TL6 Study Notes from looking at the past paper

Teaching section

Multiple choice questions

Situation analysis does NOT involve
A) Learners
B) **Aims and objectives**
C) Logistics
D) The school and classroom

A situation analysis may take into consideration…
A) economic activities
B) the availability of classrooms
C) the geographical situation
D) parent involvement

Situation analysis (pg 75/76)
1 is often based on the broad educational goals and philosophies of life
2 Is the staring point for curriculum development
3 gives clear direction on what learner's should be able to do
A) 1 & 2
B) 1 & 3
C) 1, 2 & 3
D) 2 & 3

Situation analysis of the physical environment involves
A) Types and number of classrooms
B) The teachers' views on the subject
C) The school's local community
D) The structure of the subject content

A situation analysis of the school environment includes
1 The number of learners in the school
2 Language medium
3 The type and number of classrooms
A) 1 & 3
B) 1 & 2
C) 2 & 3
D) 1, 2 & 3

When conducting a situation analysis in curriculum design for micro-curriculum development in respect of a learner the focus should be on the following
1 Learner population
2 Development and learning
3 Logistic aspects
4 Qualification and experience
5 Home, family and environmental conditions
A) 3 & 4
B) 1, 2, 3 & 4
C) All of the above
D) 1, 2, 3 & 5

What is the sequence of micro-curriculum planning?
1 Objectives
2 Methods
3 Educational media
4 Learner activities
5 Evaluation
A) 1, 2, 3, 4, 5
B) 1, 4, 2, 3, 5
C) 2, 3, 1, 5, 4
D) 2, 3, 1, 4, 5

At local level the situation analysis should be made considering the
A) learners and teachers
B) learners and parents
C) principal and content

D) parents and principal

The term "process aims/goals" refers to goals that are aimed at
A) introducing and controlling the body of knowledge and the proficiencies and skills of a particular subject
B) introducing and understanding the body of knowledge and skills of a specific curriculum
C) introducing and promoting the typical working strategies of a subject and thought processes that may be served through a particular subject
D) introducing, collecting and promoting data for interpretation

Who differentiates between the institutional, Course and Subject Curriculum
A) Walters
B) Gore
C) Olivia
D) Rowntree

Select the statement that is most incorrect
A) Teachers must only be able to do micro-curriculation within the classroom
B) The teachers need to be motivated by the principal
C) The principal needs to engage in transformational leadership
D) Principals have to go through the process of empowerment in order to function as educational leaders

Select the most appropriate statement
A) Principals will lose authority if they empower their staff
B) Only the principal is responsible for the empowerment of staff
C) The role of the principal is to be a facilitator
D) Principals have to go through the process of empowerment in order to function as educational leaders

Which paper on Education and Training that was passed by the new Constitution in 1995 advanced the implementation of a new curriculum that must promote critical thinking?
A) The Green Paper on Education and Training
B) The Red Paper on Education and Training
C) The Yellow paper on Education and Training
D) The White Paper on Education and Training

Which of the following is the aim of the South African Qualifications Authority?
A) To promote access to learning
B) To provide a variety of routes to qualifications
C) To certify all qualifications
D) To ensure quality (Other paper says all of the above)

The acronym 'NQF' refers to
A) National quality framework
B) Notional qualification framework
C) National qualifications framework
D) National quantity framework

Which of the following is an aim of the National Qualifications Framework (NQF)?
A) to monitor the quality of education and training
B) to publish policy
C) to certify all qualifications
D) to promote access to learning

Which of the following are some of the aims of the NQF?
A) Permit more people to enter education
B) Promote access to learning
C) Ensure quality
D) All of the above

The real success of a curriculum is determined by
A) the particular design
B) the dissemination of the curriculum
C) the degree to which it works in practice
D) the aims and objectives

Which statement about the curriculum is true?
A) it entails experience-specific activities and experiences that lead to learning
B) it deals with content only
C) it has nothing to do with the community
D) it is designed by experts and handed to teachers to implement only

One type of curriculum that schools do not teach, but which is just as important as the formal curriculum is the
A) hidden curriculum
B) null curriculum
C) planned curriculum

