Tutorial Letter 101/0/2021

BECOMING A TEACHER

Year Module

COLLEGE OF EDUCATION

Department of Curriculum and Instructional Studies

IMPORTANT INFORMATION

This tutorial letter contains important information about your module.

Define tomorrow.

UNISA university of south africa

CONTENTS

Pages

1. INTRODUCTION AND WELCOME 4
2. PURPOSE AND OUTCOMES OF THE MODULE 5
2.1. Purpose 5
2.2. Outcomes 5
3. LECTURER AND CONTACT DETAILS 6
3.1. Contact details of the lecturer 6
3.2. Contact details of the Department 7
3.2.1. Communication with the University 7
3.3. Contact details of the University 8
4. RESOURCES 8
4.1 Prescribed books 8
4.2 E-reserves 9
4.3 Library services and resources 9
5. STUDENT SUPPORT SERVICES 10
5.1 Contact with fellow students 10
5.1.1 Study groups 10
5.1.2 myUnisa 10
5.1.3 Tutorials 11
5.1.4 Additional study material 11
6. SPECIFIC STUDY PLAN 12
6.1 Study Guide 12
6.2 The assignments 12
6.3 General instruction and guidelines 12
7. PRACTICAL WORK AND WORK-INTEGRATED LEARNING 12
8. ASSESSMENT 12
8.1 Assessment plan: Assignments 13
8.1.1 Assignments and learning 14
8.1.2 General remarks 14
8.1.3 Feedback on assignments 15
8.2 General: Assignments 15

8.2.1 Unique assignment numbers 15
8.2.2 Criteria applied in the marking of the assignments 15
8.3 Compulsory assignments 16
8.4 Submission of assignments 17
8.5 Assignments 18
9 EXAMINATIONS 42
10 FREQUENTLY ASKED QUESTIONS 42
11 PLAGIARISM 42
12 IN CONCLUSION 43

1. INTRODUCTION AND WELCOME

Dear Student

It is my pleasure to welcome you as a student to the module Becoming a Teacher (BTE2601) in the BEd programme at the University of South Africa.

You will receive a number of tutorial letters during the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

This tutorial letter contains important information about the scheme of work, resources and assignments for this module. You are urged to read it carefully and to keep it at hand when working through the study material; preparing the assignments and preparing for the examination.

In this tutorial letter (101), you will find the assignments and assessment criteria as well as instructions on preparing and submitting the assignments. It also provides all the information you need on the prescribed study material and other resources and how to obtain them. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

This tutorial letter also includes certain general and administrative information about the module. Please study this section of the tutorial letter carefully.

Right from the start, it is important that you must read all the tutorial letters you receive during the year immediately and carefully, since they always contain important, and sometimes urgent, information.

The information supplied for the module will include tutorial matter such as the following:

• Study Guide

• Tutorial Letter 101

• Other tutorial letters that will be sent to you during the course of the year

If you have access to the Internet, you can view Tutorial letters for the modules for which you are registered on the University's online campus, myUnisa, at http://my.unisa.ac.za.

Check the study material that you have received against the inventory letter. You should have received all the items listed in the letter, unless there is a statement like “out of stock” or “not available”. If any item is missing, follow the instructions on the back of the inventory letter without delay. Please note: Your lecturer cannot help you with missing study material.

I hope that you will find your studies interesting and enjoyable. I also hope that your studies are successful.

2. PURPOSE AND OUTCOMES OF THE MODULE

2.1. Purpose

This module, BTE2601, is an essential part of the Initial Teacher Education (ITE) programmes. All the ITE programmes have three components: educational theory, professional studies and teaching practice, which is the most fascinating part of the professional preparation of teachers. BTE2601 is the educational theory module for this programme. This module provides a base for other core modules. The purpose of this module is for students to acquire understanding and skills that are needed in a classroom to work with the curriculum, media and assessment for learning and managing diversity. In order to achieve this, the students will interact with pedagogical content knowledge (PCK) and application, reflective practice, curriculum theories and implications for practice. Furthermore, the module presents scenarios from diverse educational settings to prepare student teachers for the challenges of teaching in the South African context in the General Education and Training (GET) and Further Education and Training bands.

2.2. Outcomes

The outcomes envisaged in this module are as follows:

a. Developing the art of teaching.

b. Managing a diverse classroom.

c. Interpreting and implementing the curriculum.

d. Planning learning activities that are appropriate for learners.

e. Assessing the learners.

3. LECTURER AND CONTACT DETAILS

3.1. Contact details of the lecturer

Mr MX Majola and Ms. M Maleka are the lecturers who will help you with the module this year. All enquiries concerning assignments and other academic matters related to the module should be directed to them.

1. Mr. MX Majola

Department of Curriculum and Instructional Studies

Address: Simon Nkoana Radipere Building, Room 6-55

Telephone: 012 429 2516 (w) (08:00–16:00)

E-mail: majolmx@unisa.ac.za

2. Ms M Maleka

Department of Curriculum and Instructional Studies

Address: Simon Nkoana Radipere Building, Room 6-76

Telephone: 012 429 2516 (w) (08:00–16:00)

E-mail: emaleklm@unisa.ac.za

Do not hesitate to contact me in good time if you have any enquiries about academic matters or if you have personal problems that may affect your study programme and academic progress. PLEASE CONTACT ME IN GOOD TIME. Always have your student number and the module code at hand when calling the University.

