



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
SPECIAL EXAMINATION 2018

PROGRAMME: B Ed Intermediate Phase

MODULE: Teaching Studies 1A

CODE: TEASTA1

TIME: 2 Hours

MARKS: 100

EXAMINERS: Mr K. Nthimbane & Ms L Ndabezitha (UJ)

MODERATOR: Mr D van der Merwe (UJ)

(This paper consists of 7 pages and 5 questions)

INSTRUCTIONS:

1. Read the questions carefully.
2. Answer all the questions.
3. Answer Section A and Section B in separate booklets.

Please include your name, surname and student number on both your answer scripts

SECTION A – Miss L. Ndabezitha (Answer in a separate booklet)**QUESTION 1****[25]**

There are three broad ways in which the idea of 'reflection' is captured in the literature on teacher education: i) Reflection as instrumental mediation of action, ii) reflection as deliberating among competing views of teaching, and, iii) reflection as reconstructing experience.

1.1.1 Explain what you understand by each one. (3)

1.1.2 Describe the value of each for the student-teacher's practice and provide a suitable example to illustrate what you mean in each one. (3)

1.2 Describe the following two models of reflection you have been exposed to in Teaching Studies 1A and explain how they are useful for student-teachers:

1.2.1 DATA process model. (4)

1.2.2 Critical incident reflections. (4)

1.3 Read the following reflection from a student-teacher and answer the questions that follow:

I am a fourth year student conducting my WIL 3 evaluation at Park Rand Primary School. This was my last lesson presentation and I was evaluated by my methodology lecturer. I taught English (phonics) the phoneme "b" to grade 1 learners. I was very nervous to present my lesson because my lecturer evaluated it for marks. I started the lesson by finding out relative prior knowledge by playing a letter hunt game. After the letter hunt game I saw that my learners did not understand but I overlooked this issue and carried on with the lesson because I was worried about time. I then read them a story that has the phoneme "b" and during the reading session I asked questions about the story and gave them time to answer. I then gave them a worksheet to trace out the phoneme "b" and homework. I really thought the lesson went well. I planned the lesson well and provided instructions to learners before they started. A quarter of the learners were actively engaged in the lesson

and the rest struggled with paying attention. I was satisfied that some learners were answering my questions.

1.3.1 Identify four statements that indicate that this student- teacher is reflecting on her lesson. (4)

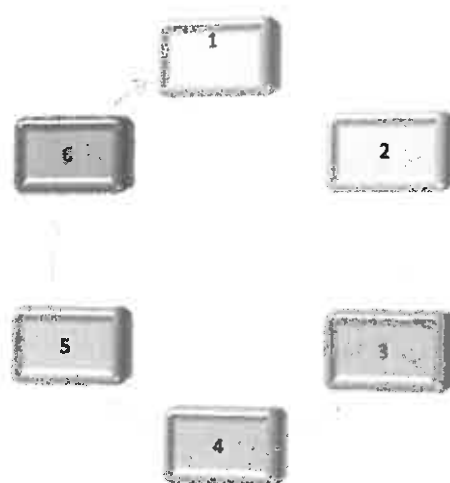
1.3.2 Examine the underlined sentence. This episode indicates one of the three types of reflections that you were exposed to during this semester. Which type of reflection is this? (1)

1.4 In a paragraph explain the variables of Argyris and Schon's model with examples. (6)

Question 2

[15]

2.1 Complete the following diagramme below to illustrate the 6 parts of a lesson plan



(3)

2.2 Achievable objectives are often said to comply with the acronym SMART. Explain this acronym by providing a detailed explanation of what qualifies as achievable objectives. (4)

2.3 Name and explain the three (3) domains of objectives we plan for. (3)

2.5 How would you explain the differences between lesson aims and lesson objectives to a fellow third year student? Provide an example of a Mathematics aim and three objectives that would tie in with the aim. (5)

Question 3 [10]

3.1 There are three types of *reflection*. In a paragraph name and briefly explain each type. (6)

3.2 With the use of **examples**, explain the difference between *espoused theory* and *theory in use*. (4)

Question 4 [18]

4.1 The faculty of Education conceptual framework states the following: *(We) are committed to the preparation of caring, accountable and critically-reflective educational practitioners who are able to support and nurture learning and development in diverse educational contexts.*

Draw the table below in your answer book.

4.1.1 Explain the meaning of each of the 6 values/concepts from the faculty conceptual framework (6)

4.1.2 Identify one action for each of the concepts/values that you as a first year student/ student-teacher can adopt/ perform to show that you are 'living' these values. (12)

	Value/concept	Meaning of concept/ value	Action associated with the value
1.	Care/ caring		
2.	Accountable		
3.	Critical		
4.	Reflective		
5.	Support learning		
6.	Support diversity		

QUESTION 5**[12]**

Directions: Below are a number of terms we have covered this semester. Explain your understanding of each term and explain and give an example for each.

- 5.1.1 Pedagogical content knowledge PCK (2)
- 5.1.2 General pedagogical knowledge (2)
- 5.1.3 The hidden curriculum (2)
- 5.1.4 Official curriculum (2)
- 5.1.5 Content Knowledge (2)
- 5.1.5 Metacognition (2)

Question 6**[20]**

Directions: There are seven elements of a personal teaching philosophy. With the guidance of these elements, and the literature you have covered this semester. Write your own personal teaching philosophy in one ½ to 2 pages. Ensure that there is structure and a logical flow between your sentences and paragraphs by using the writing for research techniques we covered in the lectures.

TOTAL: [100]

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