups. Your instructor will assign each group words from the list to place in alphabetical order. That is, one group will have all the words starting from A through F (for instance) to arrange in alphabetical order. Other groups will be assigned the rest of the words. Place your alphabetized words on a separate sheet of paper; don't forget to spell them correctly. You can place the words on the line below as each group reports its results to the class.

DEFINING WORKPLACE TERMS

14. We have, to this point, been concerned with the spelling of our workplace words. We learned to use a dictionary. We saw that a dictionary helped in some cases, and that in other situations, we had to find other resources to find the correct spelling.

Now we are about to do a series of exercises that require you to know the definitions of your workplace words. So before we do the next exercises, we will first practice how we can go about finding the **definitions** of workplace terms.

You are already an expert in locating a word in the dictionary and to use the dictionary to find the spelling of a word. You will need those dictionary skills to help you locate the meaning of words. Sometimes the dictionary may not have the meaning of the word as it is used at your job. For these situations, you will also develop and practice other skills to help you find the meaning of those workplace words.

Your Instructor will pick some of the words from your list that represent different problems in finding definitions. Write down the words that your instructor chooses.

(There are many words that have specific meanings in a workplace besides its more common meaning. For instance Stat at the hospital means fast, whereas in an accounting office it would be short for statistic. Participants need to know that our language is ambiguous at times and that their confusion is not a lack of intelligence but of the imprecise nature of language itself.)

15. Your instructor will divide the class into groups. Each group will do the following on the words assigned to the group by your instructor.
- A. Find each word assigned in the dictionary and determine how many meanings the word has in your dictionary. List those words here.
- B. Determine as a group which of the many meanings of each of those words, if any, is the appropriate meaning of the word as it is used in your workplace. Be prepared to explain how you made this determination. Put your definitions here.

(This is not easy. It really gets the participants to understand how a dictionary shows different levels of meanings for a word.)

- C. Make a list of the words your instructor has assigned whose meanings cannot be found in the dictionary as the words are used in your workplace. Put your list here.

(The length of this list will of course depend on the care you have taken in assigning words to the groups.)

DISCUSS: What have you learned about using the dictionary to find the correct meaning of a workplace word? Write down some notes here on what you learned from your investigation and the class discussion.

(Finding meaning in a dictionary uses the skill of locating the word, but obviously goes beyond it. Now the participants have to read the whole definition and make some choices.)

DISCUSS: How did you go about determining which of the many meanings of a word was the most appropriate for your workplace? Please be specific as to how you went about making that determination. Agree as a class on some strategies you can use to pick the most appropriate definition; use the space below to write down those strategies.

(Another question that asks for the steps the participant goes through to do something. It should be getting more comfortable to them to start responding to these process questions.)

PLACE IN YOUR PERSONAL HANDBOOK OF WORKPLACE TERMS THE DEFINITIONS OF THE WORKPLACE WORDS YOU FOUND IN THE DICTIONARY.

DISCUSS: Which workplace words were you not able to find definitions for in the dictionary? What strategies will you use to find the definitions of these workplace words? List the strategies suggested by the class.

(Now that we have made them aware of the steps they do to perform a task, now we are taking it one step forward. We are now asking them to anticipate the steps they might take to solve a problem. This is getting into the realm of problem solving.)

16. Now use the strategies you have listed to find the meanings of the words that were not properly defined in the dictionary. (Your instructor will assign each of you not more than 3 words from the list.) Be prepared to tell the class the definitions of these words and how you went about finding the definitions.

(Again, the emphasis both on answer and process.)

PLACE IN YOUR PERSONAL HANDBOOK OF WORKPLACE TERMS THE DEFINITIONS OF THE WORKPLACE WORDS YOU COULD NOT FIND IN THE DICTIONARY.

DISCUSS: Is it important to know the definitions of words as used and understood in the workplace? Why?

(There are no right answers to this. These questions allow the participant to think about words and their meaning and discuss the subjects with their classmates.)

DISCUSS: Does defining workplace words always lead to an understanding of the words? Why?

(For example: "No. The definition is too abstract. It does not go into the context of the word enough. Understanding may be a higher level than just knowing something.")

DISCUSS: How can you remember precise definitions? Is it enough just to memorize information?