PLEASE NOTE: Letters to lecturers or any other department may not be enclosed with or inserted into the assignments.

3.2. Contact details of the Department

Senior administrative officer

Telephone: 012 429 4033/429 6861

E-mail: bothajsm@unisa.ac.za

3.2.1. Communication with the University

DON'T CONTACT YOUR LECTURER FOR ANY ADMINISTRATIVE MATTERS!

USE THE FOLLOWING TELEPHONE NUMBERS OR E-MAIL ADDRESSES

Call centre (all enquiries): 0800 001 870

Applications enquiries: applications@unisa.ac.za

Registration enquiries: educare@unisa.ac.za

Fax: 012 429-4150

Tel. numbers: 012 429-2645;

012 481-1162/2549/2749/2702/7200

Exemptions application requests email: ADHOCH@unisa.ac.za or

rpl@unisa.ac.za (follow the exemption

application process)

RPL enquiries: morokvt@unisa.ac.za

General Education specific-enquiries: edu-enquiries@unisa.ac.za

Unisa web page: www.unisa.ac.za

EDUCATION

Mr Steven Shabangu: 012 429 2645 shabasm@unisa.ac.za

Tebatso Moloto: molotsw@unisa.ac.za

Assignment division: Telephone number: 012 429 8720/3710/2986/2660

Examination division: Telephone number: 012 429 2667/6090/6130/2267/2700/2986

Teaching Practice office: 012 484 2891/2822/2732/1059/2730/2700/1048 or 012 429 4897/4550

3.3. Contact details of the University

For information on the various student support systems and services available at Unisa (student counseling, tutorial classes and language support), please consult the publication *Study @ Unisa*, which you received with your study material. This brochure contains information on how to contact the University (to whom you can write for different queries; important telephone and fax numbers; the addresses and details of the times certain facilities are open).

E-mail: study-info@unisa.ac.za

BTE2601/101

4. RESOURCES

4.1 Prescribed books

This is the prescribed book for this module:

Name: *Becoming a Teacher: UNISA Custom Edition*

Authors: Gravett, S, DeBeer, JJ & Du Plessis, E

Publisher and date: Pearson, 2019

ISBN 978-1-485-70973-2

4.2 E-reserves

E-reserves can be downloaded from the library catalogue. More information is available at:

http://libguides.unisa.ac.za/request/request

4.3 Library services and resources

The Unisa library offers a range of information services and resources:

- For detailed library information go to http://www.unisa.ac.za/sites/corporate/default/Library
- For research support and services (personal librarians and literature search services) go to http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support

The library has created numerous library guides: http://libguides.unisa.ac.za

Recommended guides:

- Request and download recommended material:

http://libguides.unisa.ac.za/request/request

- Postgraduate information services: http://libguides.unisa.ac.za/request/postgrad
- Finding and using library resources and tools:

http://libguides.unisa.ac.za/Research_skills

- Frequently asked questions about the library:

http://libguides.unisa.ac.za/ask

- Services to students living with disabilities:

http://libguides.unisa.ac.za/disability

5. STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (student counseling, tutorial classes, language support), please consult the publication, *Study @ Unisa*, which you received with your study material.

5.1 Contact with fellow students

5.1.1 Study groups

It is advisable to have contact with fellow students. One way of doing this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration

PO Box 392

UNISA

0003

5.1.2 myUnisa

If you have access to a computer that is linked to the Internet, you can quickly access resources and information at the University. The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, other students and the administrative departments of Unisa – all through the computer and the Internet.

To go to the myUnisa website, start at the main Unisa website, www.unisa.ac.za, and then click on the "Login to myUnisa" link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in http://my.unisa.ac.za.

Please consult the publication *Study @ Unisa*, which you received with your study material, for more information on myUnisa.

5.1.3 Tutorials

Unisa offers tutor services to students as additional academic support at the various Unisa regional learning centres throughout the country. For details of a learning centre near you, please consult the Directorate Curriculum and Learning Development at telephone: +27 12 484 2869.

A tutorial is an organised session where students and tutor(s) meet regularly at a common venue and at scheduled times to discuss course material. The main purpose of the tutorial services is as follows:

- to facilitate student learning by developing the students' independent learning skills
- to assist students to become motivated and independent learners
- to help the students to develop and enhance their learning experience and academic performance through interaction with the tutor and fellow students

Tutorials are not compulsory and willing students receive tutorial support at a nominal fee. Students who are interested are advised to consult a learning centre closest to them to enrol for tutorials. For further information on tutorials, consult the brochure *Study @ Unisa*.Tippy tube also provides you with recorded lessons.

