



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Educational Psychology
<b><u>CAMPUS</u></b>	: APK
<b><u>MODULE</u></b>	: EDUCATION AND TEACHING STUDIES (ETS00Y1)
<b><u>SEMESTER</u></b>	: Second
<b><u>EXAM</u></b>	: November 2019

<b><u>ASSESSOR(S)</u></b>	Dr MP VD MERWE PROF G LAUTENBACH : Dr JV FOURIE
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<b><u>MODERATOR</u></b>	: Dr TL BEKKER (WITS)
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<b><u>DURATION</u></b>	: 2 HOURS	<b><u>MARKS</u></b>	: 100
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NUMBER OF PAGES: 8 PAGES

INSTRUCTIONS:

1. **Please answer all questions set. Take careful note of the marks allocated to each question. ANSWER EACH QUESTION IN A SEPARATE EXAM BOOK.**
  2. Credit is given for answers that CLEARLY draw on the prescribed readings and class discussions of the Module. Furthermore, credit is given for ***practical examples*** that ***demonstrate extended interpretations of theoretical concepts.***
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**QUESTION 1****When two teachers disagree on pedagogy**

(School practicum: the case of Beverley and Mrs Venter)

*Josef de Beer*

“I enjoy your classes, Ma’am. It is always fun and interesting. But I never know what we should learn for the examination. I feel a little lost in your classroom, whereas I feel more confident on what I should know and learn in Mrs Venter’s class. She tells us exactly what to study and what we should learn. In your classes I am often confused by the other learners’ ideas and I never know who is correct.”

These words from one of her favourite learners at the New Horizon School where she did her school practicum bothered Beverley. Did learners get too confused when exploring and investigating? What is the role of the teacher? Her 8 weeks school practice had been extremely challenging, and she felt disappointed that her teaching was criticized by Mrs Venter, the host teacher, despite the fact that Dr. Leonard, her lecturer, was supportive. Who should she believe? The successful Mrs Venter or her university lecturer?

**School experience at New Horizons School**

Beverley clearly remembers her first day at New Horizons School. As she was driving through the gates that morning, she promised herself that she was going to make the best of the 8 weeks of school experience, and that she was going to make sure that the principal and Life Sciences HOD took notice of her! Beverley had been a straight-A student at university, and she especially enjoyed her Methodology classes in Life Sciences with Dr. Leonard, or, as she and her fellow students called her, Dr. Ann. They often spoke about the nature of science, and how inquiry-learning approaches in the Life Sciences classroom, where learners have to perform investigations, would assist learners in developing a better understanding of the nature of science.

Later that morning Beverley met her host teacher, Mrs. Venter. She was an experienced teacher with more than 20 years’ experience, and Beverley could

see that she was a very organised teacher. Her paperwork was meticulous, and Beverley also noticed the certificate of merit that Mrs Venter received for her excellent Grade 12 results- she consistently had a 100% pass rate amongst her learners, and a number of distinctions each year. Beverley was indeed glad that she got assigned to such a master teacher.

However, as Beverley began to observe Mrs. Venter's classes, she had a strange feeling of unease. Mrs Venter employed strict, almost militaristic, discipline, making it clear that the learners should be quiet and that SHE would do the talking. She also seemed to utilize direct transmission-mode approaches in her teaching requiring the learners to write down notes from a transparency into their class books, while Mrs Venter sat at her table, marking scripts. When two boys were whispering amongst themselves, a chalkboard duster was launched by Mrs Venter and hit one of the talking boys.

### **Beverley's first lesson!**

Beverley decided to introduce viruses to the Grade 11 learners, by focusing on the HIV/AIDS pandemic. Dr. Ann had introduced her when she was at university to De Bono's thinking hats as a teaching method, and Beverley decided to use this. She made copies of a newspaper article, reporting on boys that were hospitalised after attending initiation schools, where they were circumcised. She thought that this would be a nice angle to introduce the AIDS virus. She felt this would allow students to explore that on the one hand we should treasure indigenous knowledge and cultural ceremonies but on the other hand we should also take note of the danger of circumcising many boys with one (non-sterile) blade.

