



<u>FACULTY</u>	:	Education
<u>DEPARTMENT</u>	:	Educational Psychology
<u>CAMPUS</u>	:	SWC
<u>MODULE</u>	:	Education Studies 2B (EDS20B2)
<u>SEMESTER</u>	:	Second
<u>EXAM</u>	:	January supplementary 2021 Examination

ASSESSOR(S) : **Ms Daphney Mawila**
Dr Soraya Motsabi

MODERATOR : **Prof Maximus Sefotho**

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

NUMBER OF PAGES: 7 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
2. Read the following instructions carefully before answering the questions.

FURTHER INSTRUCTIONS

1. This is a Take Home Examination and you have to submit the exam on November 2020 (specific date to be provided) on blackboard. **Note that no late submissions will be accepted.**
2. The examination paper should consist of the required information as indicated on the examination paper. Remember a front page, table of contents and bibliography.
3. No collaboration with anyone else in writing answers to this examination paper is allowed. You may not view another person's written notes about the examination or their preliminary or final versions of an answer to the examination. You may not permit another student to view your written notes about the examination or your preliminary or final versions of an answer to the examination.
4. The document should contain a declaration that it is your own work.

TAKE HOME EXAMINATION CERTIFICATION OF OWN WORK

I,.....,student number.....hereby
certify that the attached Take Home Examination submission is my own work, and
has in no way been copied or in any manner reproduced from another source,
except for quoted and properly acknowledged material therein.

Signature.....

Date.....

THEORIES OF CHILD DEVELOPMENT

Develop a digital artifact to educate teachers about the theories of child development.

Your digital artifact should address the following aspects:

1. *A moral being is an individual who possess the ability to distinguish between right and wrong behaviour. The moral values held by societies around the world differ due to cultural and contextual differences having an influence on what is considered moral or immoral.* Therefore, you are required to discuss how you can apply Lawrence Kohlberg's moral development theory in detail in a South African classroom. (20)
 2. Personal reflection: Think of an event in your childhood when you were operating out of one of Kohlberg's proposed stages of moral development. This could have been when you were caught doing something disobedient, or when you observed injustice towards another child. Explain these experiences; note your feelings, thoughts, and actions from these events could have influenced your own moral development. Do these experiences support one of Kohlberg's proposed developmental stages? (20)
 3. Critically discuss some cultural and other influences which may confuse learners in their understanding of what is, and what is not, morally acceptable. (10)
 4. Discuss an activity/game you will use to teach learners in a foundation phase moral development. (10)
 5. Discuss Lev Vygotsky's theory in detail. You are advised to use examples (such as, your observations and experiences) to show your understanding of this theory. Do not just explain what the slides, textbook and articles explained. (20)
 6. Discuss the implications of Vygotsky's theory in the South African foundation phase classroom. (10)
- Design and presentation of the digital artifact (10)**

TOTAL: 100

SUBMISSION GUIDELINES

You may use the following to present your digital artifacts:

- MS PowerPoint, use multi-media tools (such as voice recorder) embedded on PowerPoint or external ones. **Or**
- Videos using multi-media tools of your preference. Please attach the video on Google Drive or YouTube and only submit the link on blackboard. Ensure that the link works and is accessible before submitting. **Or**
- eBooks using multi-media tools of your preference. Only submit the link on blackboard. Ensure that the link works and is accessible before submitting. Ebook design links to some of the work:
 - Ebook [-https://read.bookcreator.com/wXC6NHygcgZSFzalMm-jAgf8_93HTpl6usg07oEuDAs/V-BnsjvyQ6OhtX1vGnWx4g](https://read.bookcreator.com/wXC6NHygcgZSFzalMm-jAgf8_93HTpl6usg07oEuDAs/V-BnsjvyQ6OhtX1vGnWx4g)
 - Ebook- <https://read.bookcreator.com/RAAgsP8B1XWxQIA2HRd1o4rLRhx2/PPITjUgoRiyUy37Q9dPccw>
 - Ebook https://read.bookcreator.com/ocWx4qFQv2Qd8586iNXH5tQWzyT2/AG8kR9xXSvy63twdmMe_Cg