5.1.4 Additional study material

You are requested to acquire and become thoroughly acquainted with:

- The National Curriculum and Assessment Policy Statement (CAPS). (The document can be accessed at http://www.education.gov.za or www.thutong.org.za.)
- National Protocol for Assessment (Grade R–12)
- National Education Policy Initiative (NEPI)
-

6. SPECIFIC STUDY PLAN

6.1 Study Guide

Study Guide will be sent to you after registration. Study Guide covers a wide field to provide you with the necessary background knowledge. If you work systematically through Study Guide and other tutorial matter, according to a set timetable, you should have no difficulty in mastering the subject matter.

BTE2601/101

6.2 The assignments

After you have received your study package, immediately start with Assignment 01 (admission) and submit it. Then do Assignment 02, Assignment 03 and assignment 04 (weighting of 25% for each assignment to contribute towards a year mark of 100% will be calculated on the basis of achievement in Assignment 01, 02, 03 and 04). When preparing for Assignments 02, 03 and 04, it is absolutely crucial that you read through your prescribed book before you attempt to answer the questions.

6.3 General instruction and guidelines

a. Do not waste time; start as soon as you receive your study material. You can even go to myUnisa if the delivery of your material is delayed.
b. Include unique numbers on the cover page of your assignments.
c. Check the due dates of each assignment carefully.
d. Keep a copy of all your assignments.

7. PRACTICAL WORK AND WORK-INTEGRATED LEARNING

This module is not linked to teaching practice modules in the B Ed programme, but you need to understand the concepts and theories from this module to do your teaching practice successfully.

8. ASSESSMENT

8.1 Assessment plan: Assignments

You have to complete four compulsory assignments for this module on or before the specified due dates.

The table below provides a detailed indication of the assignments you have to complete and the total percentage each assignment contributes toward your final promotion mark.

Assignment number	Type of assignment	Submission	Weighting
01	**Multiple Choice Question Assignment**	**Compulsory**	**25%**
02	**Written Assignment**	**Compulsory**	**25%**
03	**Written Assignment**	**Compulsory**	**25%**
04	**Written Assignment**	**Compulsory**	**25%**
Final promotion mark			**100%**
05 **(If for any valid reason you were unable to complete and submit assignments 02, 03 or 04 you may complete and submit assignment 05.)** **This concession does not apply to assignment 01. Assignment 01 must be completed and may not be substituted with the completion of any of the other assignments.**	**Written Assignment**	**Optional**	**25%**

8.1.1 Assignments and learning

Assignments are regarded as part of the learning material for this module. As you are doing the assignments; studying the reading texts; consulting other resources; discussing the work with fellow students or tutors or doing research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to understand what is required of you more clearly.

8.1.2 General remarks

You might also find information on myUnisa. To go to the myUnisa website, start at the main Unisa website, www.unisa.ac.za and click on the "Login to myUnisa" link under the myUnisa heading on the screen. This should take you to the myUnisa website. You can also go there directly by typing in http://my.unisa.ac.za.

Assignments should be addressed to: Department Assignments

PO Box 392

UNISA

0003

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via myUnisa. Assignments may not be submitted by fax or e-mail.

For detailed information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa*, which you received with your study material.

To submit an assignment via myUnisa:

Go to myUnisa:

- Log in with your student number and password.
- Select the module.
- Click on **Assignments** in the menu on the left.

- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

8.1.3 Feedback on assignments

You will receive the correct answers for written assignment questions. Markers will comment constructively on your written assignments. However, feedback on the compulsory assignments will be sent to all students registered for this module in follow-up tutorial letters – Tutorial Letters 201 and 202.

As soon as you have received the feedback, please check your answers. The assignments and the feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

8.2 General: Assignments

You will be expected to do FOUR compulsory assignments.

8.2.1 Unique assignment numbers

Assignments 01, 02,03and 04 contain a variety of questions. This variety of questions should be answered in the writing material you received after registration (included in the package that you received). Study the brochure *Study @ Unisa* for guidelines on how to complete your assignments.

For continuous assessment purposes, a year mark of 100% will be calculated on the basis of achievement in Assignments 01, 02, 03and 04.

The assignments are designed to guide you progressively through the study package.

8.2.2 Criteria applied in the marking of the assignments

I am enclosing the following information in order to familiarize you with one of the ways in which assignments will be assessed.

When doing an assignment of this nature, you should read extensively and study the sources we have given in detail.

For your assignments, please include the following:

• title of the assignment (Assignment 01, unique number)

• your name

• your student number

• the date (16 April 2021)

8.3 Compulsory assignments

Below are details of the nature and closing date of the assignments:

ASSIGNMENTS: NATURE AND CLOSING DATES		
Assignment number	**Nature**	**Closing date**
Assignment 01	MCQ Compulsory: admission to the examination; part of the examination mark of 25%; **Unique assignment number:** Compulsory: calculation of the year mark	**16 April 2021**
Assignment 02	Written assignment **Unique Number:** **COMPULSORY** **WEIGHTING: 25%**	**28 MAY 2021**
Assignment 03	Written Assignment **Unique number: 350093**	**09 JULY 2021**

8.4 Submission of assignments

Remember that your assignments count towards your final mark for this module and it is therefore in your best interest to complete them to the best of your ability. You need to pass Assignment 01 to gain admission to the examination and you need to gain high marks in Assignments 01, 02 and 03, since these assignments will count as your year mark (30%).

