



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2016

PROGRAMME: ADT
 MODULE: Teaching Methodology (EMS)
 CODE: MPSBMY1
 TIME: N/A (submission)
 MARKS: 100
 EXAMINERS: Arnold Wentzel
 MODERATOR: Dr Emmanuel Ojo (Wits)

INSTRUCTIONS:

1. Complete the plagiarism declaration and attach to your submission
2. Submit a hard copy on the due date

Submit a portfolio based on the work you did this year in the following six parts:

- 1 Table of contents
- 2 School experience
 - a. Theory versus practice in teaching
 - b. The difference between motivated and demotivated teachers
 - c. What you discovered about yourself as a teacher
- 3 Explore your identity as a teacher of commercial subjects. To guide you, you could consider the following guiding questions:
 - a. When did you first know you wanted to become a teacher? Do you have childhood stories that seem to connect with your adult decision to pursue this vocation? When did you first realise you are a teacher?

- b. What aspects of your identity and integrity feel most supported by and engage when you teach? What aspects feel most threatened or endangered?
 - c. Share a story about one of your favourite teachers. What do you recall most vividly? How did he or she make you feel? What was her or his relation to the subject taught? What does this tell you about the teacher's identity and integrity? What does this tell you about yourself as a teacher?
 - d. Reflect on your earliest encounters with commercial subjects (like Economics, Business or EMS). When did you first feel drawn to them? What was it that attracted you to them? What within you was evoked by this subject – its values, its methods, the way it names and frames reality? What does the nature of this subject reveal about who you are? If you could choose again, would you stay with your subject or choose a different one? Why? What does your answer tell you about who you are and who you have become?
- 4 What is worth knowing (and teaching) in EMS?
- a. When you studied commercial subjects (like Economics, Business, EMS) in school and university, did you really learn anything worth knowing? Was what you learned the same as that which appeared in the textbooks?
 - b. In your experience, what are the most important questions and insights around which you want to organise your teaching of commercial subjects?
 - c. Can these ideas really be taught and learned by just reading from the textbook? Can it be taught by just repeating the textbook? Or does it require a teacher to approach teaching a little differently? How did the teachers you learned from approach teaching? Did you learn things worth knowing from them that did not appear in the textbook?
 - d. What do you hope will remain with learners long after they have forgotten everything you taught?

- 5 Teaching EMS under conditions of poverty:
- a. If they are correctly taught, do commercial subjects (like Economics, Business, EMS) have the potential to help people get out of poverty? How? What kind of teaching destroys this potential? And what kind of teaching helps to increase and release this potential?
 - b. What challenges do learners coming from poverty face in classrooms (especially in commercial subjects)? What will you do to address these challenges?
 - c. What should a teacher avoid or be careful of when teaching under conditions of poverty?
- 6 Reflection
- a. What were your expectations before you started your first class in PGCE/ADT? Where those expectations disappointed or exceeded, or both? In what ways?
 - b. How did your understanding of teaching EMS change?
 - c. In what ways did you change or develop as a teacher during the year (if you did)?

END

