



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
JUNE EXAMINATION 2017

PROGRAMME: B Ed
MODULE: Teaching Methodology and Practicum 3A
CODE: MPBIPA3
TIME: 2 hours
MARKS: 100
EXAMINER: S. Ramsaroop
MODERATOR: K. Fonseca

(This paper consists of 3 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. This question paper consists of 5 questions.
2. Please answer all questions.
3. Number your answers according to the question paper.
4. Write neatly and legibly.

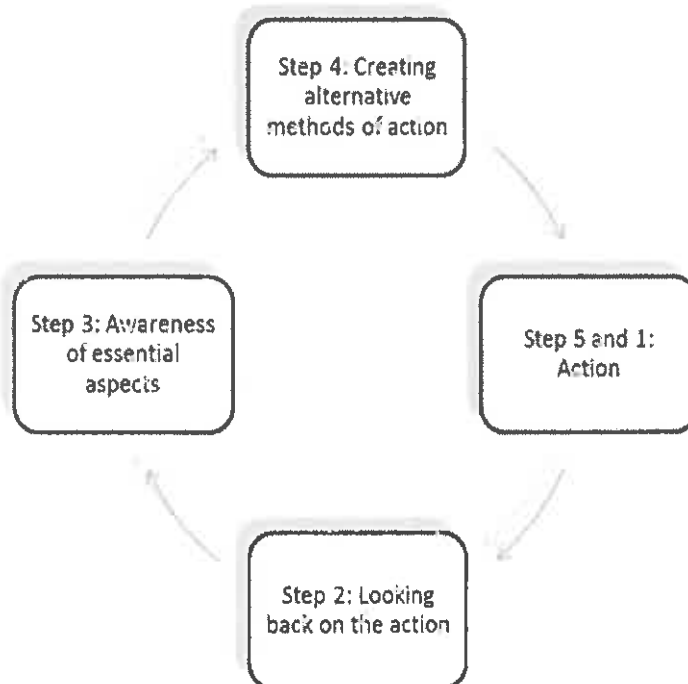
QUESTION 1

- 1.1 What do you understand by a "big idea" in relation to teaching? (3)
- 1.2 Analyse and discuss the importance of teaching the "big ideas" associated to topics in the school curriculum. (10)
- 1.3 As part of a Grade 6 English lesson, you are teaching learners how to write their own folklore, e.g. a myth or a legend.
- 1.3.1 Why is it important for learners to study folklore? (6)
- 1.3.2 Explain how you will teach the big ideas about this topic so as to ensure that it is relevant to learner's interests and lives? (6)
- (25)**

QUESTION 2

Student teachers need to learn how to reflect if they are to improve their own teaching and pupil's learning in the classroom.

Reflect on one episode of your own teaching at WIL schools or at Funda UJabule where you struggled to get learners to understand a particular concept in a lesson. Use the following stages in the ALACT model of reflection, adapted from Korthagen (2001), to structure your discussion of the reflection.



(10)

QUESTION 3

By using the multiple intelligences approach in your classroom, you will provide opportunities for authentic learning based on your learners' needs, interests, and talents.

Taking into consideration the specifications below, discuss how you will incorporate any five of Gardner's multiple intelligences in a Grade 6 classroom.

- Link your discussion to one of your subject specializations.

- In your discussion explain the five different learning styles or intelligences of learners and relate this to appropriate teaching strategies to cater for these differences.
- Your answer should be between 1 ½ to 2 pages in length.

(20)**QUESTION 4**

The learners in your Grade 6 class are to produce a poster for 20 marks showing the causes and effects of bullying and outlining possible solutions. Design a rubric showing clearly the different criteria and levels that you will use to assess the poster.

(20)**QUESTION 5**

- 5.1 What is the purpose of assessment? (5)
- 5.2 Differentiate between formal and informal assessment in Grade 6 English. (4)
- 5.3 The class average for a formal assessment task is 32%.
- 5.3.1 Critically evaluate this average by discussing the possible reasons that may have contributed to it. Include in your analysis contextual and test design factors. (10)
- 5.3.2 Why is it important for a teacher to reflect on the results of this assessment? (6)

(25)**TOTAL: 100**

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