Complete answers are required for all assignments. A complete list of sources (bibliography) that you have consulted has to be given at the end of the assignment. Remember that the Study Guide should be acknowledged in the same way as any other book.

References and bibliography

Acknowledge all sources that you used to compile your assignments. Use quotation marks if you use direct quotations.

To refer to a source, please state the following:

- Name of the author
- Date of publication
- Number of the page

Should you, for example, quote from a book, your source reference would appear as follows:

"Pupils should be using their imagination, judge the facts presented and accept or reject information" (Bisschoff 1993:137).

You can also use your own words:

According to Bisschoff (1993:137), learners should be using their imagination, judging the facts presented and accepting or rejecting information.

At the end of each assignment, you should provide a bibliography with the surnames of authors listed alphabetically. The following information must be provided (pay attention to the punctuation):

- ✓ author
- ✓ initials
- ✓ date of publication
- ✓ title of source (underlined or italics)
- ✓ place of publication: publisher

Example:

Bisschoff, TC. (ed). 1993. *Teaching Commercial Subjects*. Three Rivers East: Oikospaisago.

8.5 Assignments

Please note: Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, you must submit your own ideas in your own words, sometimes interspersing relevant short quotations that are properly referenced. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is copying (a form of plagiarism) and none of these assignments will be marked. Furthermore, you may be penalised or be subjected to disciplinary proceedings by the University.

COMPULSORY ASSIGNMENT

ASSIGNMENT 01

ANSWER ALL QUESTIONS

DUE DATE: 16 April 2021

UNIQUE NUMBER: 321750

Total: 50

Answer all the questions.

The purpose of the question assignment is to help you to become familiar with study units one to six of the prescribed book. Remember that these assignments should be done by using the writing material included in your study package. Study the brochure *Study @ Unisa* for guidelines on how to complete a mark-reading sheet. Make sure that you use the correct unique number as well as your student number, name, address and module code on the assignment covering sheet.

MULTIPLE-CHOICE QUESTIONS

1. Behaviourism theory suggests that behaviour observed is a result of:
    1. Teaching
    2. Internal factors
    3. External factors
    4. Practice (1)

2. The role of the teacher in the teaching-learning experience is to:
    1. Support learning
    2. Mediate learning
    3. Both A and B.
    4. None of the above. (1)

3. Describes how learners think, learn and take responsibility for their own learning.
    1. Metacognition
    2. Intelligence
    3. Communication
    4. None of the above. (1)

4. The teacher is expected to align his or her planning to the … to ensure that the needs of all learners are catered for.
    1. Content
    2. Context
    3. Syllabus
    4. Curriculum (1)

5. It is one of the processes that could enhance reflective teaching.
    1. Observing your colleagues
    2. Maintaining conflict among student
    3. Self-reporting
    4. Both A and C

    (1)

6. The determination of what led to the success or failure of the lesson presented by the teacher showed that the teacher

    1. Recognises existing knowledge or learning to that point.
    2. Summarises the lesson experience.
    3. Engages in reflective teaching.
    4. Uses it to serve to focus on an activity (1)

6.1. The knowledge about teaching and learning is referred to as:

1. Lecture knowledge.
2. Scaffolding knowledge.
3. Reflective knowledge.
4. Pedagogical content knowledge. (1)

7. Assessment designed to provide feedback and improve instruction is regarded as

1. Assessment *of* Learning.
2. Assessment *for* Learning.
3. Authentic Assessment.
4. Criterion- referenced assessment (1)

9. A teacher can establish and maintain contact with the parents of the learners through

1. Invite parents -teacher evenings meeting.
2. Invite the parent of the learner with learning difficulties or behaviour problems.
3. Use Library cards to identify learners with difficulties.
4. Both 1 and 2.

(1)

10. A good teacher should be familiar with the school, classroom and learners that he or she teaches. This suggest that the teacher needs to …

1. Proceed from the simple to the complex.
2. Do situation analysis.
3. Proceed from analysis to synthesis.
4. All of the above (1)

11. It is evident that the definition of curriculum is more than the stated aims and syllabus documentation. It also involves consideration of the following:

    1. Actual classroom practices and experiences.
    2. The perspective of teachers' work.
    3. Implementation of the curriculum policy.
    4. All of the above (1)

12. The benefits of using blogs in education are that:

    1. Blogs help with assessment of learners with learning difficulties.
    2. Blogs enable learners to argue and explain ideas with fellow learners on a specific topic.
    3. Blogs help learners find and analyse each other's strengths and weaknesses.
    4. All of the above. (1)

13. CAPS is organised into:

    1. Topics.
    2. Phases.
    3. Stages.
    4 Levels.(1)

14. This theory emphasizes the active role of the learner in building understanding and making sense of information.

    1. Critical Theory.
    2. Cognitive Theory.
    3. Constructivist Theory.
    4. All of the above (1)

15. A tends to make a difference in learners' learning by adapting and implementing teaching and learning practices to support transformation.