(It's OK for them to say that they may not remember all definitions, that it may depend on how many times they use the word. Should emphasize that they should have the skills to look up words they don't know.)

17. Now is the time to get the definitions of the remaining undefined words in your Personal Handbook. Your instructor will give each of you a portion of the remaining undefined words in your Personal Handbook. Using the dictionary and the other strategies you developed and practiced, bring back to the class the definitions of the words assigned to you. Be prepared to tell how you found each definition and the definition itself.

(Again, the emphasis on process.)

PLACE THE DEFINITION OF EACH WORD GIVEN BY CLASS MEMBERS IN YOUR PERSONAL HANDBOOK OF WORKPLACE TERMS.

DISCUSS: Tell the class of any new strategy that you had to use to find the definitions of the words assigned to you or a new strategy to choose among multiple meanings of a word in the dictionary.

USING WORDS --LABELING

18. Now that you have had the opportunity to learn how to find definitions, you will use that skill in the following labeling exercise. Labeling is an exercise that you can use to help you learn and remember words. The exercise presents groups of three words. Your task is to determine what the words have in common and write a word or phrase that best describes the category on the line above. In the following example,

linens
towels
soap

you might label them as Items kept on the Housekeeping Cart.

Be prepared to give the reasons for the label you propose. There can be more than one label for some of these word groups. The more labels you get for a single word group the better!!

Some of the groups of words below may not appear in Your Personal Handbook. That means you will have to use your "finding definitions" skills to become familiar with the words you don't know. You can also add the new words to your Personal Handbook

A. Performance Standards Hsking I
Quality Control
Technical Knowledge
Patient & Employee Relations

B. Major heading MSDS form
Hazardous Ingredients
Health Hazard Data
Spill or Leak Procedures

C. Functions performed by Hsker II
vacuum
shampoo
mop

D. Items on 2nd shelf of Hsking Cart
Soap & soap dishes
Ashtrays (clean)
Rags (clean)

E. Products used by Hskers

SaniMaster III
FiberFresh Ultra Pro
WallGlide Plus

G. Phone Extensions or Room #s

2430
2422

F. Rooms on main floor of Hospital

Education Center
Personnel
Ambulance entrance

H. Items on Training Record

TRASH REMOVAL
JSR I, II, III, IV
DISASTER /FIRE PROCEDURES

I. Employee Benefits

Workers' Compensation
Health Insurance
Group Life

J. Prevent Health program

Annual Chest X-ray
Flu vaccine
Tuberculin test

PROCESS: ANALYZE HOW YOU SOLVED THE PROBLEM

19. How did you go about solving these labeling problems? Write the step-by-step problem-solving procedure you used to solve these problems. (You're not limited to four steps. Use the back of this sheet for additional steps.)

STEP ONE:

(For example: "First looked up the words I didn't know. Tried to figure out their workplace meaning.")

STEP TWO:

(For example: "Then examined the words to see what they might have in common, going to different meanings of words until the group of words fit.")

STEP THREE:

(For example: "Then I tried to find a label that would describe all the words.")

STEP FOUR:

(For example: "Then I reexamined the words and the words and the label to make sure it made sense and that I could explain the reason I choose the label I did.")

DISCUSS: Explain your procedure for doing this exercise to the rest of the class. Make some notes on procedures others used if different from yours.

(Again trying to have participants see that there is more than way to solve academic or learning problems.)

THINK LIKE A TEACHER

20. Now it is your turn to create similar word groups. Prepare three-word groups like the ones in 19 using words from your Personal Handbook. Your instructor will choose one or two of your labeling categories and ask you to place them on the board (without the answer!) and to conduct class on your word group. Note here points that you want to remember from other classmates' word groups.

(This is the exercise in which most of the learning will take place. One learns most when one thinks like a teacher.)

PROCESS: GROUPING AND LABELING TO REMEMBER INFORMATION

DISCUSS: You have completed labeling exercises using your workplace words. How does this kind of exercise help in remembering the meanings of those words?

(For example: "I think it helps. It is in the using of the definitions, not in their memorization that definitions can be remembered.")

