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(This paper consists of 6 pages and 4 questions)

INSTRUCTIONS:

1. Read the questions carefully.
2. Answer all the questions.
3. This is an online, open book test.
4. The test portal will automatically close after 30 minutes.

SECTION A:

Read the case study and complete Question 1 and 2 in section A.

This is the life of John Luno, a 16-year-old adolescent boy

John Luno is a 16-year-old adolescent boy who suffers from anxiety and exhibits anti-social behaviour. Being eccentric, he has very few good friends, however he has a large social media following on TikTok. He is often fatigued and has poor concentration during class but yet, is able to do well for all his tests. His concentration was also adversely affected when classes moved online during the COVID 19 period. Suddenly he is expected to sit still for large periods of time staring at the computer during live

class sessions. He feels overwhelmed to cope with the demands of teachers and especially when working with other classmates online. He still does well in his individual assignments, however, in group assignments that are now mediated online, he struggles.

John is Mr. and Mrs. Luno's only child. Mr. and Mrs. Luno have been living together for 25 years but John does not believe that their relationship is good. His father is an engineer who works long hours and likes leisure time reading the papers. He sees his father as a strict disciplinarian who likes everything his own way. His mother works as a nurse in a local hospital and spends most of her free time with her friends. In order to make ends meet, John's parents are often busy working long hours during the weekdays. Upon returning home from work, they seldom interact with one another and when they do, it often ends up in a squabble or a heated conversation. Unfortunately, John often witnesses their frequent arguments. The topic on divorce has often been brought up by both parties during a fight. Mrs. Luno has previously run away from home several times over the past few years after a big fight with Mr. Luno. John cannot seem to understand why his parents are unable to speak to each other properly.

John's parents are concerned with his fascination with TikTok and other social media as it appears to make him more anxious as he spends too much time with his phone to the point of obsession. TikTok is widely seen as a hot social media app that can foster creativity and socialization. They recently read the NBC article "What is TikTok? And is it safe? A guide for clueless parents" in an effort to better understand how to help their son with limited success: <https://www.nbcnews.com/better/lifestyle/what-tiktok-guide-clueless-parents-ncna1066466>

They are even more concerned after reading about the death of a young TikTok star in <https://www.hitc.com/en-gb/2020/09/07/tiktok-star-ethan-peters-passed-away-age-17-fans-pay-tribute-on-twitter/>

It also does not help that John's teachers are using TikTok and other social media as a way to motivate their students as John then uses it as an excuse when Mr Luno challenges him on his social media habits. His teachers had to rapidly learn how to teach online and still achieve curriculum outcomes whilst making sure that their learners attain 21st Century skills. They increasingly started to rely on the Universal Design for Learning as a framework to inform their decision-making in the various teaching strategies they employed in order to keep their learners on track and engaged during online teaching. This allowed them to make use of a variety of new media and strategies to keep students motivated. One of the principles of UDL is "flexibility in use" that promotes multiple means of representation to give learners various ways of acquiring information and knowledge. Multiple means of expression-provide learners alternatives for demonstrating what they know. Multiple means of engagement-tap into learners' interests, offer appropriate challenges, and increase motivation. John feels out of his depth when confronted with so many choices in the how and what to learn that he struggles with submitting any task as he is no longer given very specific guidelines to demonstrate that he has acquired the necessary skills. For instance, he must choose between writing an essay, doing a PowerPoint or a movie to show that he understands how photosynthesis can aid food production and at the same time alleviate climate change. He can also feel the strain the teachers are under as they come up with all these different learning scenarios in order to keep all of them on track.

Mr. Luno sets very high expectations of John's academic achievements and punishes him when he fails to get good grades for his tests and examinations. He hopes that John can emulate him and study in his alma mater, Raffles College. Mrs. Luno often goes out with her friends during her spare time and leaves the supervision of John solely to Mr. Luno. During the weekdays, John is often home alone till late and this is the time that he mostly spends to tend to his many social media profiles. During the weekends, John is often left at home with his father who often indulges in his own work but keeps a watchful eye over him. In order to obtain good results, John has no free time to do activities he enjoys over the weekend. He has repeatedly tried to explain to his parents that he does not need to do schoolwork over weekends as he believes that he can manage his own studies but was met by harsh criticism and negative remarks. He feels increasingly frustrated about not having control over his life he knows exactly what he wants to do in the future. He aspires to work in media and feels it is important to immerse himself in social media so that he can become well versed in all aspects of social media even at this early stage. He dislikes his parents because he feels that they do not understand what it is like to be a teenager and do not support his decision of a future career as they feel there is too much risk in this field given their very traditional careers.

In more recent times, John's performance at school has started to decline which has resulted in Mr. Luno supervising John's homework and study programme and monitoring his cell phone use. Mr. Luno has drawn up a 'study timetable' according to which John has to study daily and has implemented a 'penalty system' where privileges over the weekend are withdrawn. John is becoming more and more agitated as his father threatens to take away his cell phone over weekends.

Instructions:

Answer questions 1 and 2 by submitting your responses to the dedicated space in Blackboard along with all support materials as required. When making use of sources, always, make sure to use acceptable referencing techniques. Avoid the dangers of plagiarism by making use of in-text citations; direct quotes require page numbers. When paraphrasing, remember to cite the source.

Question 1

Use your knowledge of teenage psycho-social development covered in Unit 1 to advise Mr. Luna on how to change his approach to supporting John's learning and life choices as evident from his over-reliance on social media. [Length – 400-500 words]

[35]

Question 2

Teachers are increasingly using social media applications such as TikTok and others to design lessons to deliver curriculum and to make learning more exciting. This can easily lead to superficial learning and skill development. What should they keep in mind when designing lessons for deep learning that promote 21st Century skill development using social media platforms?