D) perceived curriculum

Curriculum development
A) should not change people who influence curriculum change
B) is influenced by co-operative group efforts
C) ends when the curriculum is published
D) only entails the inclusion or exclusion of content

Which of the following has NOT detrimentally influenced curriculum development?
A) teachers are uniformed about curriculum theory and practice
B) there is a tendency towards bureaucracy
C) there are too many curriculum specialists
D) teachers do not contribute to curriculum development

Which one of the following is NOT a specific initiative to investigate curriculum development
A) The HSRC's main investigation into education (1981)
B) The provisional report of the National Education Policy Investigation (NEPI) (1992)
C) The South African Qualifications Authority (SAQA) Act (1995)
D) The ANC's discussion document: A policy framework for Education and Training (1994)

Curriculum development is an ongoing process ranging from
A) development to evaluation
B) implementation (Also have: implementation to evaluation)
C) design to evaluation
D) design to implementation

The planning phase of curriculum development commences with
A) the selection and classification of learning content
B) the situation analysis
C) the production of teaching material
D) formative evaluation

One of the actions in the planning phase of curriculum development is
A) Selection and classification of learning content
B) Planning and experimental design
C) Planning learning contents
D) Production of teaching material

Which of the following statement is false?
A) The goal of curriculum development is to bring about more effective education
B) Curriculum development is an ongoing, complex and dynamic process
C) Curriculum development comprises of a number of phases, from situation analysis to implementation
D) Change and development occur as we move from one phase to the other of the curriculum development process

Which of the following contribute to renewal and change during ongoing curriculum development?
A) Autonomy
B) An assiduous focus on diversity
C) Continuity
D) Autocratic control

The academic approach to curriculum development is based on
A) the role of teachers and learners and their cooperative curriculum decisions
B) the application of studied logic in educational decision-making
C) maximising educational effectiveness by applying the same scientific management and production principles to the instructional situation
D) a political and eclectic process in which concepts and principle derived from varios theoretical models are used

Curriculum dissemination entails
A) planning a new curriculum
B) applying the relevant design in practice
C) a review and replanning of an existing curriculum
D) preparing the consumers of the curriculum for its intended implementation

Curriculum dissemination refers to
A) the phase in curriculum development during which the curriculum consumers are prepared for the intended implementation
B) the phase during which a new curriculum is planned, or during which the re-planning and review of an existing curriculum is done
C) the phase during which relevant design is applied in practice
D) the phase during which not only the success and effectiveness of the curriculum are evaluated, but also the effect thereof on the learners

Curriculum development should be based on accountable principles. Which of the following statements is NOT true regarding these principles?

A) Curriculum development must be based on sound curriculum theory
B) Meaningful connection between the various elements is essential in the beginning of the process
C) The claims of subject content must be taken into account
D) Effective and ongoing evaluation from the design phase to the evaluation phase is essential

Curriculum dissemination

A) takes place after the design has been finalised
B) entails preparing implementers of the curriculum
C) requires that everyone in a teaching organisation is kept informed
D) is all of the preceding

Which is an inhibiting factor lying within organisational and social structures that may impede curriculum dissemination?

A) A lack of long-term planning
B) Good channels of communication
C) Co-ordinated action by participating organisations
D) Simple decision-making processess

In the transmission orientation towards curriculum development, the focus is on…

A) technology
B) social adaptation
C) interaction
D) content

In the transaction orientation towards curriculum development, the focus is on…

A) technology
B) social adaptation
C) interaction
D) content

In the transformation orientation towards curriculum development, the focus is on…

A) technology
B) social adaptation
C) interaction
D) content

Who describes only two orientations with regard to curriculum development?

A) Eisner & Vallance
B) McNeil
C) Schiro
D) Ornstien

Which of the following is NOT a source in the manifestation of the curriculum?

A) Community
B) Learners
C) Subjects
D) Principal

Some problems that come about when curriculum developers consider curriculum literature as a source are
1 Many criteria are founded on the personal opinion and the philosophy of life of the relevant author
2 It is apparent by some that criteria that are valid for one component are also applicable to another component
3 Few writers mention the sources of their criteria and there is an apparent non-critical acceptance of many criteria
4 Other criteria are founded on the needs, abilities and skills of all learners

A) All of the above
B) 1, 2, 3
C) 1, 3, 4
D) 2, 3, 4

Which of the component set out below is NOT a common factor in most curriculum models?

A) Situation analysis
B) Need of the community
C) Formulation of goals and objectives
D) Selection of learning experiences

Whose curriculum design model allows for the possibility of adaptation at various curriculum levels?

A) Carl
B) Olivia
C) Walters
D) Nicholls & Nicholls

Which of the following combinations below reflect the influence of a particular orientation of curriculum developers on curriculum development?
A particular orientation…

(i) will determine curriculum outcomes
(ii) is always clearly defined
(iii) may decide the character of the final curriculum

A) (i) & (ii)
B) (i) & (iii)
C) (ii) & (iii)
D) (i), (ii) & (iii)

Who proposed the RDD and the problem-solving models for curriculum dissemination?

A) Havelock
B) Schon
C) De Villiers
D) Hattingh

According to Gay (1980: 143), why is it important for us to gain an understanding of the theoretical models for the dissemination of curricula?

A) to gain power over others
B) to identify the weaknesses only
C) to be able to improve the quality of decision making, planning and education
D) to identify the shortcomings

Communication during curriculum dissemination occurs at various levels. The department level involves…

A) moderators and examiner
B) teachers
C) learners
D) departmental heads

The success of the curriculum implementation is largely determined by the quality of the…

A) design and dissemination done beforehand
B) planning, design and dissemination done beforehand
C) planning and dissemination done beforehand
D) dissemination done beforehand

Curriculum implementation is the application phase of

A) Core syllabi
B) The school's broad curriculum
C) Every subject curriculum
D) All of the above

It is important to note that curriculum implementation

A) is always the same as dissemination
B) and dissemination should be regarded as two distinguishable phases
C) is the carrying out of instructions
D) is independent of teaching-learning situations

Who identified the ORC, OD and CBA models of curriculum implementation?

A) Quinn
B) Ornstien and Hunkins
C) Jordaan
D) Ornstien and Quinn

Which model is normally used to motivate staff and to overcome resistance to the proposed change?

A) Concerns-based adoption model (CBAM)
B) Organisational-development (OD) model
C) Concerns-based adoption (CBA) model
D) Overcoming-resistance-to-change (ORC) model

Which model views and handles curriculum implementation as an ongoing and interactive process?

A) Concerns-based adoption (CBA) model
B) Overcoming-resistance-to-change (ORC) model
C) Organisational-development (OD) model
D) Concerns-based adoption model (CBAM)

CBAM is an acronym for…

A) concerns-based adoption model
B) curriculum-based adoption model
C) classroom-based adoption model
D) career-based adoption model

Which process is most important for dynamic curriculum development?

A) Proper design of the curriculum
B) Clear dissemination of the curriculum
C) Ongoing evaluation of the curriculum
D) Flawless planning of the curriculum

When should evaluation take place?

A) During and after each of the design, dissemination and implementation phases
B) During design, dissemination and implementation phases
C) After the implementation phase
D) During and after the implementation phase

Curriculum evaluation that focuses on the construction of criteria is…

A) comparative evaluation
B) linking evaluation
C) fundamental evaluation
D) standard evaluation

A form of linking evaluation is…

A) achievability
B) diagnostic evaluation
C) identifying shortcomings
D) consensus evaluation

When problems in a society are identified, it is…

A) implementation evaluation
B) fundamental evaluation
C) consensus evaluation
D) diagnostic evaluation

Which of the following are functions of evaluation/assessment?
1 To determine the success of instruction or the quality of the learning outcomes
2 To determine the stability of the curriculum
3 To identify defects and correct them in time
4 To monitor progress
5 To re-plan and make adjustments

A) 1 & 2
B) 1, 2 & 3
C) 1, 2, 3 & 4
D) All of the above

Whose curriculum evaluation checklist poses twelve questions

A) Rowntree
B) Pratt
C) Cawood
D) Carl

In which phase of the procedure to promote teacher participation in decision-making does "building a basis of knowledge to take informed decisions" appear?

A) Preparedness phase
B) Experimentation phase
C) Refinement and rounding off phase
D) Institutionalisation phase

Whose criteria for curriculum design include the following?
"The philosophy of life basis (of the community and the education authorities), the community within which the school is situated and its particular claims and needs, participation by all persons involved, promotion of creativity and the needs and development of learners"

A) Gorton
B) Kruger
C) Doll
D) Walters

Whose criteria for curriculum development includes the following: *"The curriculum must contribute to the general education and shaping of the child"*

A) Walters
B) Gorton
C) Doll
D) Kruger

Whose model for curriculum evaluation illustrates a logical classification and the multifaceted nature of curriculum evaluation?

A) Rodgers
B) Carl
C) Oliva
D) Saylor

Curriculum evaluation

A) only relates to curriculum outcomes
B) determines the functionality of some curriculation activities
C) is not influenced by events that precede curriculum development

D) occurs on an ongoing basis

Curriculum evaluation…
A) is learner-orientated evaluation
B) determines progress of learners
C) determines to what extent clearly defined goals are achieved
D) determines goal realisation of lessons or an annual programme

Curriculum rationale…
A) is the philosophic background and basic purposes of a programme
B) consist of the curriculum plans and syllabi
C) contains teaching and learning opportunities
D) evidence of curriculum evaluation

Comparative evaluation may be distinguished as
A) the evaluation of the extent to which curriculum anticipations become a reality
B) the comparison of a curriculum with other curricula
C) the comparison of curriculum events
D) the comparison of different persons anticipated with regard to the same curriculum and the exposure of the differences

The objects of curriculum evaluation are
1 Events
2 Outcomes
3 Long-term effects
4 Resources
A) 1 & 2
B) 1, 2 & 3
C) 1, 3 & 4
D) 1, 2, 3 & 4

Curriculum development at first level evaluates…
A) Objectives
B) Design of a subject curriculum
C) Contents
D) Methods of evaluation

Which assessment takes place at the end of the instructional-learning process?
A) Formative assessment
B) Norm-oriented assessment
C) Authentic assessment
D) Summative assessment

What type of assessment entails completion of an assignment which is based on real life and has to be solved within the real context?
A) Standards-referenced assessment
B) Illuminative evaluation
C) Criterion-orientated assessment
D) Authentic assessment

When a learner is assessed in a real-life context, it is referred to as…
A) norm-oriented assessment
B) criterion-oriented assessment
C) authentic assessment
D) continuous assessment

Ruddock and Kelly (1976) describe four curriculum dissemination phases. Phase one involves…
A) identifying a target group
B) creating an opportunity for the teacher to adapt the material
C) creating a structure which will keep the initiative going and be maintained
D) cultivating an even interest and a general awareness

Which of the following is NOT an aspect initiated in curriculum dissemination and continued in implementation
A) Facilitate resistance to change
B) Ongoing evaluation of procedures
C) Preparation of those involved in the change
D) Maintenance of a renewal climate

With regard to curriculum dissemination Ruddock and Kelly (1976) describe four phases. Phase one involves…
A) cultivating an even interest and a general awareness
B) creating an opportunity for the teacher to adapt the material
C) creating a structure which will keep the initiative going and be maintained
D) identifying a target group

Who, according to Czajkowski and Patterson (1980: 1720173), often has the best specialist knowledge, which may lead to greater development within the school as well as in the classroom?

A) The learner
B) The teacher
C) The principal
D) The Department of Education

Curriculum studies is important for South Africa because
1 problems with curriculum can be identified
2 there is a shortage of curriculum specialists
3 it can help and improve the practice of curriculum development in South Africa

A) 1 & 3
B) 1,2 & 3
C) 2 & 3
D) 1 & 2

Which one of the following statements is NOT true? "Curriculum studies" qualifies as a comprehensive field of study in it's own right because…

A) it is a sub-discipline of Education as an established field of study
B) it has a clear set of theoretical constructs and principles directing it
C) there is a pool of knowledge and applicable skills for the discipline
D) it has its own contingent of theoreticans and practitioners

Which of the following is NOT a principle of effective curriculum development?

A) The rationale must be clear and communicable
B) Method is an important characteristic
C) Educational principles for learning are irrelevant
D) The claims of subject content must be considered

During which phase of the curriculum development process is information and training given to the consumers

A) curriculum dissemination
B) curriculum evaluation
C) curriculum design
D) curriculum implementation

Teachers' involvement in curriculum development includes input into

A) design of the curriculum
B) the implementation of the curriculum
C) the evaluation of the curriculum
D) all of the preceding

Which of the following does NOT apply to the involvement of teachers in curriculum development?