<p>FIND RELATIONSHIPS AMONG WORDS - CATEGORIZATION</p>
--

21. This exercise in categorization has groups of three or four words. One of the words in the group does not relate to the others. Your task is to determine which word does not fit and state the reason for your decision. In the following example,

linens
towels
SaniMaster III
soap

you might pick SaniMaster III to be the word that doesn't fit because it is the brand name of a product while the other words are items kept on the Housekeeping Cart. Please feel free to explore other possible reasons; also there may be more than one word that doesn't fit for different reasons. Use your dictionary skills to look up the words or concepts you don't know.

- | | | | |
|----|--|---------|--|
| A. | Hazard
Reduce Speed
Caution
Danger | REASON: | <i>Hazard, caution, and danger are synonyms and may be used on signs if floors are slippery. Reduce speed is a traffic warning and would not be found in the hospital building.</i> |
| B. | Radiology
Pathology
Housekeeping
Radiologist | REASON: | <i>Radiology, Pathology, and Housekeeping are names of different departments within the Hospital. A radiologist is a person. [Good opportunity to discuss other words that represent people who do something.]</i> |
| C. | Radiologist
Housekeeper
Pathology
Pathologist | REASON: | <i>Pathology is the name of a department. The rest of the words indicate a person.</i> |
| D. | Perilous
Hazardous Ingredients
Health Hazard Data
Special Precautions | REASON: | <i>The last three terms label major sections of the MSDS sheet. Perilous is a synonym for danger.</i> |
| E. | Pediatrics
Obstetrics
Nursery
Coronary | REASON: | <i>Coronary is on the third floor of the Hospital. The other places are all found on the 2nd floor.</i> |

- F. Pediatrician
Obstetrician
Gynecologist
Environmentalist
REASON: Though all these terms designate people, the environmentalist is not a Medical doctor as all the others are.
- G. X-ray
Physical Therapy
Ultrasound
Mammography
REASON: Physical therapy is found in the Rehabilitation Services area. All the other procedures are found in Radiology.
- H. Ph.D.
physician
surgeon
MD.
REASON: A Ph.D. is a non medical degree. All the other terms are used to refer to doctors of medicine.
- I. shampooed
dried
refinished
washed
REASON: Except for the word dried, the terms come from the Project Log and designate some of the functions performed by Housekeepers.
- J. M3DS
Change Application
Training Record
Form W-4
REASON: A W-4 is a US Government tax form filled out by employees. The remaining terms designate forms from the hospital. (The Change Application is actually from Blue Cross.)

PROCESS: ANALYZE HOW YOU
SOLVED THE PROBLEM

22. How did you go about solving these categorization problems? Write the step-by-step problem-solving procedure you used to solve these problems. (You're not limited to four steps. Use the back of this sheet for additional steps.)

STEP ONE:

(For example: "First looked up the words I didn't know. Tried to figure out if I saw the word before and the workplace meaning.")

STEP TWO:

(For example: "Then examined the words to see which of the three words had something in common. I would put two or three words together and determine if they had something in common. Then I would try another set of words together to see if they had more in common than the first group of words.")

STEP THREE:

(For example: "This step involved coming up with the reasons. I would come up with a reason for dividing the words the way I did, and try to figure out why the remaining word did not fit.

STEP FOUR:

(For example: "I checked to make sure my grouping was the best one I could think of and that I had good reasons. I then tried to find other combinations.")

DISCUSS: Explain your procedure for doing this exercise to the rest of the class. Make some notes on procedures others used if different from yours.

(Again the emphasis is on the process.)

THINK LIKE A TEACHER

23. Now it is your turn to create similar word groups. Prepare three- to four-word groups like the ones in 21, using words from your **Personal Handbook**. Make one of the words not fit in with the others. Your instructor will choose one or two of your categorization exercises and ask you to place them on the board (without the answer!) and to conduct class on your word group. Note here points that you want to remember from other classmates' word groups.

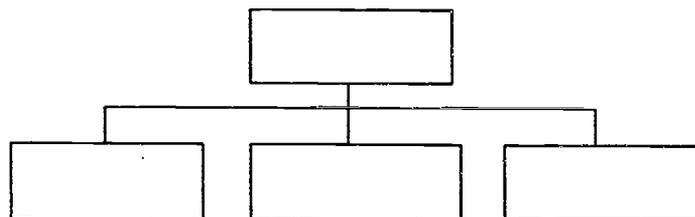
**PROCESS: CATEGORIZE TO
REMEMBER INFORMATION**

DISCUSS: You have completed some categorizations of workplace terms. How does this kind of exercise help in remembering the meanings of these words?

