



<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>	: SSAO Exam 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: 4 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**

- 1.1 Compare Behaviorist learning and Social Constructivist learning using the theories on learning that you studied in Unit 1.

(15)

- 1.2 After comparing the theories in 1.1, which of these theories would you favour having completed your WIL recently to assist you in mediating the learning in your classroom. Refer to the theories you studied to motivate your points of view.

(10)

(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:

Moheni is in grade nine and 15 years old. His mother died of AIDS and his father is very ill. He was the only child of his parents and his mother's sister is now taking care of him. She has three children of her own and stays in a small flat in town in order to be close to her work. Her three children are all in pre-school and she leaves them at a day care centre. Moheni is expected to take care of the children in the afternoons. The family struggles financially every month. Moheni walks to the local school which serves a well-established middle class area and he feels very shy and unsure about himself. Although Moheni also tests positive for HIV, he has never been visibly ill. Some of the children and teachers react negatively towards Moheni because his HIV status is known in the school. Moheni shows interest in sport but is often too weak to participate. He is struggling with his schoolwork as he finds the grade nine textbooks very difficult to read and comprehend. The teacher reports that he has difficulty remembering concepts, completing his homework, and is highly likely to fail at the end of the year. He is also becoming more isolated from his peers.

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

**[50]****TOTAL 100**

## ADDENDUM:

**ASSESSMENT MARKING GUIDELINES – Question 1.1. & 1.2**

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					