It took a while for Beverley to explain the six colour hats to the learners, since they were never exposed to this before. She then divided them into small groups, and the learners started to discuss this issue from various perspectives. After about 15 minutes, there were heated discussions going on, and Beverley realised

that the red hat, where learners have to deal with emotional issues, is king! This feeling of being pleased that the learners were so engaged lasted for only a short while. Mrs Venter, who had a meeting with the principal, entered the classroom. Mrs Venter bellowed upon stepping into the classroom, "What is going on in this class, Grade 11's? Back to your seats! This is an institution of learning, it is not a circus!" Anxiously learners ran to their desks.

Mrs Venter continued, "Beverley, what do you think you are doing? I will not allow you to tarnish the discipline in my classroom. Didn't they teach you anything at university! Learning can only happen if there is good order in a classroom. Nobody can learn with such noise and in a chaotic environment!"

Beverley was stunned and stood at the front of the room with her mouth open. She felt like a school girl again. Mrs. Venter immediately took charge of the class again, and switched on the overhead projector. She instructed the learners to copy notes on viruses. Beverley moved awkwardly to the back of the room and fought back the tears.

### **The visit of Dr. Ann**

A few days later was the scheduled visit of Dr. Ann. After the De Bono's hats incident, Beverley refrained from using teaching methods that Dr. Ann had suggested at university—activities that would require learner participation. However, while teaching in Mrs Venter's way, she felt like a complete failure. What would Dr. Ann think of her?

After much thought, Beverley decided to do an inquiry into the process of photosynthesis with the learners for Dr. Ann's observation. The lesson comprised of two sections. Firstly, she wanted the learners to develop a hypothesis in small groups and then each group had to develop an experimental procedure for testing the hypotheses. They could come and ask for any equipment or materials they would need to test whether oxygen is indeed given off as a by-product of photosynthesis.

Beverley was hoping that Mrs Venter would not be present for this class. This, unfortunately, did not happen, and Mrs Venter decided to mark scripts at the back

of the laboratory. Dr. Ann looked rather pleased with Beverley's lesson. The learners were engaged, and although some of the groups developed very peculiar experimental designs, Beverley decided to allow them to make mistakes, as it is part of the scientific process.

Halfway through the lesson tornado Venter however hit.

"Sit down! Be quiet! You clearly do not know what is going on in this class!", Mrs. Venter's voice came from the back. She walked to the chalkboard, and the learners ran to their seats.

Mrs Venter wrote the hypothesis on the chalkboard, and then continued to explain, word-for-word, to the learners how they should proceed with the experiment.

Once again, Beverley could not control her emotions, and she felt the tears running down her cheeks. She was convinced that she would fail this lesson. The learners conducted the experiment as explained by Mrs Venter, and Beverley tried her best to recompose herself, and guide the learners in their "investigations".

### **Reflecting with Dr. Ann**

In the reflection on the lesson with Dr. Ann, Beverley also explained to Dr. Ann that she had tried to talk with Mrs Venter about teaching methods to no avail. She was terrified of Mrs Venter.

As she was walking with Dr. Ann to her car, Mrs Venter came to talk to Dr. Ann.

"Dr. Leonard, I have a big concern. What is your university doing? Beverley is a hopeless teacher- she has a unique ability to change my classroom into a circus! I do not think that you people adequately prepare teachers for the profession!"

Extracted from: "Being a teacher" – Edited by Gravett, Merseth and de Beer; Pearson books

1. Critically reflect on this case by using the learning theories you have studied in Unit 1. Compare Beverley and Mrs. Venter's views on what good teaching is using these theories as basis. Motivate all views with theory from the prescribed or other sources.