(Just trying to have the participants realize that these kinds of exercises in which words are used is a good way to remember them.)

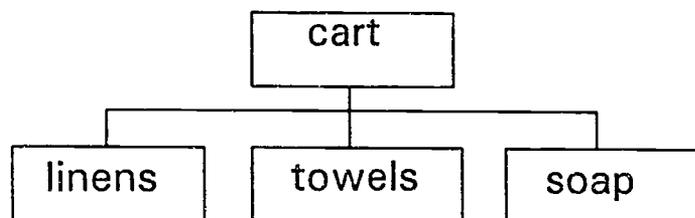
FIND MORE COMPLEX RELATIONSHIPS --
THE STRUCTURED OVERVIEW

24. The "structured overview" is another technique that compels you to use the meanings of words to determine relationships among the words. It presents a graphically visual picture of how ideas and/or words can relate to each other. Suppose, for example, you were given the four words *linens*, *towels*, *cart*, and *soap* and were asked to place them in the following chart in such a way as to show the relationship of the terms.



REASON:

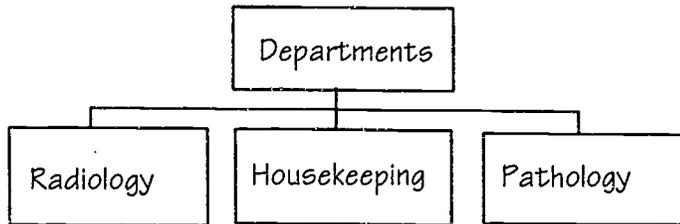
Here's how you might place the words in these boxes to show a relationship:



REASON: *The Housekeeping cart would hold the three items mentioned.*

Note that you always have to supply a reason for your answer. Again, use your dictionary skills and workplace word finding skills to help you place these terms in the appropriate boxes. Also, explore the possibility of the words showing more than one relationship.

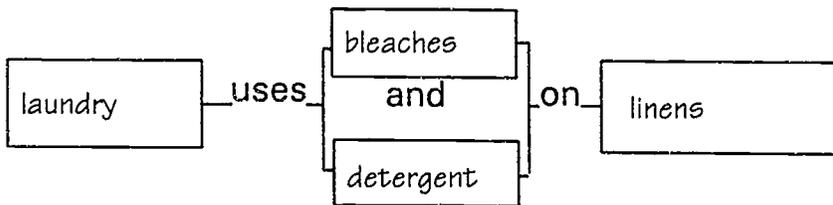
A.



Radiology. Departments, Housekeeping, Pathology

REASON: (For example: "Radiology, housekeeping, and pathology are departments. So the broader category that all the rest fit under is department." [Could ask for a discussion of what is done in each of these departments, etc.])

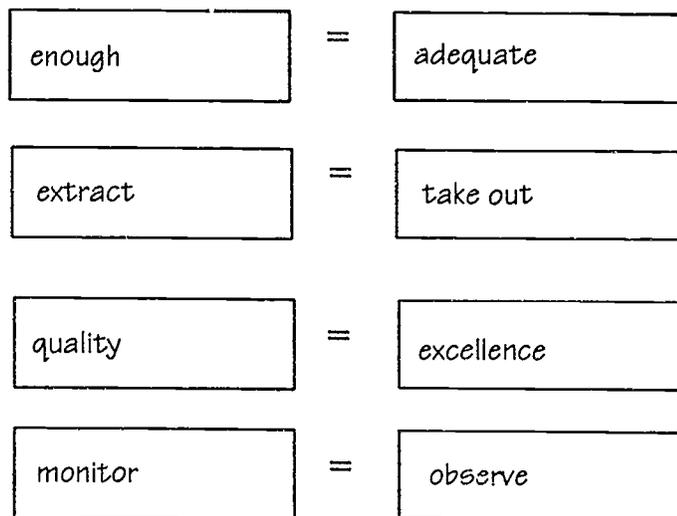
B.



detergent, linens, laundry, bleaches

REASONS: (For example: "Laundry here is a place and not an action. So the laundry area uses bleaches and detergents on all kinds of material including linens.")

C.



enough, extract, quality, monitor, observe, adequate, take out, excellence

REASON: (For example: "I could see from the way the blocks were set up with the = sign in between meant that the words might be the same. So I started looking for words that meant the same thing and was able to find pairs of words.")

