



FACULTY : Education
DEPARTMENT : Childhood Education
CAMPUS : SWC
MODULE : Teaching Studies 3B – TEASTB3/TSD20B3
SEMESTER : Second
EXAM TYPE : Supplementary Examination

DATE : TBC 2020 **SESSION** :
ASSESSOR(S) : Dr J Maseko
MODERATOR : Ms C Lewington (UP)
DURATION : Take-home exam **MARKS** : 100

NUMBER OF PAGES: 3 PAGES

INSTRUCTIONS:

1. Answer ALL 5 QUESTIONS on the answer script provided (declaration front page).
2. Attach a PDF version of the answer script in the provided submission link on blackboard.

QUESTION 1	(15)
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Major developments beyond formal education sometimes influence how curriculum is developed. Choosing appropriate pedagogies is essential when planning for a *21st century skills-embedded curriculum*.

Briefly describe five pedagogies that could be included in the planning of such a curriculum in a science **or** a commercial subject **or** language (e.g. English) teaching (choose only one).

QUESTION 2	[25]
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For many the concept of studying from home is all they ever wished for. Especially children who dislike going to school. An important element of attending classes in person is that it teaches you to become independent and to get things done without the help of a parent.

Suspending Classes Without Stopping Learning

“Not being in an adequate learning environment takes its toll. It becomes very hard to concentrate and is an isolating experience,” she added.

“Against the backdrop of the COVID-19 outbreak, an emergency policy initiative called “Suspending Classes Without Stopping Learning” was launched by the Chinese government to continue teaching activities as schools across the country were closed to contain the virus. However, there is ambiguity and disagreement about what to teach, how to teach, the workload of teachers and students, the teaching environment, and the implications for education equity. Possible difficulties that the policy faces include: the weakness of the online teaching infrastructure, the inexperience of teachers (including unequal learning outcomes caused by teachers’ varied experience), the information gap, the complex environment at home, and so forth.”

A learner cannot join the class at school in this pandemic lockdown period. Provide a contextual reality of the learner in one paragraph. Then, using this module’s content, provide a solution proposal to the learner and school on how you would suggest they execute the policy “Suspending face-to-face classes without stopping learning” in the set of subjects. Write a one-and-half page essay.

QUESTION 3	(15)
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Your group possibly had challenges as you worked remotely. Think of three discipline issues which you have observed during your group assignment and answer the following questions.

3.1 Provide a brief description of each incident (3)

3.2 In your view, what was the possible cause of each incident? (6)

3.3 Formulate possible ways to resolve each of the discipline issues mentioned. (6)

QUESTION 4	(25)
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The Fourth-Industrial Revolution (4IR) can influence how and what school should do to help future-proof learners. Write a 1.5-pages essay in which you motivate how quality 21st century skills teaching can lead to social justice in the 21st century.

QUESTION 5	(20)
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Even during the COVID-19 lockdown period, teachers have been expected to facilitate learning, e.g. in the **Life Skills** subject. Harvey F. Silver & Matthew J. Perini (2010) propose what they call eight Cs of engagement. Create a one-page worksheet / activity sheet that demonstrates your understanding of how we use these Eight C's of Engagement to increase our students' commitment to learning in Life Skills.

5.1 Formulate a scenario / case study and (4)

5.2 then create 8 questions that demonstrate the eight Cs that will increase student commitment to learning. (16)

The End

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Total = 100