A) Teacher participation is essential in the process of teacher empowerment
B) Involvement may have negative implications for the school and the teacher
C) Promotion of teacher participation may lead to greater professionalism
D) Attempt to limit teacher participation are unproductive

Please indicate which statement is correct…

A) Empowerment is seen as a process of growth and development
B) Empowerment should lead to greater professionalism
C) Empowerment enable teachers to improve the learning-teaching situation in their classroom
D) All of the above

Empowerment can be stimulated by

A) a lack of confidence
B) inadequate social interaction
C) ineffective conflict resolution
D) good communication

Empowerment is…

A) the absence of structure
B) a process where teachers are left on their own
C) when teachers are allowed to do anything they wish
D) a process of growth and development

Besides training, which of the following combinations are also factors that influence empowerment?
1 Teaching environments conducive to involvement
2 Centralisation
3 Sources and available time

A) 1 & 2
B) 1 & 3
C) 2 & 3
D) 1, 2 & 3

Teacher empowerment is a process of growth and development that enables teachers to
A) obtain both authority and autonomy in the teaching-learning situation
B) optimise the teaching-learning situation
C) optimise their own potential as educator
D) optimise the teaching-learning situation and their own potential as educators

Which one of the following statements is NOT true?
A) The culture and climate of the school are conducive to the stimulation of teacher empowerment
B) Teacher empowerment is often limited by the way in which schools are organised
C) Teacher empowerment can be regarded as a threat to authority and leadership in the school
D) Teacher empowerment must already begin during initial training

The empowered teacher…
A) increases learning outcomes and other experiences
B) contributes towards developing the learners' potential
C) does not regard the syllabus as a recipe that should be followed strictly
D) has all the preceding characteristics

Which of the following statements is false?
A) Empowerment can help develop a learner's potential
B) Empowerment involves unrestrained and unstructured actions
C) An empowered teacher controls what is taught and how it is taught
D) An empowered teacher can create an effective teaching environment

Select the MOST APPROPRIATE description. An empowered teacher is
A) only effected by outside agents
B) an implementer of the curriculum
C) able to develop and apply the curriculum in the classroom
D) a subject specialist in curriculum development

Which one of the following statements is true? Teacher empowerment…
A) threatens school principals' authority and disempowers them
B) requires a traditional leadership and management style
C) implies that school principals need not involve teachers in decision-making
D) promotes the quality of interaction between the school principal and teachers

Empowerment
A) is only acquired through external intervention
B) entails not being enabled
C) results in involvement in decision-making
D) is independent of democracy

Teacher empowerment manifests itself in
A) greater professionalism that gives teachers full control over the curriculum
B) greater professionalism that grants teachers more authority and status
C) emancipation that give teachers the right and freedom to design curricula
D) emancipation that give teachers the right to transform curriculum development

According to Gore (1989), empowerment manifests itself as
A) Professionalism, Liberal Humanism and Critical theory
B) Liberal Humanism and Critical theory only
C) Professionalism and Liberal Humanism only
D) Professionalism only

"…sets of teaching and learning activities in which the learner becomes involved on the way to the realisation of one or more specific outcomes" refers to a description of
A) the curriculum
B) learning programmes
C) subject curriculum
D) subject syllabus

Summative evaluation refers to
A) evaluation that occurs in the planning phase of the programme
B) evaluation that occurs during the developmental phase of the programme
C) the final evaluation in a programme
D) All of the above

Who is generally regarded as the father of the experimental approach to curriculum development?
A) Frame
B) Schubert
C) Dewey
D) Tyler

A goal of curriculum development is to
A) systematically enhance the curriculum through a number of additional components

B) systematically structure, implement and evaluate teaching and learning activities
C) initiate, develop, adopt and evaluate an effective curriculum
D) establish more effective teaching and learning through a more effective and meaningful curriculum

Behaviourists tend to emphasize
A) extrinsic motivation
B) intrinsic motivation
C) self actualisation
D) deficiencies