(25)

### **QUESTION 2: 21<sup>st</sup> Century learning**

*"According to most researchers and demographers, millennials belong to the generation of people born between 1980s and early 2000s. They are also sometimes referred to as Gen Y. They're becoming a force to reckon with as their presence in organisational workforces and several leading global economies is increasing. Millennials have had a different upbringing compared to their predecessors (read Gen X and Baby Boomers) and hence deserve to be treated differently. What may have worked for older generations may not work with millennials, making it important for L&D professionals to create corporate training for millennials by understanding what interests them, what puts them off and what catches their attention to help them learn 'their way'. It therefore becomes important to understand their traits, their learning preferences, their behaviour and how they go about their everyday lives to be able to create learning strategies that grab (and retain) their attention and help them apply that learning on the job" - (Asha Pandey, Chief Learning Strategist, EI Design).*

Describe the characteristics of Millennials that make them different to generations before them. Also provide the implications of the above characteristics for those who have to design learning experiences for 21<sup>st</sup> century learners in the fourth industrial revolution.

(25)

### **QUESTION 3: Inclusive Education**

3.1 *"Since the advent of the philosophy of inclusion and the inception of inclusive education, following several international developments such as the signing of the Salamanca Statement in 1994, attempts worldwide to define the elusive concept of*

*inclusive pedagogy have been largely unsuccessful." (Makoelle, T. 2014. Pedagogy of Inclusion: A Quest for Inclusive Teaching and Learning.)*

After having read the international and national policy documents on inclusive education (e.g. UNESCO Salamanca Statement, Incheon Declaration, Education White Paper 6,) write a critique on the discourses, underpinning assumptions and implementation of inclusive education. In the critical discussion argue the advantages and disadvantages of this philosophical stance to education. Clearly state your own views of these policies in a constructive way. (25)

3.2 Read the following case study and answer the question below:

Sakane is in grade 8 and attends a local government high school. Her teacher is concerned and called a meeting with her parents. She is 16 years old and shows signs of puberty development. Her parents are separated and she lives with her mother and her stepfather. Her stepbrother who is 18 years old lives with the family in the home. Her mother works full day as a sales representative and her stepfather works as a builder. Sakane has repeated grade one and grade three. She wears thick spectacles to correct her weak vision, and she worries about her appearance, as the glasses are unfashionable. She does not have many friends at school, as she is very withdrawn and shy. Sakane is struggling with her schoolwork and since the teacher has a heavy workload, she receives very little extra help with her work. Sakane has difficulty following the teacher's instructions, her concentration is poor and since she works very slowly her work is never completed. Her mother does not think she needs any extra lessons and she says Sakane is just lazy and is more interested in listening to the radio than in doing her schoolwork. There are indications that Sakane experiences cognitive challenges since she learns very slowly and has extreme difficulty with all subjects, but no formal assessments have been done since her parents are struggling to make ends meet.

As Sakane's teacher discuss the strategies that can be implemented in the classroom and school to assist her with her difficulties. State the steps you would take to involve the assistance of the School Based Support Team and establish an on-going relationship with her parents. (25)

[50]

**TOTAL:**

**100**

## ADDENDUM 2:

**ASSESSMENT MARKING GUIDELINES – Question 1, 1.1**

The following marking grid to be used in the assessment of all examination answers.

**Education and Teaching Studies - MODULE CODE: EST00Y1**

Marking guideline for examination

Category	Descriptors					
	<b>Theory</b> <ul style="list-style-type: none"><li>Knows the theory required for the module</li><li>Important conceptual knowledge has been identified and used</li><li>Has accessed additional sources</li><li>Adequate critical view of the conceptual knowledge</li></ul>			<b>Interpretation, reflection &amp; integration</b> <ul style="list-style-type: none"><li>The question has been correctly interpreted and applicable theory has been used</li><li>Student shows clear ability to reflect on the theory critically as well as contextually</li><li>Student has clearly shown that a high level of integration of knowledge and understanding has taken place by being able to link theory to practical world of teaching</li></ul>		
	<b>Weighting</b>  <b>50%</b>			<b>Weighting</b>  <b>50%</b>		
Excellent	30-24	25-20	10-9	30-24	25-20	10-9
Good	23-19	19-16	8-7	23-19	19-16	8-7
Developing	18-12	15-10	6-4	18-12	15-10	6-4
Limited	11-1	9-1	3-1	11-1	9-1	3-1
Mark for each descriptor	Theory /2			Interpretation, reflection & integration /2		
Final mark for question	Theory /2 + Interpretation, reflection & integration /2					