



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Science and Technology Education
<b><u>CAMPUS</u></b>	: APK
<b><u>MODULE</u></b>	: METHODOLOGY FET AND SP MATHEMATICS 4 (MFSPMY4)
<b><u>SEMESTER</u></b>	: Second
<b><u>EXAM</u></b>	: November 2019

**ASSESSOR(S)** : DR ED SPANGENBERG

**MODERATOR** : DR A ROUX (NWU)

**DURATION** : SUBMISSION **MARKS** : 100

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NUMBER OF PAGES: 4 PAGES

INSTRUCTIONS:

1. Find a free online application to compile a reflective e-portfolio of all your activities during the course of this module indicating your professional and personal development.
2. The e-portfolio should include the following:
  - Stage 1: Setting the e-portfolio context
  - Stage 2: The working e-portfolio (collection of artefacts)

- Stage 3: The reflective e-portfolio.
3. The e-portfolio's language and style should be clear and should be edited before submission.
  4. Submit personally the e-portfolio of evidence electronically on a USB flash drive on the scheduled examination date. Indicate your name and student number clearly on the drive.
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**The following assessment guidelines/rubric will be used to assess your reflective e-portfolio:**

Name of student:		Student number:	
METHODOLOGY FET AND SP MATHEMATICS 4			
Assessment activities and assessment guidelines		Maximum marks	Student's mark
Stage 1: Setting the e-portfolio context			
<ul style="list-style-type: none"><li>• The purpose of and primary audience for the e-portfolio</li></ul>		* 5%	
<ul style="list-style-type: none"><li>• The context of WIL 1</li></ul>			
<ul style="list-style-type: none"><li>• The context of WIL 2</li></ul>			
<ul style="list-style-type: none"><li>• The context of WIL 3</li></ul>			
<ul style="list-style-type: none"><li>• Organisation of the e-portfolio<ul style="list-style-type: none"><li>➤ Originality and creativity</li><li>➤ Completeness</li><li>➤ Title page / cover page</li><li>➤ Table of content</li></ul></li></ul>			
Stage 2: The working e-portfolio (Collecting the artefacts for the e-portfolio)			
<ul style="list-style-type: none"><li>• Two CAPS tests<ul style="list-style-type: none"><li>➤ A score at least 80% in the CAPS tests; otherwise a zero mark was awarded for the test.</li><li>➤ You got a second opportunity to write the CAPS tests if you had got less than 80% the first time</li></ul></li></ul>		10%	
<ul style="list-style-type: none"><li>• Continuous assessment activities<ul style="list-style-type: none"><li>➤ 10 Personal reflections</li><li>➤ 10 Multiple choice tests</li><li>➤ 4 debriefing blogs</li></ul></li></ul>		10%	
<ul style="list-style-type: none"><li>• School experience assignment in WIL 1 in January (School organisation)</li></ul>		10%	
<ul style="list-style-type: none"><li>• Teaching philosophy in WIL 2<ul style="list-style-type: none"><li>➤ Brief, reflective and personal</li><li>➤ Teaching and learning are conceptualised</li><li>➤ Research is integrated into teaching</li><li>➤ The learner-teacher relationship is clear</li><li>➤ Goals are set</li></ul></li></ul>		10%	

<ul style="list-style-type: none"> <li>• <b>School experience assignment in WIL 2 in April (Assessment)</b> <ul style="list-style-type: none"> <li>➤ The focus should be on assessment</li> <li>➤ Student-teachers should               <ul style="list-style-type: none"> <li>• Set an assessment activity and an assessment tool</li> <li>• Conduct the assessment with learners and assess it.</li> <li>• Record the results on a mark sheet</li> <li>• Analyse the results and identify gaps in knowledge/learning needs</li> <li>• Design an intervention strategy</li> </ul> </li> </ul> </li> <li>• <b>Two lessons in practice at school in WIL 2 in April</b></li> </ul>	10%	
<ul style="list-style-type: none"> <li>• <b>Teacher and UJ lecturer evaluations of student teaching</b> <ul style="list-style-type: none"> <li>➤ Lecturers will evaluate students at schools. More details can be obtained from Ms Mahomed.</li> <li>➤ The weighting of assessments will be as follows: Mentor teacher: 3% HOD: 2% UJ Lecturer: 10%</li> </ul> </li> </ul>	* 15%	
<ul style="list-style-type: none"> <li>• <b>Twenty lesson plans:</b>  <b>WIL 1 in January: Two lesson plans and reflections</b>  <b>WIL 2 in April: Six lesson plans and reflections</b>  <b>WIL 3 in August: Twelve lesson plans and reflections</b> <ul style="list-style-type: none"> <li>➤ All 20 lesson plans submitted</li> <li>➤ Lesson reflection: Choose any two lesson plans – one good one and one not so good one and reflect on them.</li> </ul> </li> </ul>	5% * 5%	
<b>Stage 3: The reflective e-portfolio</b>		
<ul style="list-style-type: none"> <li>• <b>Professional development</b></li> <li>• Write general reflective statements on achieving each of the following standards/goals:           <ul style="list-style-type: none"> <li>➤ To enculture you as a student-teacher into the practices of the mathematics discipline/ domain</li> <li>➤ To implement the CAPS curriculum into practice</li> <li>➤ To design, analyse and critique assessment forms and tools in mathematics</li> <li>➤ To administer and manage teaching in the mathematics classroom</li> </ul> </li> <li>• Select the artefacts that represent achievement of the above-mentioned standards/goals.</li> <li>• Write reflective statements for each artefact, elaborating on why it was selected and its meaning and value in the e-portfolio.</li> <li>• From the reflections and feedback, set learning goals for the future.</li> <li>• For each standard/goal, write a statement about what you still need to learn in this area, setting some reasonable goals for yourself.</li> </ul>	* 15%	
<b>TOTAL:</b>	<b>100</b>	

\* Contributes to final examination mark