The first principle in academic curriculum planning is the identification of goals. The sources for these goals are
1) the learner
2) the society
3) the subject disciplines
A) 1 &2
B) 3 & 1
C) 1,2 & 3
D) 2 & 3

Which one of the following statements is FALSE?
A) There is only one single correct method of designing a curriculum
B) Curriculum design is one of ongoing decision making
C) When designing the curriculum specific criteria must be considered
D) Curriculum design is a phase in curriculum development

According to Kruger (1980), situation analysis
A) is an attempt to enrich the spirit
B) is a way to develop basic skills
C) should occur on an ongoing basis
D) is an analysis of the whole terrain of curriculum studies

According to Carl (1986), the levels or sectors on which curriculum design may take place include
1 Government level and education legislation
2 Instructional-teaching development in the classroom
3 School curricula
A) 1 & 2
B) 1 & 3
C) 1, 2 & 3
D) 2 & 3

Curriculum design is that phase during which
1 a new curriculum is planned
2 aspects such as methods and team approach do not figure
3 there is a review and re-planning of an existing curriculum
A) 1 & 3
B) 1, 2 & 3
C) 1 & 2
D) 2 & 3

Frame (2003) states that there are three paradigms to curriculum development. She argues that the technical paradigm
A) views the curriculum as a political question
B) focuses on interpreting the meaning of social situations
C) regards curricular knowledge to be socially constructed
D) is the dominant approach in the field of curriculum

Which one of the following statements is NOT a principle of curriculum development?
A) The claims of subject content to be taken into account
B) SAQA can be viewed as a curriculum principle
C) Effective leadership is essential
D) Individualisation must be considered during planning

According to Olivia (1988), curriculum development is more effective if it is
A) seen as a never ending process
B) dealt with as a comprehensive process
C) addressed in a systematic manner
D) All of the above

Aims
A) only contain the nature of learning contents
B) only contain the claims of the community
C) only contain the nature of learning contents and the claims of the community
D) give direction and should consider the particular needs of learners

When designing the curriculum there are various aims that need to be considered. Product goals or aims refer to

A) a focus on the final product
B) the process that one goes through to achieve that product
C) the though processes used
D) the broad subject goals

There is a strong connection between aims objectives. Objectives
1 are refinement of the aims
2 give clear direction and cut out vagueness
3 are a further expression of the aims
A) 1, 2 & 3
B) 1 & 3
C) 3 only
D) 2 & 3

The most important values of goals, aims and objectives are that they
1 must be in the service of the particular needs of the learner
2 are determinative in the design of programmes
3 give clear direction
A) 1 & 2
B) 1 & 3
C) 1, 2 & 3
D) 2 & 3

A learning objective is an objective that
A) clearly defines what the teacher will do at a certain time during the lesson
B) clearly defines what the learners should know at the end of the lesson
C) gives the teacher an idea of what goes into the content of the lesson
D) give the teacher an idea of how to teach the lesson

When the expected learning gains are formulated in an objective, it is known as
A) a learning objective
B) a teaching objective
C) an instructional objective
D) a teaching and learning objective

The following statement "By the end of the lesson learners must be able to describe the light phase of photosynthesis" is an example of
A) an aim
B) a general goal
C) a particular aim
D) an objective

The following statement: "By the end of the lesson learners must be able to describe four functions of blood" is an example of
A) an aim
B) a general goal
C) a particular aim
D) an objective

With regard to the criteria for the selection of content
A) the content need not be realistic
B) the content must be accessible and viable
C) the content does not have to recognise the learners' prior knowledge
D) All of the above

In order to determine why a particular programme was or was not effective the following form of curriculum evaluation must be used
A) Fundamental evaluation
B) Pay-off evaluation
C) Consensus evaluation
D) Diagnostic evaluation

Please indicate which statement is INCORRECT. Curriculum evaluation
A) is only concerned with curriculum outcomes
B) relates to curriculum development events and the thinking that precedes them
C) should occur on an ongoing basis
D) comprises of the evaluation of all curriculum actions and the curricula that emanate from them

Which statement is FALSE?
A) the vision formulation for a school is a broad idea of where the school is going
B) The vision formulation for a school usually contains the school's hopes for the future
C) The vision formulation for a school is given in detail
D) The vision consists of description of the dream for the school

With regard to curriculum implementation models, which motivate staff and overcome resistance?

