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| <b><u>FACULTY</u></b>    | : Education                      |
| <b><u>DEPARTMENT</u></b> | : Childhood Education            |
| <b><u>CAMPUS</u></b>     | : SWC                            |
| <b><u>MODULE</u></b>     | : Teaching Studies 1A<br>TEASTA1 |
| <b><u>SEMESTER</u></b>   | : First                          |
| <b><u>EXAM TYPE</u></b>  | : Supplementary Exam 2019        |

|                           |   |                       |       |
|---------------------------|---|-----------------------|-------|
| <b><u>DATE</u></b>        | : | <b><u>SESSION</u></b> | : NA  |
| <b><u>ASSESSOR(S)</u></b> | : | MR D VAN DER MERWE    |       |
| <b><u>MODERATOR</u></b>   | : | MS L NDABEZITHA       |       |
| <b><u>DURATION</u></b>    | : | <b><u>MARKS</u></b>   | : 100 |

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NUMBER OF PAGES: 7 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS on the answer script provided.
2. Hand in the answer script and question paper at the end of the session.

**SECTION A: Short questions**

**QUESTION 1: Multiple Choice**

**(10)**

1. Answer the following questions. On your answer sheet, write only the number and the letter of the correct answer, for example 1.1. A.
- 1.1 Petersen (2014) cites several reasons for the general predominance of women teaching in the foundation phase. Which of the following is not one of the reasons that is cited?
- A) The position of women in society
  - B) Cultural definitions of masculinity
  - C) Issues of economic development
  - D) Material benefits, e.g. 13<sup>th</sup> cheque (1)
- 1.2 Petersen (2014) argues that teaching in the FP is often likened to 'child-care.' What are the implications of these views on the teaching profession?
- A. Less people become teachers
  - B. Men are encouraged to become principals
  - C. There is a negative view on teaching in the foundation phase
  - D. All of the above (1)
- 1.3 True or false: In her article, Petersen (2014) describes teachers as 'lazy'
- A. True
  - B. False (1)
- 1.4 What is a metaphor?
- A. Figure of speech
  - B. Comparison
  - C. Created images in our mind
  - D. All of the above (1)

- 1.5 In the article by Petersen (2014), what are the 'ugly' views about teachers that the author refers to?
- A. Teachers who chose teaching for the wrong reason
  - B. Teachers who sexually abuse learners
  - C. Teachers who are lazy
  - D. Principals should be men and not women (1)
- 1.6 What will inform your personal teaching philosophy?
- A) Theory and practice
  - B) Educational theory
  - C) CAPS curriculum
  - D) Classroom experiences (1)
- 1.7 What does the 'affective domain' for which we write objectives (Lesson Planning) refer to?
- A) Persistence and cooperation
  - B) Manipulative skills
  - C) Minds-on objectives
  - D) Hands-on objectives (1)
- 1.8 What does the S in **SMART** objectives stand for?
- A) Specific
  - B) Special
  - C) Social
  - D) Subsequent (1)
- 1.9 In the article by Petersen and Petker (2011), which theory was used as a lens to analyse the data?
- A. Espoused theory
  - B. Theory in practice
  - C. Motivation theory
  - D. Conceptual theory (1)
- 1.10 What does Petersen and Petker (2011) blame for the low percentage of students studying towards a teaching degree in the foundation phase?

- A. Low status of foundation phase education
- B. Unattractiveness of the profession
- C. None of the above
- D. All of the above

(1)

**QUESTION 2: Match Column A with Column B**

**(10)**

2. Match the “Pioneer in Education” in column A with their contribution to education in column B.

On your answer sheet, write only the letter of the correct answer, for example:

2.1. A.

| Column A       | Column B   |
|----------------|--|
| 2.1 Montessori | A. Created a model for early childhood education                     |
| 2.2 Dewey      | B. Emphasised that people are born as ‘blank slates’                 |
| 2.3 Illich     | C. Promoted the idea that people are corrupted by their environments |
| 2.4 Spencer    | D. Proposed schools should be eliminated                             |
| 2.5 Locke      | E. Sequential development of children’s thought                      |
| 2.6 Piaget     | F. Pragmatics of the connection between school and society           |
| 2.7 Rousseau   | G. Associated with naturalistic education                            |
| 2.8 Pestalozzi | H. Denounced traditional schooling                                   |
| 2.9 Froebel    | I. Advocated the idea of competition in schools                      |
| 2.10 Comenius  | J. Emphasised early childhood education                              |