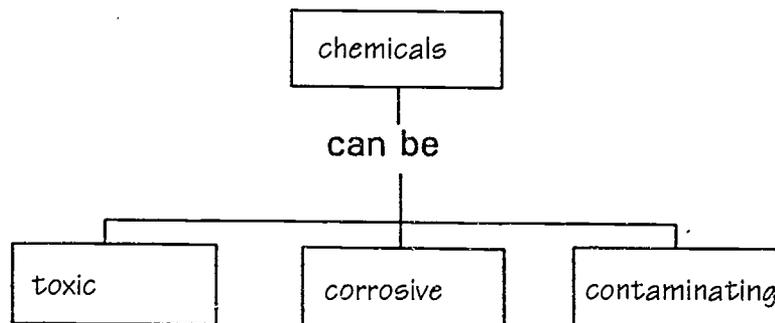
D.



DATA, SAFETY, SHEET, MATERIAL

REASON: (For example: "Since all the boxes were in a row with connecting lines I figured that the words had to go in sequence. I looked at the words; they reminded me of something we had some training on. I then put the words in the order of the title of the MSDS form.")

E.



toxic, chemicals, corrosive, contaminating

REASON: (For example: "I knew what chemicals were and looked up the other words. They were adjectives and described things that could be applied to chemicals.")

PROCESS: ANALYZE HOW YOU SOLVED THE PROBLEM

25. What did your mind have to do to solve these "structured overview" problems? Write your step-by-step procedure here.

STEP ONE:

(For example: "I looked at the words first and see which of them I knew and which I had to look up, which I did.")

STEP TWO:

(For example: "I then looked at the boxes and determined what kind of relationship they were showing between words. Had to see if there was sequence implied or a hierarchy or some words in between the boxes.")

STEP THREE:

(For example: "Then I studied the words and the relationship the boxes showed and put the words into the boxes to make the most sense.")

STEP FOUR:

(For example: "Then I drafted a reason for placing the words were where I did.")

DISCUSS: Explain your procedure for doing this exercise with the rest of the class and note here any procedures that were different from yours.

THINK LIKE A TEACHER

26. Now it is your turn to create three "structured overviews." Be prepared to draw one of your "structured overview" problems on the chalk board and to conduct a class discussion on its solution. Note here any important points made during the discussion.

(Participants should be getting better at thinking like a teacher. Point out and compliment better preparation and more challenging exercises.)

A.

B.

C.

**PROCESS: USE "STRUCTURED OVERVIEW"
TO REMEMBER INFORMATION**

DISCUSS: You have completed some structured overview exercises using workplace terms. How does this kind of exercise help to learn and remember the meanings of these words?

(The classification of the shapes mentioned below can be done in three ways: 1) if the purpose is to classify by color, then all items of the same color [red, or blue or yellow] are together regardless of shape or size; 2) if the purpose is to classify by shape, then all the items of the same shape [square or triangle or circle] are grouped together regardless of color or size; 3) if the purpose is to classify by size, then all the small items of the same size [small or medium or big] are together regardless of color or shape.)

LOOK FOR RELATIONSHIPS -- CLASSIFICATION

27. Classification is a process in which you group items into categories according to similar characteristics that achieves a purpose. It is another thinking skill that enables you to discover the relationships that exist among words. The alphabetizing of words (as you did with the workplace terms in activity 13) is a classification system: grouping words together according to similar first letters for the purpose of easy retrieving of information. The experience you had in labeling and categorizing groups of words will also help you with the kind of thinking required to classify information.

Your instructor, using three shapes of different sizes and colors, will demonstrate how the same information can be organized around (1) the purpose for which you want to classify items and (2) the subcategories used to achieve that purpose. We will be doing a few of these classification exercises.

The first exercise you will do is to give you practice on classifying words for a purpose that you might use yourself. Your task is to take all the words you have listed in **YOUR PERSONAL HANDBOOK OF WORKPLACE TERMS** and organize these words for the **PURPOSE** of learning words. The subcategories, listed on the next page, are **WORDS I KNOW**, **WORDS I'M NOT SURE OF**, and **WORDS I DON'T KNOW**. You have to be able to give the definitions of the words you place in the first column and explain your confusion about the words you placed in the second column.

