



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER / DECEMBER**  
**SUPPLEMENTARY EXAMINATION 2014**

**PROGRAMME:** B Ed  
**MODULE:** EDUCATION STUDIES 2B  
**CODE:** EST20B2  
**TIME:** 2 hours  
**MARKS:** 100  
**EXAMINER:** Dr C Ramhurry  
**MODERATOR:** Prof G van der Westhuizen

(This paper consists of 2 pages)

**INSTRUCTIONS**

Read the following instructions carefully before answering the questions.

1. **Choose any TWO of the following 50 mark questions:**

NB Credit is given to essays that are well planned, structured and which demonstrate an integrated understanding of the concepts. Credit is also given for essays that **CLEARLY** draw on the prescribed readings and class discussions of the Module. Furthermore, credit is given for ***practical examples*** that ***demonstrate extended interpretations of theoretical concepts.***

2. Please note that you have **two** hours. This means you should spend **MAXIMUM 1 HOUR** on a question.

**QUESTION 1**

How does the concept of **Learning Equity** contribute to the classroom as a learning goal? (20)

Discuss this concept by referring to the role of the student; teacher characteristics; school culture and social structure; content integration and assessment in your subject of choice. Give detailed examples and refer to theory to substantiate your argument. (30)

**(50)**

**QUESTION 2**

Explain how **Vygotsky's** perspective of learning can be practically implemented, be that in the classroom in your particular subject methodology or elsewhere, towards the development of **Self Regulated** and **Deep learning**.

Refer to the following concepts:

- Psychological Tools and the role of language in learning
- Lower and Higher mental functioning

**(50)**

**QUESTION 3**

Critically discuss how you would motivate adolescent learners, according to the **Achievement Motivation Theory**. (20)

Discuss how you could motivate adolescent learners to become **self regulated** learners. Show how you would incorporate this into your education work, drawing on practical examples and readings to support your argument. (30)

**(50)**

**QUESTION 4**

Explain the role and concept of "learning conversations".

Discuss the key elements of 2 different types of learning conversations from the prescribed book by Magano, MM, Mostert, P and van der Westhuizen G. 2010.

Learning conversations. *The value of interactive learning*. Johannesburg, Heinemann. (20)

Explain the educational value of learning conversations with reference to practical examples, the theory of situated learning, and the role of language, mediation and scaffolding. (30)

**(50)**

**TOTAL: 100**