



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
AEGROTAT AND SUPPLEMENTARY EXAMINATION
JULY 2014

PROGRAMME: B Ed Foundation Phase
 MODULE: Teaching Studies 1A
 CODE: TSD10A1
 TIME: 3 HOURS
 MARKS: 100
 EXAMINERS: Ms. G M Petker and Dr. A du Plessis
 MODERATOR: Prof N F Petersen
 (This paper consists of 4 pages and 6 questions)

INSTRUCTIONS:

1. Read the questions carefully
2. Answer all the questions

QUESTION 1

Teacher education in South Africa

1.1 The Faculty of Education at the University of Johannesburg has committed itself to 'the preparation of caring, accountable and critically-reflective educational practitioners who are able to support and nurture learning and development in diverse educational contexts'. During the course of this semester you have been exposed to a number of learning opportunities in the Teaching Studies 1A module aimed at preparing you to be such a teacher.

- 1.1.1 List five of these learning opportunities (5)
 1.1.2 Write five sentences to explain your personal teaching philosophy (5)

[10]

QUESTION 2**The acronym CARE and 'CARE' diagram**

The 'CARE' diagram as you have learned in this course provides a visual representation of the overarching theme for the Teaching Studies 1A (TSD10A1) module.

- 2.1 Draw and label the 'CARE' diagram. (5)
- 2.2 Describe what you understand by the various concepts in this diagram. (4)
- 2.3 Name the overarching theme of the TSD10A1 module. (1)

[10]**QUESTION 3****Integrating the community voice into service learning**

- 3.1 Explain what you understand by the following terms/phrases related to integrating the community voice into service learning:
 - 3.1.1 Co-construction for collaborative learning (2)
 - 3.1.2 Reciprocal learning (2)
- 3.2 Provide three reasons why it is important to get to know the community where you execute your service learning projects. (3)
- 3.3 Discuss two ethical considerations when engaging with communities. (2)
- 3.4 Explain the difference between a) an informal gatekeeper and b) a formal gatekeeper. (2)
- 3.5 Assume you are tasked to approach a specific community to do service learning.
 - 3.5.1) Write down a service that you can provide to this community as student-teacher over a period of two weeks. (5)
 - 3.5.2) Explain how you would go about establishing and maintaining a relationship with this community. (4)

[20]

QUESTION 4

The teacher as a reflective practitioner and caring professional

4.1 Explain briefly what you understand by the following three reflection techniques:

- 4.1.1 Reflection *in* action (1)
- 4.1.2 Reflection *for* action (1)
- 4.1.3 Reflection *on* action (1)

4.2 Read the extract below then answer the question that follows

'In the South African context, the greatest need is for teachers in the foundation phase: grades 1, 2 and 3 teachers. These teachers provide the foundation upon which the rest of schooling sector is built, and they hold the key to unlocking the educational potential of a developing state'

*Extract from an article published in Education as change entitled **Foundation Phase teaching as a career choice: Building the nation where it is needed** (Petersen & Petker: 2011)*

- 4.2.1 Assume you had to argue a case that foundation phase teachers are of value to the future generation of South Africa's school children. Write a short essay (1 page) in which you argue for foundation phase teachers as valuable for South African school children.
[Guideline: Ensure that you discuss four reasons to strengthen your argument] (8)
- 4.3. With reference to the work of Nel Noddings (1998) the nature of a caring relationship in a teaching situation is characterized by two elements.
Name and discuss these two elements. (4)
- 4.34 Explain the five steps associated with the 'Guided reflection protocol' tool. (5)

[20]

QUESTION 5

Service learning in pre-service teacher education

5.1 According to Waterman (1998) the benefits believed to be derived from student involvement in service-learning activities can be grouped into four broad categories. Write a short essay (1 ½ pages) in which you discuss

these four categories.

[Guideline: Your essay should include the following categories: enhancing learning through action; promoting personal development; fostering the development of civic responsibility and other values of citizenship and contributing to the community]

(12)

5.2 The service learning project/event that you were involved in was related to a sporting theme. For this event you engaged with other students to plan a group project linked to this theme for the children at the Faculty Teaching School.

5.2.1 Write down six of your most significant learning experiences while working in the group in preparation for this event/project. These can be either negative or positive experiences.

(6)

5.2.2 Based on your response in (5.2.1) explain how the two of the five learning experiences would be of value for you as a future foundation phase teacher.

(2)

[20]

QUESTION 6

The teacher as an agent of transformation and caring professional

6.1 Explain what you understand by the terms:

6.1.1 Social injustice

(2)

6.1.2 Care

(2)

6.2. With reference to the work of Nel Noddings (1998) the nature of a caring relationship in a teaching situation is characterized by two elements. Discuss these two elements.

(6)

6.3 The current education system in South Africa (SA) has been subjected to much negative publicity.

6.3.1 Describe your views on the current education system in SA.

(6)

6.3.2 If you were to change two things in the current SA education system based on what you have learnt in this course what would it be? Provide a reason for each response.

(4)

[20]

TOTAL: 100 MARKS

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