



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**JUNE EXAMINATION 2018**

**PROGRAMME:** B Ed  
**MODULE:** Teaching Methodology and Practicum 3A  
**CODE:** MPBIPA3  
**TIME:** 2 hours  
**MARKS:** 100  
**EXAMINER:** Dr S. Ramsaroop  
**MODERATOR:** Ms R. Lang

(This paper consists of 4 pages)

**INSTRUCTIONS**

Read the following instructions carefully before answering the questions.

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

**QUESTION 1**

Concept-based instruction is driven by “big ideas” rather than subject-specific content (Erickson, 2008).

- 1.1 What is the difference between “big ideas” and the objectives of a lesson? (5)
- 1.2 Discuss the importance of teaching the “big ideas” associated to topics in the school curriculum. (5)
- 1.3 Read the following cased study of an English lesson in a Grade 6 classroom and answer the questions that follow.

Teacher: Good morning class. Today we are going to learn how to write our own poems. I taught you last week about a simile and a metaphor. Who can tell me what a simile is?

Thabo: A simile makes comparisons using the words "like" or "as."

Teacher: Thank you Thabo. Class, remember a simile is to use the words like or as. Maya, can you remember what a metaphor is?

Maya: Errr.....

Teacher: Maya, read p. 65 of your textbook. What does it say about a metaphor?

Maya: A metaphor is a comparison between two things that replaces the word or name for one object with that of another.

Teacher: Good, it is like a simile without using the words like or as. Now class, you have 25 minutes to write your own poem about any wild animal of your choice using these two figures of speech. Please begin.

After 25 minutes, the period ends with the school siren wailing in the background.

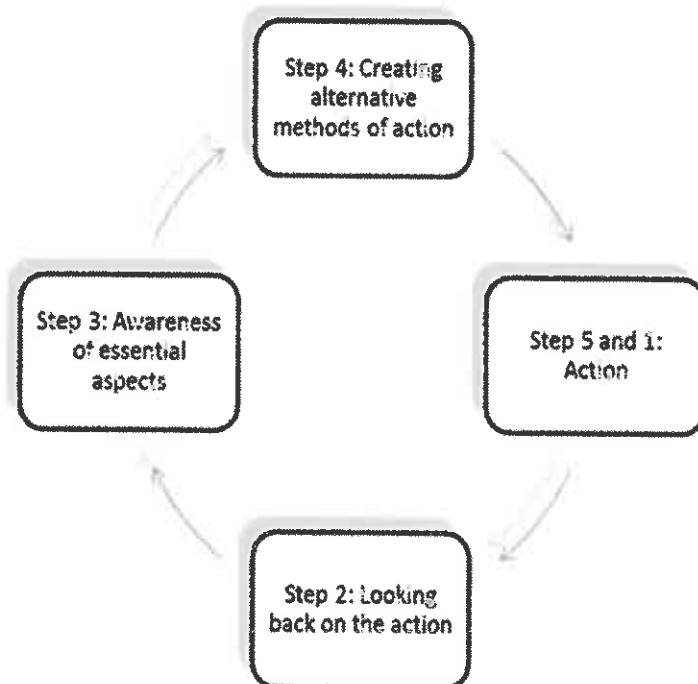
Teacher: You are dismissed. Before you leave, place your books with your completed poems on my table.

- 1.3.1 Why is it important to teach learners how to write their own poems? (5)
- 1.3.2 With reference to the above case study, analyse the effectiveness of the teaching strategy used by the teacher. Include in your analysis if the 'big ideas' as identified in question 1.3.1 was integrated into this lesson. (10)
- 1.3.3 Explain how you will teach the 'big ideas' about this topic so as to ensure that learners understand not only **how** to write their own poem, but **why** it is important to learn to write poetry. (10)
- 1.3.4 A conclusion of a lesson involves a summation or reflection of what has been learned, and applying what they have learned to their own lives. The teacher in this case study did not conclude this lesson. Describe how you will conclude this lesson by taking these elements into consideration. (5)
- (40)

## 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

"Education for Global Citizenship gives children and young people the opportunity to develop critical thinking about complex global issues in the safe space of the classroom. This is something that children of all ages need, for even very young children come face to face with the controversial issues of our time through the media and modern communications technology" (Oxfam, 2006).

- 3.1 Why is it important to teach controversial issues? (5)
- 3.2 The teacher plays a key role when discussing controversial issues

and it is important for you to judge when, how and if to express your own views and opinions. Discuss the teaching approach you will use in teaching the following topic to a Grade 6 class: Do boys deserve education more than girls? In your discussion, include the potential strengths of using this approach. (15)

- 3.3 It is important to establish ground rules which are designed to provide a safe environment for learners to express their opinions. Explain 5 ground rules that you will establish in the classroom. (5)
- (25)

#### 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. (25)

**TOTAL: 100**

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