



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
DECEMBER
SUPPLEMENTARY EXAMINATION 2015

PROGRAMME: POST GRADUATE CERTIFICATE IN EDUCATION
MODULE: EDUCATION A
CODE: EDUA000
TIME: 3 hours
MARKS: 150
EXAMINERS: Dr MP VAN DER MERWE
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MODERATOR: Dr C BEYERS (UFS)
Dr RC GROBLER (UJ)

(This paper consists of 5 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. Answer **ANY THREE [3]** questions set in this paper.
2. All questions count a maximum of 50 marks each.
3. Keep in mind that this is an open-book examination. Thus, you must write well-structured arguments to formulate answers to the questions asked – so read questions carefully and plan carefully.
4. Do not write in only in point form as all questions require essay-type answers.
5. Plan availability of your time effectively.
6. Enjoy the assessment. It is part of your learning!

QUESTION 1

‘Teacher effectiveness’ is a concept that can have a number of interpretations. Discuss the theory you studied about teacher effectiveness, and propose guidelines for what you would regard to be essential in being effective when one teaches.

(50)

ASSESSMENT CRITERIA:

EXCEEDED 50-38	CRITERION MET 37-30	NOT ADEQUATELY MET 29-20	NOT MET AT ALL 19-0
<ul style="list-style-type: none"> critical discussion of prescribed articles on teacher effectiveness deep engagement with the theory 	<ul style="list-style-type: none"> some discussion of prescribed articles on teacher effectiveness some engagement with the theory 	<ul style="list-style-type: none"> limited discussion of prescribed articles on teacher effectiveness lack of engagement with the theory 	<ul style="list-style-type: none"> Poor discussion of prescribed articles on teacher effectiveness No real engagement with the theory
<ul style="list-style-type: none"> guidelines proposed are aligned with theoretical view guidelines are practical & feasible 	<ul style="list-style-type: none"> guidelines aligned with some of the theoretical content guidelines are practical & feasible 	<ul style="list-style-type: none"> guidelines proposed are not well-aligned with theoretical view guidelines are not very practical & feasible 	<ul style="list-style-type: none"> guidelines proposed not aligned with theory at all guidelines are not practical & feasible
<ul style="list-style-type: none"> clear conclusion as what would be essential qualities of effectiveness 	<ul style="list-style-type: none"> essential qualities of effectiveness only linked to theory 	<ul style="list-style-type: none"> general qualities of effectiveness mentioned 	<ul style="list-style-type: none"> no conclusion on essential qualities of effectiveness

QUESTION 2

Discuss teacher beliefs about learners' abilities and intellect by considering the theories studied in this module. Explain your views on learner ability and indicate how it will influence the way you approach teaching, learning and assessment.

(50)

ASSESSMENT CRITERIA:

EXCEEDED 50-38	CRITERION MET 37-30	NOT ADEQUATELY MET 29-20	NOT MET AT ALL 19-0
<ul style="list-style-type: none"> discussion focused on beliefs about ability & intellect – not merely a 	<ul style="list-style-type: none"> discussion focuses strongly on theory of beliefs about ability & intellect 	<ul style="list-style-type: none"> discussion focuses only on theory of either beliefs about ability or on intellect 	<ul style="list-style-type: none"> limited theoretical discussion on theory

regurgitation of all theory • includes theory on ability & intellect	• includes theory on both ability & intellect	• includes theory on only ability or intellect	
• clear conceptualization of what learner ability entails (justified by theory)	• basic conceptualization of what learner ability entails (some justification from theory)	• weak conceptualization of what learner ability entails (weak justification from theory)	• no conceptualization of what learner ability entails
• clear indication of how teaching, learning & assessment will be approached – aligned with theoretical conceptualization	• some indication of how teaching, learning & assessment will be approached – some alignment with theoretical conceptualization	• little indication of how teaching, learning & assessment will be approached – lack of alignment with theoretical conceptualization	• no indication of how teaching, learning & assessment will be approached – no alignment with theoretical conceptualization

QUESTION 3

“For every person who wants to teach there are approximately thirty people who don’t want to learn much.” ~ W.C. Stellar

Critically reflect on this quotation by stating your view of learning that will form the basis of your practice. Argue your point of view on this statement by explaining in detail how your view of learning was informed by the learning theories studied in this module. Also refer to practical experiences from your work integrated learning/teaching to support your argument.

(50)

ASSESSMENT CRITERIA:

EXCEEDED 50-38	CRITERION MET 37-30	NOT ADEQUATELY MET 29-20	NOT MET AT ALL 19-0
• a succinct & personal view of learning is required	• a personal view of learning is supplied but	• limited personal view – mostly regurgitation of theory	• no personal view supplied

<ul style="list-style-type: none"> • merely regurgitating learning theories not acceptable 	mostly based on general theory		<ul style="list-style-type: none"> • some attempt a theory
<ul style="list-style-type: none"> • comprehensive argument of how this personal view was developed • reasons for the choices of specific theoretical view is most important • context included to support choice • practical examples support view fully 	<ul style="list-style-type: none"> • some argumentation of how this personal view was developed • reasons for the choices of specific theoretical view is not always clear • context not really mentioned • practical examples do not support view fully 	<ul style="list-style-type: none"> • weak argument of how this personal view was developed • lack of reasons for the choices of specific theoretical view is most important • context absent • some practical examples - but limited support 	<ul style="list-style-type: none"> • no argument of how this personal view was developed • no reasoning for the choices of specific theoretical view is most important • context absent • no practical examples

QUESTION 4

Explain why you regard learners' beliefs and expectations to be important aspects to keep in mind when motivating learners to learn according to the theories of Bandura and Weiner. Illustrate how you would accommodate this in your own classroom.

(50)

ASSESSMENT CRITERIA:

EXCEEDED 50-38	CRITERION MET 37-30	NOT ADEQUATELY MET 29-20	NOT MET AT ALL 19-0
<ul style="list-style-type: none"> • clear conceptualization of which beliefs and expectations are involved (requires an excellent knowledge of theory on motivation) • Bandura's theory on attribution 	<ul style="list-style-type: none"> • Broad discussion of beliefs and expectations – some indication of selection of important ones • Bandura's theory on attribution • Weiner's theory on self-efficacy 	<ul style="list-style-type: none"> • Basic regurgitation of theory – lack of selection • Bandura's theory on attribution • Weiner's theory on self-efficacy 	<ul style="list-style-type: none"> • Limited theoretical view • No selection of aspects • Limited discussion on Bandura's theory on attribution • Limited discussion

• Weiner's theory on self-efficacy			Weiner's theory on self-efficacy
<ul style="list-style-type: none"> • Critical discussion of which beliefs & expectations are important • Reasoning for importance highlighted • Clear indication of application to practice – closely linked to theoretical view 	<ul style="list-style-type: none"> • Some discussion of which beliefs & expectations are important • Some reasoning for importance given • Some indication of application to practice – some links to theoretical view 	<ul style="list-style-type: none"> • Weak critical discussion of which beliefs & expectations are important • Weak reasoning for importance • Weak indication of application to practice – weak link to theoretical view 	<ul style="list-style-type: none"> • Lack of critical discussion of which beliefs & expectations are important • No real reasoning for importance • No real indication of application to practice – no link to theoretical view

TOTAL: 150

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