Craft your response to this question in the form of any multimedia artefact and upload in the dedicated space on Blackboard. You must make sure that you have embedded enough information in your multimedia artefact in order to fully answer the question. *(Multimedia is a broad term for combining multiple media formats. Whenever text, audio, still images, animation, video and interactivity are combined together, the result is multimedia).*

[35]

SECTION B:

Question 3: Inclusive Education

Read the following case study and answer the questions to show application of theory to this case:

Vuyani is a grade 8 learner and is 14 years old. He has been taught in English since he started school at 6 years old. His teacher is concerned and called a meeting with his parents. Vuyani is from a middle-class family who speak Zulu at home. Both his parents are employed, and they live in a good neighbourhood. Vuyani, who is the middle child, has an older brother and a younger sister. Vuyani has slight hearing loss in one ear but does not wear a hearing aid. He speaks hesitantly and often too loudly. He reads and writes very slowly with many mistakes. Vuyani has always struggled with his schoolwork, but the situation is worsening as he now has difficulty with the substantial volume of work at high school. He has not been able to make any friends and has very little self-confidence. He does not participate in any sport or extra-curricular activities. He has also been anxious lately, biting his nails and he has not been sleeping well. His parents are concerned about his schoolwork and emotional well-being. His teacher is worried that he will drop out of school as he is often absent from class and performing poorly in tests.

THESE STATEMENTS WILL BE ONLINE WITH TRUE/FALSE OPTIONS.

Questions will be randomised, and each student will get 20 of the pool of 35 questions. The test portal will automatically close after 30 minutes and save answers done so far.

1. Vuyani will benefit from being placed in a special school for learners who are Deaf as he needs to learn sign language.
2. Inclusive Education as envisioned in Education White Paper 6 (DoE, 2001), allows for some learners with high support needs to be placed in special school.
3. Hearing aids are ineffective for learners who have partial hearing loss.
4. Vuyani has difficulty reading high school work because he is learning in a second language.
5. Biting nails and skin rashes could be signs of high anxiety in children.
6. Poor sleep and avoidance of friends could be signs of anxiety and depression in children.

7. The most important sign for the teacher that Vuyani needs additional assistance, is his poor self-confidence.
8. Learners with mild to moderate support needs like Vuyani, can be taught in full-service school.
9. Dropping out of school before completing grade 9, indicates that the learner is lazy and stupid.
10. Vuyani could be suffering from unilateral, conductive hearing loss.
11. The teacher should refer Vuyani's parents to consult with an otolaryngologist.
12. The teacher should consult with the School Management Team regarding learners like Vuyani who are failing their tests.
13. Since Vuyani speaks too loudly, he should be seated at the back of the classroom on his own so as not to disturb other learners.
14. The United Nations Convention on the Rights of Persons with Disabilities was ratified by South Africa in 2007.
15. Since Vuyani reads so slowly, he should be given more reading homework so that he can practice reading his textbooks.
16. The South African National Development Plan 2030 envisages a decrease in the number of learners with disabilities contributing to economic productivity.
17. The International movement towards Inclusive Education started with the Jomtien Treaty in 1980.
18. The UNESCO, Salamanca Statement of 1994, guides countries towards establishing 'Quality Education for All.'
19. Inclusive Education is a philosophical belief that all children can be educated in the same classroom with the same resources at the same pace.
20. Learners with severe impairments who need high levels of additional resources and support can be educated in normal, mainstream schools.
21. The teacher should refer Vuyani to the school psychiatrist, as he is feeling anxious.
22. Vuyani should be referred for a diagnostic assessment by an Educational Psychologist, as he is failing his tests.
23. Learners like Vuyani, can be given assessment accommodations where a qualified person reads the test papers to him.
24. Learners who have intellectual impairments can only be taught in MID (Mild Intellectual Disability) special schools.
25. The National Strategy on Screening, Identification, Assessment and Support (SIAS) provides operational guidelines specifically for the School Management Team to implement inclusive education.
26. The UNESCO Incheon Declaration was signed by South Africa in 2018, to promote equitable quality education, as underpinned by Sustainable Development Goal – 5 on Education 2030.
27. The teacher should advise Vuyani's parents to speak English at home, as he is struggling with his schoolwork.
28. Learners who have been formally diagnosed with a disability or impairment by a medical practitioner can get an LSEN (Learners with Special Educational Needs) number from the Department of Education.
29. As Vuyani is struggling to hear, the teacher should always stand where his face can be seen, to allow Vuyani to see facial expressions and gestures.
30. The teacher should keep a record of any formal meeting held with the parents, as these might be needed by the school principal.

31. The School Based Support Team at each school supports only those learners with special needs in the school.
32. Schools are not encouraged to collaborate with Disabled Peoples Organisations, such as BlindSA or DeafSA.
33. Learners who have LSEN (Learners with Special Educational Needs) numbers do not always need an Individualised Education Plan.
34. Full-service schools can educate learners who have mild to moderate learning support needs.
35. Vuyani might have a Specific Learning Disorder, since his reading and writing are very slow.

(20 x 2 marks - COUNTS 20% of the final exam paper)

SECTION C:

Question 4:

Question

Lerato a Grade 10 learner is a Rastafarian and has dreadlocks. She was repeatedly sent out of the class and forced to remain in the staff room. As a result, she missed most of her classes. She alleged that the school violated her rights to dignity, freedom of religion and education. In addition, she alleged that her frequent exclusions from class amounted to a violation of her right not to be discriminated against on grounds of her religion.

On grounds of the above scenario, discuss Equality (Section 9 of the Bill of Rights, Constitution of South Africa) which stipulates that everyone is equal before the law and has a right to equal protection and benefit of the law. Also, refer to at least one court case in this regard.

(20 x 2)

TOTAL 150