RUBRIC			
CRITERIA/QUESTION	Inadequate 1-4	Has met sufficient expectation 5-7	Beyond expectation 8-10
You are required to discuss how you can apply Lawrence Kohlberg's moral development theory in detail in a South African classroom. (20)	1 to 9 points Content contains some related details and facts regarding the topic. Provide some details and examples attempting to explain the topic. Missing relevance in terms of content.	10 to 15 points Content relevant facts, details and examples. A reader unfamiliar with content will obtain an overview understanding the issues, problems or the main ideas in the topic. Significance and relevance of topic is briefly discussed.	16 to 20 points Responses inform the reader with effective facts, concrete examples, that sufficiently develops the topic. Enables the reader to clearly understand the issues, problems or the main idea of the topic. Provides the significance and or relevance of the topic.
Personal reflection: Explain your experiences; note your feelings, thoughts, and actions from these events could have influenced your own moral development. Do these experiences support one of Kohlberg's proposed developmental stages? (20)	1 to 9 points Responses show some thinking and reasoning but most ideas are underdeveloped and unoriginal. Do not address the questions asked. Conclusions drawn may be unsupported, illogical and not supporting evidence presented.	10-15 points Responses indicate original thinking and develops ideas with sufficient and firm evidence. Responses indicate original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn.	16 to 20 points Responses indicate synthesis of ideas, indepth analysis and evidences original thought and support for the topic. Original thought supports the topic, and is clearly a well constructed response to the questions asked. The evidence presented makes a compelling case for any conclusions drawn.
Critically discuss some cultural and other influences which may confuse learners in their understanding of what is, and what is not, morally acceptable. (10)	Responses show some thinking and reasoning but most ideas are underdeveloped and unoriginal. Do not address the questions asked. Conclusions drawn may be unsupported, illogical and not supporting evidence presented.	Responses indicate original thinking and develops ideas with sufficient and firm evidence. Responses indicate original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn.	Responses indicate synthesis of ideas, indepth analysis and evidences original thought and support for the topic. Original thought supports the topic, and is clearly a well constructed response to the questions asked. The evidence presented makes a compelling case for any conclusions drawn.
Discuss an activity/game you will use to teach learners in a foundation phase moral development. (10)	Responses show some thinking and reasoning but most ideas are underdeveloped and unoriginal. Do not address the questions asked. Conclusions drawn may be unsupported, illogical and not supporting evidence presented.	Responses indicate original thinking and develops ideas with sufficient and firm evidence. Responses indicate original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn.	Responses indicates synthesis of ideas, indepth analysis and evidences original thought and support for the topic. Original thought supports the topic, and is clearly a well constructed response to the questions asked. The evidence presented makes a compelling case for any conclusions drawn.
Discuss Lev Vygotsky's theory in detail. You are advised to use examples (such as, your observations and experiences) to show your understanding of this theory. Do not just explain what the slides, textbook and articles explained. (20)	1 to 9 points Content contains some related details and facts regarding the topic. Provide some details and examples attempting to explain the topic. Missing relevance in terms of content.	10 to 15 points Content relevant facts, details and examples. A reader unfamiliar with content will obtain an overview understanding the issues, problems or the main ideas in the topic. Significance and relevance of topic is briefly discussed.	16 20 points Responses inform the reader with effective facts, concrete examples, that sufficiently develops the topic. Enables the reader to clearly understand the issues, problems or the main idea of the topic. Provides the significance and or relevance of the topic.

Discuss the implications of Vygotsky's theory in the foundation phase classroom. (10)	Responses show some thinking and reasoning but most ideas are underdeveloped and unoriginal. Do not address the questions asked. Conclusions drawn may be unsupported, illogical and not supporting evidence presented.	Responses indicate original thinking and develops ideas with sufficient and firm evidence. Responses indicate original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn.	Responses indicate synthesis of ideas, indepth analysis and evidences original thought and support for the topic. Original thought supports the topic, and is clearly a well-constructed response to the questions asked. The evidence presented makes a compelling case for any conclusions drawn.
Design and presentation of the digital artifact (10)	There is no evidence of student commitment - Creativity is of lowest standard. Poor design - Information confusing - artifact is dull - Font sizes and font types are difficult to read - Elements are not Interlinked	There was limited evidence of student commitment - creativity is of moderate standard. Better design - Information succinct to a minimal level - It is somewhat appealing and understandable - It is simple for readers to read and engage quality - It is worthwhile – Some relevant font sizes and font type for visual quality -Some elements are interlinked	There is sufficient evidence of student commitment - Creativity is of higher Standard. Excellent design - Information succinct - It is appealing and understandable - It is simple for learners to read and engage with. It is worthwhile - Relevant font sizes and font type for visual interlinked
			TOTAL MARK: 100 STUDENT'S SCORE: