



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Education Leadership and Management
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: TEACHING STUDIES 3A (TST10A3)
<u>SEMESTER</u>	: FIRST
<u>EXAM</u>	: June 2020

ASSESSOR(S) : Prof. Ke Yu

MODERATOR : Dr. C Smith

DURATION : SUBMISSION **MARKS** : 100

NUMBER OF PAGES: 5 PAGES

INSTRUCTIONS:

1. Please answer **Question 1 (compulsory)** and **ONE** of the questions from **Question 2**.
 2. Number your answers clearly.
 3. Follow the prescribed word limits for each answer.
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QUESTION 1 (compulsory): Based on your letter to a 1st year student, the revised letter and reflection on the process [40 MARKS]

Early in the module, you wrote a letter to a 1st year student on one difficult scenario you experienced or observed, how it unfolded, as well as your advice. Then you reflected on what you wrote using the TST3A Communication Framework. Now revise and submit the final letter based on your reflection as well as all the other knowledge and skills that you have learned in this module. Your letter should include both a description of the scenario and the advice you give to the 1st year student.

You also need to provide a reflection on the process from the original letter to the revisions, for example on what you have learned (or not) through this process, what you have changed (or not) with regard to the letter itself and whether there are any challenges or lessons for yourself or for the lecturer. Engage with the module content and the influence on yourself (like the influence section in your resource analysis) in your reflection. Use words and phrases in your original and revised letter as well as your framework reflection to substantiate your reflection. Please note that this is not reflection on the letter itself, but reflection on what you learned through this whole process.

Your final version of your revised letter will be judged on:

- the extent to which the letter is well formatted, e.g. address, person to whom you are writing, a clear introduction, a clear conclusion to the letter, your name at the end etc.
- Whether the message is clear (including the scenario itself and your advice)
- other technical aspects of the letter, including grammar, formatting, language usage, etc.

Your reflection will be judged on:

- engagement with module content;
- engagement with evidence (words and phrases in your original and revised letter as well as your framework reflection)
- depth of self-reflection and self-criticism;

1.1 Final version of letter to 1st year student (15) Strict word limit: 500 words

1.2 Reflection (25) Strict word limit: 500 words

Assessment Rubric

Letter (15)

- correct letter format and technical aspect of the letter, including grammar, formatting, language usage, etc. (5)
- scenario clearly and well described (5)
- advice clear and appropriate (5)

Reflection (25)

- discussion on lesson learned (5)
- discussion on challenges (5)
- depth of self-reflection and self- criticism (5)
- engagement with module content (5)
- engagement with evidence (words and phrased in your original and revised letter as well as you framework reflection) (5)

QUESTION 2. Choose and answer **only ONE Question** in this section. Thus, **answer either 2.1 or 2.2.**

Strict word limit: 500 words

2.1 Scenario analysis using TST3A Communication framework [60 MARKS]

It was during the early days of Covid-19, before the lockdown was enforced. Bongani is one of your grade 11 learners. One morning, Bongani' s parents came to fetch him before the school day was over. The parents told you, the principal, that they want to take Bongani out of school to be tested. The parents had attended a work function with Bongani two days previously and had just learned that one of the colleagues at the function had tested positive for Covid-19. Everyone who attended the function has been urged to be tested for the virus to know whether they are positive or not and to monitor their own health situation.

Analyse the above scenario and consider what you would do as a principal. Use the elements and aspects in the TST3A Communication Framework to substantiate your decision. Answer the following questions.

2.1.1. Choose **three salient features** of the TST3A Communication framework to **analyse** the case. Use references and scenario description to demonstrate how those aspects and elements relate to and are manifested in this scenario. You are expected to draw on at least three references in your analysis. Provide a reference list. **(35)**

2.1.2. Propose what you would do at this point (when Bongani was fetched) as a principal. For example, do you notify all other parents immediately? Do you notify the students? If so, what do you tell them? How do you tell them (through what media)? Why do you choose to do so? Substantiate your decision with your analysis above. **(10)**

2.1.3 Overall **(15)** see rubric

Assessment Rubric

Analysis (35)

- Three appropriate aspects are identified (5)
- Relevant aspects analysed with case information and references (10 for each aspect, max 30)

Decision (10)

- Decision provided (5)
- Decision elaborated on (5)

Overall (15)

- references style (5)
- turnitin (5)
- overall writing quality (5)

OR

**2.2 Concept analysis ('teaching as communication') using TST3A
Communication framework. [60 MARKS] Strict word limit: 500 words**

When we discussed the focus of this module in the first lecture, we mentioned that teaching is a profession centred on communication. This is usually reflected in the following aspects:

- Classroom teaching practice (including assessment) relies largely on communication;
- Parental involvement is key to learner success. Communication with parents is one key aspect of being an effective teacher;
- Teaching is not an isolated practice, but often involves a community of practice, involving relationships with and support from colleagues and management.

Focus on classroom teaching practice (the 1st aspect above), using the TST3A Communication framework to discuss what 'teaching as communication' means to you.

Consider how the different aspects could be applied in classroom teaching. In your discussion, draw on the following: four (4) aspects from the TST3A framework, your own WIL experience, your observation of other teachers during your WIL or at UJ, other module content, your own reflections and other readings on the topic. You are expected to draw on at least three references in your discussion. Provide a reference list.

Your discussion will be judged on:

- Overall quality of your discussion, both in terms of breadth (the required number of aspects to be discussed) and depth (eg detailed explanation and substantiation)
- Engagement with the module content (framework) and references;
- Engagement with your own experiences and reflections.

Assessment Rubric

Analysis (45)

- Four appropriate aspects are identified (5)
- Relevant aspects analysed with own experience (5 for each aspect, max 20)
- Relevant aspects analysed with module content and references (5 for each aspect, max 20)

Overall (15)

- references style (5)
- turn-it-in (5)
- overall writing quality (5)

TOTAL: 100