1. Transformative teacher.
2. Self-directed teacher.
3. Sequential teacher.
4. Global teacher. (1)

16. Knowing learners well and understanding their different learning needs speaks of ….

1. Information gathering skills.
2. Management skills.
3. Pedagogy of care.
4. Interpersonal skills. (1)

17. Hidden from the teacher and learners but consciously learnt by spending time in an environment such as schools and classrooms.

1. Covert curriculum.
2. Enacted curricula.
3. Hidden curricula.
4. Official curricula. (1)

18. Reflection while one is engaged in practice is known as …..

1. Reflection for action.
2. Reflection on action.
3. Reflection in action.
4. Reflective journal (1)

19. Intelligent learners in the class but unable to read and write.

1. Disruptive behaviour.
2. Disable learners.
3. Learning difficult.
4. Due to the lack of parental involvement. (1)

20. **It is the approach that focuses on teaching that provides a stimulating environment where learners can find challenging experiences to learn.**

1. Teacher-centred approach.
2. Collaborative approach.
3. Discovering learning.
4. Child-centred teaching approach. (1)

21. **Identify the four key stages at which planning should take place:**

1. phase, work schedule, lesson plan, availability of resources
2. phase, whole school development, work schedule; lesson plan
3. phase, grades, lesson plans, work schedule, availability of resources
4. phase, work schedule, lesson plan, whole school development. (1)

22. **The questions about assessment that should be asked from the outset to help the teacher and curriculum developer decide on the following:**

1. techniques, tools, methods
2. materials, opportunities, challenges
3. policy, activities, duration
4. reporting, recording, integration (1)

23. **Which of the following is the best example of a teacher applying a constructivist approach to learning in the classroom?**

1. A math teacher makes the learners use hands-on materials and real-world problems to acquire new concepts and practice skills.
2. A language arts teacher provides learners with a concrete reward each time they submit a written task that is free of errors.
3. A social studies teacher uses visual aids and a logical progression of ideas when presenting lectures about new or unfamiliar topics.
4. A science teacher models the correct procedures for performing complex experiments before having learners perform the experiments. (1)

24. **When planning a lesson, a teacher can best help to ensure that instruction will be effective and appropriate for learners from a wide range of socio-economic backgrounds by asking himself or herself which of the following questions?**

1. Will the lesson include opportunities for interaction among learners from different backgrounds?
2. Will learners have opportunities to ask questions and seek clarification at various points in the lesson?
3. Will the lesson be structured in a way that allows learners to spend time working with self-selected peers to help process new learning?
4. Will the examples used to illustrate and explore lesson content be familiar and relevant to learners with varied life experience (1)

25. **A teacher regularly gives learners brief quizzes of three to five questions covering material taught in the current or preceding lesson. Which of the following is likely to be the primary benefit of this practice?**

1. Helping to improve instruction through ongoing feedback on teaching effectiveness.
2. Minimising the amount of re-teaching required for learners to master curricular content.

3. Ensuring that the teacher has adequate performance data to assign learners a fair grade for the class.
4. Enhancing learners' engagement in the learning process and recognition of key learning goals. (1)

26. **A learner breaks a classroom behaviour rule, disrupting the class and interrupting the day's lesson. Which of the following is the most important guideline for the teacher to follow when disciplining the learner?**

1. Involve the class in determining an appropriate consequence for the learner's actions.
2. Document in writing the steps taken to deal with the learner's actions and his or her response to those steps.
3. Determine consequences for the learner's actions based on his or her previous behaviour and achievement.
4. Deal with the learner's actions in a manner that allows him or her to preserve his or her sense of dignity. (1)

27. **A high school maths teacher has a few learners in her classes who have learning disabilities that affect various aspects of their maths performance. The teacher has planned a new instructional unit on probability and wants to make sure that all the learners with learning disabilities will be able to fully participate in unit activities. The teacher can best help ensure this outcome by:**

1. Preparing a selection of alternative activities that require less advanced maths skills for the learners with learning disabilities.
2. Asking the special education teacher to review the planned activities and using adaptations suggested for each learner who has learning disabilities.
3. Having learners with learning disabilities work on unit activities with a peer partner who has strong maths skills.
4. Trying a few sample activities with learners who have learning disabilities before beginning the unit and adjusting as needed. (1)

28. **In which of the following situations is a teacher most clearly using reflection and self-assessment to improve professional practice?**

1. A teacher asks another teacher to review his or her lesson plans prior to instruction and provide feedback on planned activities and materials.

2. A teacher engages in co-teaching with a more experienced teacher when introducing particularly challenging content to learners.

3. A teacher reviews videotapes of his or her instruction with a more experienced teacher to identify teaching strengths and challenges.

