



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
JULY EXAMINATION 2017

PROGRAMME: B Ed Intermediate phase programme

MODULE: Teaching Methodology and Practicum: Generic

CODE: MPBIPA2

TIME: 2 Hours

MARK: 100 marks

EXAMINER: Mrs K. Fonseca

MODERATOR: Dr S. Ramsaroop

This paper consists of 4 pages

INSTRUCTIONS:

1. Read each question carefully before answering.
2. Questions can be answered in any order.
3. Please ensure that your answers are clearly numbered.
4. Write neatly and legibly.

Question 1

[65]

Read, case study 1 about Yusuf's lesson planning and answer the following:

- | | | |
|-------|---|------|
| 1.1 | Yusuf is unsure about his lesson aim and objectives. Critically analyse his lesson aim and objectives and explain, with reasons, whether or not these are appropriate for the lesson topic. | (3) |
| 1.2 | Rewrite Yusuf's lesson aim and objectives to align them more closely with the lesson topic. | (4) |
| 1.3 | Differentiated teaching/instruction refers to how a teacher responds to the learning needs of his/her learners, guided by general principles of differentiation. Explain these five (5) principles. | (5) |
| 1.4.1 | Discuss the essential characteristics or criteria of a good lesson plan. | (10) |
| 1.4.2 | With reference to Yusuf's lesson plan, assess the strength and weaknesses against the essential characteristics/criteria of a good lesson plan as discussed in question 1.4.1 | (10) |
| 1.4.3 | You need to provide Yusuf with direction in improving his lesson plan to a more differentiated lesson. Re-write Yusuf's differentiated lesson plan and improve the introduction, body and summary sections. Provide specific detail in each section of the lesson plan, e.g. questions, learner activities. Furthermore, explain why you made particular decisions about activities and | (30) |

lesson sequence by giving practical examples. Your discussion should be 2 pages long. **(See rubric in the case study for guidance)**

- 1.5 Differentiated instruction requires teachers to focus on the needs of individual learners and not just on curriculum completion. From your observations as a learner and now as prospective teacher, do you think the teaching practice of South African teachers is aimed at addressing the learning needs of their learners? Explain. (3)

Question 2

[35]

Read case study 2, an extract of a first year Intermediate Phase teacher's ((Ms Fisher) evaluation by the Head of Department (Ms Green), then answer the following questions:

- 2.1 Two fundamental principles of the construct *pedagogical content knowledge* (PCK), is that teachers need to elicit learners' prior knowledge and find ways to make knowledge accessible to learners, through the models, analogies and examples they use. Intermediate phase teachers like Ms Fisher thus need to have knowledge of what learners were taught in the previous grade and previous phase.
- 2.1.1 Discuss how vocabulary is taught in the foundation phase. (10)
- 2.1.2 In addition to learners' prior knowledge, teachers should also have a repertoire of teaching methods, such as **whole class discussions; group discussions; the quiet and noisy round robin-method; the hot potato – method; practical work and experiments, field work and excursions and research projects.** (6)

Describe **TWO** of the above-mentioned teaching methods.

2.1.3 One of the main recommendations made by Ms Fisher's Head of (12)

Department was for her to have more learner participation and less teacher talk.

Illustrate how Ms Fisher can 'talk less' and have more learner participation implementing the noisy hot potato – method.

Use the following guidelines to structure your answer.

1. Select one lesson topic
2. Give a detailed explanation of the activities and the purpose of these activities.
3. Explain how learning activities should allow for optimal learner participation.

2.2 There are various ways to elicit learners' prior knowledge, such (7)

as using forms of assessment. However, this implies that teachers need a sound understanding of the various forms of assessment in teaching.

Differentiate between **baseline assessment, diagnostic assessment, formative assessment and summative assessment.**

Give ONE example of formative assessment and ONE example of summative assessment.

[TOTAL:100]