



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER EXAMINATION 2016**

**PROGRAMME:** B Ed (SENIOR AND FET PHASE)  
**MODULE:** METHODOLOGY FET AND SP MATHEMATICS 4  
**CODE:** MFSPMY4  
**TIME:** Submission  
**MARKS:** 100  
**EXAMINER:** Dr ED Spangenberg  
**MODERATOR:** Dr SM Nieuwoudt (NWU – Potchefstroom)

(This paper consists of **four (4)** pages)

**INSTRUCTIONS**

1. Find a free online application to compile a reflective e-portfolio of all your activities during the course of this module indicating your professional and personal development.
2. The e-portfolio should include the following:
  - Stage 1: Setting the e-portfolio context
  - Stage 2: The working e-portfolio (collection of artefacts)
  - Stage 3: The reflective e-portfolio
3. The e-portfolio's **language and style** should be clear and should be edited before submission.
4. Submit personally the e-portfolio of evidence electronically on a disk (CD/DVD) on the scheduled examination date. Indicate your name and student number clearly on the disk (CD/DVD).

**The following assessment guidelines/rubric will be used to assess your reflective e-portfolio:**

Name of student:		Student number:	
METHODOLOGY FET AND SP MATHEMATICS 4			
Assessment activities and assessment guidelines		Maximum marks	Student's mark
Stage 1: Setting the e-portfolio context			
• The purpose of and primary audience for the e-portfolio		* 5%	
• The context of WIL 1			
• The context of WIL 2			
• The context of WIL 3			
• Organisation of the e-portfolio <ul style="list-style-type: none"><li>➢ Originality and creativity</li><li>➢ Completeness</li><li>➢ Title page / cover page</li><li>➢ Table of content</li></ul>			
Stage 2: The working e-portfolio (Collecting the artefacts for the e-portfolio)			
• Two CAPS tests <ul style="list-style-type: none"><li>➢ A score at least 80% in the CAPS tests; otherwise a zero mark was awarded for the test.</li><li>➢ You got a second opportunity to write the CAPS tests if you had got less than 80% the first time</li></ul>		10%	
• Continuous assessment activities <ul style="list-style-type: none"><li>➢ 14 Ulink tasks</li><li>➢ 14 Personal reflections (journal entries)</li><li>➢ 4 debriefing blogs</li></ul>		* 5%	
• Research assignment		30%	

➤ The focus is on learning difficulties or misconceptions in mathematics (School experience assignment in WIL 3 in August/September)		
• <b>School experience assignment in WIL 1 in January</b> (School organisation)	5%	
• <b>Two lessons in practice at school in WIL 2 in April</b>	5%	
• <b>Teaching philosophy in WIL 2</b> <ul style="list-style-type: none"> <li>➤ Brief, reflective and personal</li> <li>➤ Teaching and learning are conceptualised</li> <li>➤ Research is integrated into teaching</li> <li>➤ The learner-teacher relationship is clear</li> <li>➤ Goals are set</li> </ul>	5%	
• <b>School experience assignment in WIL 2 in April</b> (Assessment) <ul style="list-style-type: none"> <li>➤ The focus should be on assessment</li> <li>➤ Student-teachers should             <ul style="list-style-type: none"> <li>o Set an assessment activity and an assessment tool</li> <li>o Conduct the assessment with learners and assess it.</li> <li>o Record the results on a mark sheet</li> <li>o Analyse the results and identify gaps in knowledge/learning needs</li> <li>o Design an intervention strategy</li> </ul> </li> </ul>	5%	
• <b>Teacher and UJ lecturer evaluations of student teaching</b> <ul style="list-style-type: none"> <li>➤ Lecturers will evaluate students at schools. More details can be obtained from Ms Mahomed.</li> <li>➤ The weighting of assessments will be as follows:             <ul style="list-style-type: none"> <li>Mentor teacher: 2%</li> <li>HOD: 1%</li> <li>UJ Lecturer: 7%</li> </ul> </li> </ul>	* 10%	
• <b>Twenty lesson plans:</b> <ul style="list-style-type: none"> <li><b>WIL 1 in January: Two lesson plans and reflections</b></li> <li><b>WIL 2 in April: Six lesson plans and reflections</b></li> <li><b>WIL 3 in August: Twelve lesson plans and reflections</b></li> <li>➤ All 20 lesson plans submitted</li> <li>➤ Lesson reflection: Choose any two lesson plans – one good one and one not so good one and reflect on them.</li> </ul>	* 10%	

Stage 3: The reflective e-portfolio		
<ul style="list-style-type: none"> <li>• <b>Professional development</b></li> <li>• Write general reflective statements on achieving each of the following standards/goals:               <ul style="list-style-type: none"> <li>➤ To enculture you as a student-teacher into the practices of the mathematics discipline/ domain</li> <li>➤ To implement the CAPS curriculum into practice</li> <li>➤ To design, analyse and critique assessment forms and tools in mathematics</li> <li>➤ To administer and manage teaching in the mathematics classroom</li> </ul> </li> <li>• Select the artefacts that represent achievement of the above-mentioned standards/goals.</li> <li>• Write reflective statements for each artefact, elaborating on why it was selected and its meaning and value in the e-portfolio.</li> <li>• From the reflections and feedback, set learning goals for the future.</li> <li>• For each standard/goal, write a statement about what you still need to learn in this area, setting some reasonable goals for yourself.</li> </ul>	* 10%	
Final Mark:	100	

\* Contributes to final examination mark

TOTAL: 100

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