4. A teacher creates a comprehensive description of activities used during each grading period to submit to the Head of Department. (1)

29. **A learner has recently started struggling to stay focused on class material and frequently forgets to submit completed tasks. The learner's grades are below ability level. Which of the following interventions would be most appropriate?**

1. remediation and retention
2. parent contact and consequences
3. verbal encouragement and visual cues
4. enrichment and demonstration(1)

30. **What initial action should a teacher take prior to requesting that a learner be evaluated for special education services?**

1. Consulting with the principal concerning the suspected reasons for the learner's poor performance.
2. Informing the special education teachers that another learner will be placed with them.
3. Meeting with the parents to discuss alternatives for meeting a learner's needs.
4. Scheduling a meeting with the school guidance counsellor and the parents to design a plan of action (1)

31. **During an instructional unit focusing on alcohol, tobacco, and other drugs, learners ask several questions the teacher is not comfortable to answer. Which of the following is the most appropriate way to handle the learner inquiries**?

1. Asking the principal or assistant principal to speak to the class about drugs and alcohol and respond to the learners' questions.
2. Providing learners with internet access to research their questions about drugs and alcohol on their own or with a classmate.
3. Inviting a presenter from the local drug and alcohol outreach programme to speak and respond to the learners' questions.
4. Explaining to the learners that the questions about drugs and alcohol are not appropriate for school. (1)

32. **Which of the following examples expresses how a cognitive theorist views learning?**

1. Learning involves reinforcing the history of the learner.
2. Learning involves the developmental status of the learner.
3. Learning involves forming mental structures through information processing and the associations between stimuli and responses.
4. Learning involves acquisitioning knowledge and skills; forming mental structures and processing information and beliefs. (1)

33. **Cognitive development depends on biological maturation; experience with the physical environment; experience with the social environment and equilibration. By which of the following theorists was this theory first introduced?**

1. Tyler
2. Jean Piaget
3. BF Skinner
4. Vygotsky (1)

34. **To ensure that a new learner feels welcome, the teacher should:**

1. Ask the new learner to introduce himself or herself and tell the class about himself or herself.
2. Assign a responsible peer buddy to assist the new learner.
3. Briefly introduce the new learner to the class and move on.
4. Send home a class newsletter in which the new learner is introduced. (1)

35. **A teacher has taken note of several learners who are performing below grade level in reading comprehension; and a learner with a hearing impairment. Which of the following would be an appropriate practice to introduce in the classroom?**

1. teaching the class sign language
2. having learners read out loud
3. speaking loudly at a normal pace
4. using closed-caption videos. (1)

36. **A visually impaired learner is unable to read printed material of any size. The teacher has asked the class to write a one-paragraph summary of their last social studies chapter. Which piece of equipment should this learner use to write the paragraph?**

1. a braille typewriter
2. a sensor technology
3. a screen reader
4. computer screen magnification.(1)

37. **A Grade 1 learner needs encouragement and a reward system for completing tasks. Which of the following would be the most appropriate action?**

1. intrinsic motivation
2. positive reinforcement
3. modelled behaviour

4. successive approximations (1)

38. **Which of the following assessments would be best for comparing a learner's knowledge with that of other learners in the same grade level?**

1. teacher-made
2. norm-referenced
3. performance-based
4. content referenced. (1)

39. **The primary function of a summative assessment is to:**

1. check prior knowledge.
2. determine mastery of content.
3. guide ongoing instruction.
4. measure acquisition of content (1)

40. **The primary purpose of a formative assessment is to:**

1. Establish the grading criteria for the class.
2. Guide the pace of future course instruction.
3. Determine learner mastery of standards.
4. Identify individual strengths and weaknesses. (1)

41. **After a lesson about division a Grade 10 Mathematics teacher observes that most learners are having difficulty to solve practice problems. That evening, the teacher ponders on what could have been done to teach division more effectively. The teacher is using the strategy of… .**

1. assessment
2. evaluation
3. reflection
4. clustering(1)

42. **Fit the following idea to one of the educationists: Knowledge must be speculative and not an unchangeable entity.**

1. Tyler
2. Stenhouse
3. Freire (1)

43. **Fit the following idea to one of the educationists: See the curriculum as a process – objectives are not set from the start, but change as you go:**

1. Stenhouse
2. Tyler
3. Freire (1)

44. **A type of assessment that should be found throughout an entire unit of study.**

1. summative
2. formative
3. diagnostic
4. evaluative(1)

45. An **assessment is generally also associated with indications of……**

1. authenticity
2. achievement
3. alignment
4. accountability (1)

46. **The difference between a deep learning approach and a surface learning approach.**

1. Deep learning approach – develops understanding; surface learning approach – reproduce content.
2. Deep learning approach – rote learning; surface learning approach – link ideas.
3. Intention

4. Principles. (1)

47. **Analyse this statement and specify if it is a deep learning approach or surface learning approach: Focus learning on assessment criteria.**

1. deep learning approach
2. surface learning approach (1)

48. **Analyse this statement and specify if it is deep learning approach or surface learning approach: An Intention to develop personal understanding.**

1. surface learning approach
2. deep learning approach (1)

49. **Analyse this statement and specify if it is deep learning approach or surface learning approach: Passive acceptance of ideas and information.**

1. surface learning approach
2. deep learning approach (1)

50. **Analyse this statement and specify if it is a deep learning approach or a surface learning approach: Relating evidence to conclusions.**

1. surface learning approach
2. deep learning approach. (1)

TOTAL: (50)

ASSIGNMENT 02

ANSWER ALL THE QUESTIONS, USING YOUR TEXTBOOK: *BECOMING A TEACHER*

DUE DATE: 28 MAY 2021

UNIQUE NUMBER: 342606

Total: 50

(a year mark of 25% will be calculated.)