(10)

**QUESTION 3: Lesson Planning**

**(10)**

3. Based on your reading of the chapter: *de Beer, J and Gravett, S (2010). Chapter 5. The teacher as a mediator of learning. (In: Learning to be a teacher. Pearson: Cape Town)* answer the following questions:

Match the “Level in Blooms Taxonomy” in column A with its description in column B.

| Column A | Column B |
|----------|----------|
|----------|----------|

|                   |  |
|-------------------|--|
| 3.1 Comprehension | A. Judgements about the theory         |
| 3.2 Evaluation    | B. Use of theory in a new situation    |
| 3.3 Knowledge     | C. Recall of facts                     |
| 3.4 Analysis      | D. Understanding of facts              |
| 3.5 Application   | E. Recombining parts into a whole      |
| 3.6 Synthesis     | F. Breaking down of content into parts |

(6)

3.7 SMART objectives are Specific, Measurable, Actionable, Realistic and Time Bound:

A. True

B. False

(1)

Match the 'domain' for which we write objectives in column A, with the correct explanation in column B:

| Column A               | Column B   |
|------------------------|--|
| 3.8 Psychomotor domain | A Minds-on objectives                            |
| 3.9 Cognitive domain   | B Manipulative skills                            |
| 3.10 Affective domain  | C Objectives include persistence and cooperation |

(3)

[30]

## **SECTION B**

### **QUESTION 4: Metaphors for teaching**

(10)

4. Metaphors are useful in a discipline like education to help one think through how one understands a concept.

4.1 Explain what a metaphor is.

(2)

4.2 Write down a metaphor that captures your current idea of what a teacher is.

(2)

- 4.3 Describe the metaphor shortly and provide a good reason why you have chosen this particular metaphor. (4)
- 4.4 List two other metaphors that can be used to describe teaching. (2)

**QUESTION 5: The teacher as a reflective practitioner** (10)

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.

- 5.1.1 Explain what you understand by each one. (3)
- 5.1.2 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)
- 5.2 Describe the DATA process model of reflection and explain how it is useful for student-teachers. (4)

**QUESTION 6: Lesson planning in the intermediate phase** (10)

- 6.1 A lesson plan is a written guide used to aid teachers in the planning and implementation of their lesson. Briefly describe four purposes of a lesson plan. (4)
- 6.2 List the six main parts of a lesson plan. (6)

**QUESTION 7: Domains of teacher knowledge** (10)

- 7.1 Write two sentences in which you differentiate between formative and summative assessment. (4)
- 7.2 In no more than three sentences describe how '*learning from experience*' influences the development of PCK. (3)

- 7.3 In no more than three sentences describe how ‘disciplinary knowledge’ influences the development of PCK. (3)

[40]

### **SECTION C: Essay question**

#### **QUESTION 8: Case study**

**(30)**

Read the following case study and answer the questions that follow:

*The principal at Jabulani primary school recently hired Dominic Naidoo to fill a grade six mathematics post. Dominic passed matric mathematics with an ‘A’ and he does not cost the school much because he is employed by the school governing body. Although Dominic knows the content well, he does not have the pedagogical knowledge in order to teach the content effectively.*

- 8.1 Drawing on what you have learned in this course from the literature on pedagogical content knowledge (PCK) write an essay (1½ -2 pages) in which you present an argument for why Dominic is not suitable for this post. (20)

[Guideline: provide an explanation for PCK and then use this explanation as a premise (foundation) for your argument in the essay]

*Apart from struggling to teach the content effectively, Dominic also struggles with fulfilling some of the other roles a teacher has.*

- 8.2 In two paragraphs (3/4 page) describe at least five teacher roles as specified in the National Qualifications Framework (2011) that Dominic might struggle with. Clearly state each role and explain why Dominic might have difficulty fulfilling these roles. (10)

**[30]**

**GRAND TOTAL: 100**