



FACULTY : Health Sciences

DEPARTMENT : Nursing Sciences

CAMPUS : DFC

MODULE : PNS2D10
PROFESSIONAL NURSING SCIENCE 2D: TEACHING
STUDIES NURSING EDUCATION

SEMESTER : First

EXAM : May 2018

DATE : 31 May 2018

SESSION: 08:30-11:30

ASSESSOR(S) : Ms V Damons

MODERATOR : Dr K Steenkamp

DURATION : 2 Hours

MARK: 60

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

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
 2. Number your answers clearly
 3. Adhere to the page restrictions
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QUESTION 1

The following scenario focuses on teaching and learning at a nursing college:

You are having some coffee in the staffroom at the local nursing college and you are listening to a conversation between two of your colleagues, Bruce and Thoko. Bruce complains, saying, "It doesn't matter how many notes I copy for the students, or how many lecturers I give them, my students just keep on failing in this course. I am so frustrated with them because they are lazy. All they have to do is go home and learn the work, and they will pass".

Thoko adds, "I just can't seem to get my students to listen to me. I prepare my lectures carefully, and literally use every minute of the period to lecture, but they just don't seem to get it. What am I doing wrong?"

Bruce responds, "I think the problem lies with the current generation of students. Remember when we were studying, we listened attentively to the lecture and wrote down everything she said. We then went on to learn it word for word and passed well. The problem is that nowadays students just don't want to make an effort..."

They both turn to you and say, "You have just completed the PNS2D module which you passed with a distinction. What is your advice?"

Outline what teaching advice you would give Bruce and Thoko 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 A dialogic teacher should create an intellectual and affective social climate that is conducive to learning. Explain how such a climate could be built and maintained. *[10]

QUESTION 3

Design a dialogic lesson using the Seven Steps of planning. Think of a topic that you would normally address in a nursing education context. Write the topic as a heading.

3.1 Write two concise outcomes.

(4)

3/...

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3.2 Design four different learning tasks that correspond with these outcomes.

Ensure that you use a variety of instructional devices in these learning tasks. (8)

3.3 Certain learning tasks are best used in particular stages of a dialogic lesson.

Using the table format below, indicate which type of task you would use in which stage of the dialogic lesson and provide one reason for your answer. You may use a particular task in more than one stage. (13)

STAGE OF A DIALOGIC LESSON	TYPE OF TASK	MOTIVATION/REASON

*[25]

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