INSTRUCTIONS

1. All questions must be answered.

2.The cover page of your assignment must have all your personal details.

3. Do not forget to write the assignment unique number.

QUESTION 1

1.1 Analyse the views on theory and practice of reflection. (05)

1.2 Evaluate Noddings' thinking on care in education. (05)

1.3 Discuss constructivist perspective on learning. (05)

1.4. Describe the three values in a learner-centred curriculum that a teacher can use to create a pedagogy of care in the classroom. (2x3=6)

QUESTION 2

2.1 Outline the elements to be included when planning the curriculum according to Tyler, mentioned by Posner (1998). (4)

2.2 Describe five types of curricula. (5)

2.3 Interpret and analyse how the three principles of the curriculum policy could be applied in the classroom. (6)

QUESTION 3

3.1 Assessment is an integral part of teaching and learning. Outline the use of formative assessment. (4)

3.2 Differentiate between assessment of learning and assessment for learning. (5)

3.3 Provide practical examples to demonstrate how you will apply the following principles of assessment in the classroom:

(a) Validity

(b) Reliability

(c) Efficient

(d) Authentic

(e)Accountable (05)

TOTAL: (50)

ASSIGNMENT 03: COMPULSORY

This assignment requires of you to complete a series of questions on the content of the module,
using your textbook Becoming a Teacher.
(a year mark of 10% will be calculated.)
Closing date: 09 JULY 2021
Unique number:
Total: 50

ASSIGNMENT QUESTIONS

QUESTION 1

1.1. White Paper 6 showed a commitment to providing equal education opportunities for learners who had been excluded because the education and training system did not accommodate their special needs. The teacher can use the following to ensure an inclusive learning environment:

- A transformative approach
- A caring pedagogy
- Awareness of Intrinsic and Extrinsic factors
- A broader approach to support

1.1.1. What is inclusive learning environment? (3)

1.1.2. Explain the transformative approach. 2)

1.1.3. Why do we have broader approach to support? Provide three reasons for broader approach to support. (3)

1.1.4. Differentiate between disruptive behaviour and learning difficult. Provide one example for each (5)

1.1.5. How can the teacher develop a classroom system that supports learners so that all learners can learn? Provide examples to illustrate your answer. (5)

Question 2

2.1 Describe how the teacher can ensure diversity through assessment? (5)

2.2. Identify from the list of the roles of the teacher a role that promotes diversity and explain how the teacher apply this role (5)

2.3. Describe the levels and types of educational support for inclusivity. (12)

2.4. Discuss the key strategies for implementing White Paper 6 Policy. (10)

TOTAL (50)

ASSIGNMENT 4: COMPULSORY

This assignment requires of you to complete a series of questions on the content of the module, using your textbook Becoming a Teacher.

(a year mark of 25% will be calculated.)

Closing date: 27 AUGUST 2021

Unique number:

Total: 50

ASSIGNMENT QUESTIONS

QUESTION 1

1.1 . Do your own research about the history of curriculum development in South Africa since 1994. Identify and compare major changes that took place. (5)

1.2 Design a formative assessment activity to be done in class.

1.2.1 Name learning outcomes for the identified topic.

1.2.2 Link your questions to the identified learning outcomes.

1.2.3 Provide the solutions. (10)

(15)

QUESTION 2

2.1 During the five weeks observation as a first-year student. Use a guideline from your book and design (write) a page for your own reflective journal. (10)

2.2. write a one page of your teaching philosophy statement using the guidelines from the book. (5)

(15)

QUESTION 3

Plan and prepare a lesson for "The grade and topic of your choice" topic. (The topic should be the one prescribed in the CAPS document).

HINT:LESSON PLAN ASSESSMENT RUBRIC

Use this lesson plan assessment rubric as a guide to compile the lesson. Do not redraw this rubric or complete the one below. It only serves as a guide to help you to plan your lesson.