Place all the words from **YOUR PERSONAL HANDBOOK** in one of three subcategories on the next page.

WORDS I KNOW**WORDS I'M NOT SURE OF****WORDS I DON'T KNOW**

(This exercise is very participant centered; they have to break up the list according to their understanding of the words, not how the teacher wants the words to be classified.)

28. Now you'll see that there are many ways to classify the same group of words. Still using the terms from **YOUR PERSONAL HANDBOOK**, place them in the following classification system. The **PURPOSE** of this classification is to organize the terms according to where you might use the words. The subcategories used to achieve that purpose are words you would use **WITHIN YOUR DEPARTMENT, OTHER AREAS OF THE HOSPITAL, and OUTSIDE WORK.**

Be prepared to defend your placement of the words by giving examples of the situations where you might use these words.

WITHIN DEPARTMENT OTHER AREAS OF THE HOSPITAL OUTSIDE WORK

(Again, the emphasis is on seeing different ways organize words; no one right way.)

THINK LIKE A TEACHER

29. Now it is your turn to develop a classification system. Determine the purpose of your classification system and the subcategories you will use to achieve that purpose. You will still be organizing the words from **YOUR PERSONAL HANDBOOK** so you can't use the two classification systems we already used. Be creative! After you have determined the purpose and the subcategories, place the words from **YOUR PERSONAL HANDBOOK** into the classification chart. Be prepared to defend (1) the purpose, (2) how the subcategories support that purpose, and (3) the words you placed in each category.

PURPOSE:

(Not an easy exercise; encourage their efforts even if not totally successful.)

Subcategory:

Subcategory:

Subcategory:

Subcategory:

DISCUSS: Your instructor will ask you to place your classification purpose and subcategories on the board along with your classmates' systems. (Don't fill in the terms from **YOUR PERSONAL HANDBOOK.**) Discuss the different classification systems and how you can view the same information from many different ways. How do you like to view the information? Take notes on the different systems and how you like to view information.

(Allows the participant to have control over information instead of information controlling the participant.)

**PROCESS: ANALYZE HOW YOU
SOLVED THE PROBLEM**

30. What did your mind have to do to solve these classification problems? Write your step-by-step procedure here.

STEP ONE:

(For example: "Had to scan all the words and make some preliminary decisions as to the different groups they could fit into.")

STEP TWO:

(For example: "Based on the preliminary groupings, I started to place the words under the appropriate group.")

STEP THREE:

(For example: " Did some readjusting of the groups so that most of the words could be included in the classification system.")

STEP FOUR:

DISCUSS your classification procedure with the rest of the class and note here any interesting points you want to remember.

**PROCESS: CLASSIFY TO
REMEMBER INFORMATION**

DISCUSS: You have completed some classification exercises using workplace terms. How does this kind of exercise help in remembering the meanings of these words?

(The same kind of answers as before. More of the participants should see that using words in exercises like this is a better way to learn about the words and the context in which they may be encountered. The classification exercise also shows how words can be used in a variety of circumstances to mean a variety of different things.)

SYNTHESIZE: PUTTING IT ALL TOGETHER

31. On a separate paper, create a chart that compares the difficulties and/or ease, benefits and/or detriments of the exercises of labeling, categorization, structured overview, and classification as they relate to remembering and properly using words.

(This also is not easy. It puts the participant in the role of evaluating these exercises, a question that they have probably not been asked to do in school. So this should be very new to them. Again there are no right answers, but the answers given should be supported.)

DISCUSS your evaluation of these exercises with your classmates.

31. List all the skills that you have learned about and practiced in this course. *(Should encourage answers that show what participants have learned and not just what was taught. They may have learned something that we assumed they already knew.)*

DISCUSS: Which of these many skills you have learned about and practiced in this course did you find to be the most helpful to you? Give specific examples.

(Another evaluative question. This dignifies the participants as someone whose opinion on learning we value. Having them give examples helps establish that giving reasons for answers is as important as the answer itself.)

DISCUSS: Which of these skills can you use at work, at home? Give as many specific examples as possible.

(An attempt at having the participants transfer their learning.)

42. Have you "learned how to learn" in the context of workplace vocabulary? State your reasons for your answer, giving specific detail.

(The ultimate purpose of the course, learning how to learn.)