

**FACULTY OF HEALTH SCIENCES
DEPARTMENT OF NURSING SCIENCE**



PROGRAMME : B.CUR ET ADMIN

SUBJECT : PROFESSIONAL NURSING SCIENCE 2D: TEACHING STUDIES
NURSING EDUCATION

CODE : PNS2D10

DATE : SUPPLEMENTARY EXAMINATION JULY 2016

DURATION : 2 HOURS

WEIGHT : 50:50

TOTAL MARKS : 60 MARKS

EXAMINERS : MS V MERCKEL

MODERATOR : DR K STEENEKAMP

NUMBER OF PAGES : THIS PAPER CONSISTS OF THREE (3) PAGES

INSTRUCTIONS TO CANDIDATES:

PLEASE ANSWER ALL THE QUESTIONS. ADHERE STRICTLY TO THE PAGE
RESTRICTIONS WHERE PROVIDED.

The following scenario focuses on teaching and learning at a higher education institution:

You overhear a conversation between a student and one of your colleagues after she has returned their assessment tasks. The student, Thulani is complaining to the teacher, Hester, about his mark. He complains that he cannot understand why he has failed the test, because he really worked hard to prepare. Hester responds to him saying: ***“I don’t know what it is you have written but it’s not what I told you in class and it’s not what is in the notes I handed out. When I give you a test just give me back what I gave you and you will pass”***

Shocked, Thulani responds saying: ***“The only way I can learn is to put things into my own words, so that I can make sense of it. I am not a child, I am not in school anymore. To learn, I draw pictures, make short notes to summarise the key ideas and I talk about it to others... that is how I learn. What I wrote as an answer is what you taught us – I just used simpler language to explain things. I don’t think you are a good teacher!”***

Angry now, Hester responds to him: ***“The problem with you people is that you don’t listen. I make things so easy for you. All you have to do is go home and learn the work, words for word, and you will pass. But you people don’t to listen to me. I prepare my lectures carefully, and literally use every minute of the period to lecture, I work so hard. What am I doing wrong? How must I make you learn?”*** Thulani and Hester are both very upset and both storm off in opposite directions.

Since you have just completed the PNS2D module which you passed with a distinction, what advice would you offer to Hester?

Outline what teaching advice you would give Hester based on what you have learned in this module about learning as the construction of meaning and the implications of this view of learning for the facilitation of learning (length: ± 2 ½ pages). ***[25]**

QUESTION 2

- 2.1. Fostering dialogue is an integral part of good teaching. In no more than 1 page, based on what you have learned in this module, explain how you would foster dialogue with adult learners in your classroom.

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- 2.2. A dialogic teacher assumes a number of roles in the classroom. Name and describe, in one sentence, each of the 4 roles using the table format below.

Role	Action

QUESTION 3

This question requires that you show your understanding of designing dialogic education events utilising the Seven Steps of planning.

Think of a topic that you would typically address in a nursing education context. Write the topic as a heading.

- 3.1 Write two succinct outcomes. (4)
- 3.2 Design four different learning tasks that correspond with these outcomes.
Ensure that you use various instructional devices in **these** learning tasks. (8)
- 3.3. Explain why the utilisation of learning tasks is so integral to dialogic teaching (as conceptualised in this module). (5)

*[17]