Assessment rubric for lesson plan			
Components of lesson	**Detailed criteria / information**	**Marks**	**Marks allocated**
1. Localising details	Subject Grade Time allocation Number of learners	1 mark	
2. Learning objectives	Provide knowledge, skills and values	3 marks	
3. Curriculum topic	Topic from the CAPS document	1 mark	
4. Lesson theme (curriculum sub- theme)	A curriculum sub-theme or lesson content theme	1 marks	
5. Introduction	Linking learners' background knowledge with the new content	2 marks	
6. Teacher activities	What will the teacher be doing	3 marks	
7. Learners' activities	What will learners be doing	3 marks	

8. Method(s), teaching support aids and learning material	a) Motivate your choice of teaching methods/techniques/strategies b) Teaching aids	2 marks 2 marks	
9. Place of the lesson in the curriculum	a) Indicate where theme fits into the curriculum b) Lesson content	1 marks 1 marks	
	TOTAL MARKS	**20 marks**	

TOTAL: (50)

ASSIGNMENT 5

Question 1

1.1.1. Shulman (2005:504) described classroom teaching as "perhaps the most complex, most challenging and most demanding and frightening activity our species has ever invented" Do you agree or disagree with this statement? List five reasons and give practical examples to illustrate your answer on each statement. (10)

1.2. Describe in your own words the **value of learning theories** for your teaching practice in the classroom. Indicate how the learning theories discussed can be linked to the practice of teaching and learning in your class. (10)

1.3. Use your knowledge about learning theories and name at least three aspects that a teacher should be knowledgeable about in order to teach effectively and monitor learners' progress in the class. (6)

Question 2

2.1 Describe the following concepts in your own words:

a. epistemologies (2)

b. transformative teacher (2)

c. inclusive education (2)

d. reflective practice (2)

e. assessment rubric (2)

(10)

Question 3

3.1. Use your own words to describe benefits of applying a caring pedagogy. (10)

3.2. List and explain with practical examples the key elements that should be included in the learning programme. Demonstrate your answer with practical examples from the CAPS document. (10)

3.3. Tabulate the most common intrinsic and extrinsic barriers to learning in the South African context. (10)

3.4. Explain the difference between formative assessment and summative assessment in your own words. (4)

Question 4

Plan and prepare a lesson for "The grade and topic of your choice" topic. (The topic should be the one prescribed in the CAPS document).

HINT:LESSONPLANASSESSMENTRUBRIC

Use this lesson plan assessment rubric as a guide to compile the lesson. Do not redraw this rubric or complete the one below. It only serves as a guide to help you to plan your lesson.

Assessment rubric for lesson plan			
Components of lesson	**Detailed criteria / information**	**Marks**	**Marks allocated**
1. Localising details	**Subject** **Grade** **Time allocation** **Number of learners**	**1 mark**	
2. Learning objectives	**Provide knowledge, skills and values**	**3 marks**	
3. Curriculum topic	**Topic from the CAPS document**	**1 mark**	
4. Lesson theme **(curriculum sub- theme)**	**A curriculum sub-theme or lesson content theme**	**1 mark**	
5. Introduction	**Linking learners' background knowledge with the new content**	**2 marks**	
6. Teacher activities	**What will the teacher be doing**	**3 marks**	

7. Learners' activities	**What will learners be doing**	**3 marks**	
8. Method(s), teaching support aids and learning material	**a) Motivate your choice of teaching methods/techniques/strategies** **b) Teaching aids**	**2 marks** **2 marks**	
9. Place of the lesson in the curriculum	**a) Indicate where theme fits into the curriculum** **b) Lesson content**	**1 mark** **1 mark**	
	TOTAL MARKS	**20 marks**	

TOTAL (100)

9 EXAMINATIONS

There is NO examination for this module since we adopted continuous assessment. Year mark will be determined by marks obtained on the four compulsory questions.

10 FREQUENTLY ASKED QUESTIONS

I refer you to the brochure *Study @ Unisa* which contains an A–Z guide of the most relevant study information.

11 PLAGIARISM

Unisa's Policy for Copyright Infringement and Plagiarism states emphatically that plagiarism is unacceptable.

This means that your work, including your research outline, must be the result of your own skill and labour. Copying from another person's work without giving due acknowledgement by means of references to the author or reproducing / adapting another's work (or parts thereof) without clear acknowledgement and details of the publication concerned is plagiarism.

Your application for admission to Unisa will be declined immediately if any of the following is detected:

- You fail to clearly indicate (with quotation marks, indenting or through using of different fonts) phrases or passages taken verbatim (word for word) from a published or unpublished text without acknowledging the original author and text.
- You paraphrase an article, book or electronic text without acknowledging the source(s) and the author of the work. This amounts to reproducing a text in different words than the author; changing the word order of the text or changing the sentence type / style of the author.
- You use more than a substantial part of the work of any author, even if you acknowledge the source and the author.
- You use a patch-writing method (cut-and-paste), which means that you take pieces of another person's work, including those from the Internet, and blend it with your own words and phrases without acknowledging the author and the source of the work.

12 IN CONCLUSION

I hope you have enjoyed this module. For me to improve the module, please share your experience by answering the following questions. You can submit this questionnaire with Assignment 03.

a. Which part of the module did you find challenging?

……

……

……

b. Which part of the module did you find interesting?

……

……

……

c. What can be done to improve the module?

……

……

……

d. Have the instructions been clearly defined? If not, cite examples of questions that were confusing.

……

……

……

e. Which parts of the module did you find irrelevant? Motivate your answer.

……

……

……

f. What would you like to see included in the module?

……

……

……

Your feedback matters!

All the best for 2021.

Your lecturers

Mr. MX Majola and Ms. M Maleka