1 The Concerns-based adoption model
2 The Organisational-development model
3 The Overcoming-resistance-to-change model

A) 1 & 2
B) 1 & 3
C) 3
D) 2 & 3

Which of the following is NOT a determining factor for successful curriculum implementation?

A) Involvement of all users of the curriculum
B) Provision of a support service for teachers
C) Practice-oriented in-service training for teachers
D) Dubious credibility of users of the curriculum

Phase 1 f Howes and Quinn's implementation strategy includes…

A) creating sufficient support networks
B) developing extensive social networks
C) creating a satisfactory orientated environment
D) interpreting issues that continue during implementation

Which of the following statements is FALSE?

A) Teachers should not be involved in research activities
B) Teachers need to feel free to experiment
C) Teachers must continuously do self-evaluation
D) Teachers have a central role in curriculum development

Within the school, the empowered teacher can

A) assist in enriching the broad school curriculum
B) act as a facilitator at school level
C) have the greatest degree of involvement at the micro-level within the classroom
D) do all of the above

Who states that curriculum development and training must be combined for dynamic teacher involvement to make a real contribution to professional development?

A) Taba
B) Searie
C) Kane
D) Tanner and Tanner

Which of the following combinations represent part of the five basic steps of Taba's model for curriculum design?

(i) Design of experimental instructional-learning units for a particular subject/standard
(ii) Review and consolidation
(iii) Establishment and dissemination of units
(iv) Organisation and implementation of curriculum
(v) Development of frame of reference

A) (iv) and (v)
B) (i), (ii), (iii) and (iv)
C) All of the above
D) (i), (ii), (iii) and (v)

Which of the following is one of the most basic points of departure in design?

A) The development level of the child
B) Successful implementation and application
C) The selection and quality of the method
D) The development needs of the community

Curriculum design

A) is only apparent when the broad curriculum is designed
B) should only focus on the district community
C) has a disciplinary character
D) can comprise a multi-level and multi-sector level

Curriculum design may take place

A) on a micro-level only
B) on a macro, meso and micro level
C) on a national level only
D) on a micro and macro level only

Whose scheme may serve as an illustration of curriculum evaluation at macro-level?

A) Blankenberg
B) Cawood
C) Saylor
D) Olivia

At micro-level curriculum implementation…

A) decisions are taken locally
B) core syllabi are implemented nationally
C) there is interaction between various curriculum authorities
D) the broad curriculum is interrogated

According to the links between goals and educational levels, on the micro-level
A) goals for educational system are developed
B) Goals for a developmental curriculum are created
C) Goals for a more complete subject curriculum are constructed
D) Goals for educational activities of limited extent are formed

Macro-implementation refers to
A) a level of implementation that occurs at grassroots level
B) a level where local decisions are taken
C) a level of implementation that occurs at a national level
D) a level where the curriculum consumer applies the curriculum

For curriculum design to be effective, Kruger (1980) asserts certain criteria need to be met. Please indicate which criterion is incorrect
A) Help should be given to learners to meaningfully experience the learning content
B) The curriculum's content must also be used in other areas or situations
C) The curriculum contents need not be relevant and true to life
D) The curriculum must comply with the principles of individualisation

Which of the following combinations represents some of the principles that should be applied when determining curriculum content?
1 A content-giving function
2 A structural function
3 A selective function
4 An evaluative function
A) 1 only
B) 1 & 2 only
C) 1, 2 & 3
D) 1, 2 ,3 & 4

Which one of the following represents a classification of content principle?
A) The circular classification principle
B) The horizontal classification principle
C) The transformation classification principle
D) The integration classification principle

How many stages of concern may potential curriculum users experience?
A) 2
B) 3
C) 5
D) 7

A renewal climate is necessary
A) to get teachers involved in the implementation of the new curriculum
B) For successful implementation of the new curriculum
C) To provide moral support to teachers
D) All of the above

Please indicate which definition is INCORRECT. The implementation phase can be defined as
A) the application phase of the school's curriculum
B) a system of delivery from teacher to classroom
C) the application phase of the core syllabi
D) the effective distribution of curriculum information amongst the key stakeholders

The RDD model for curriculum dissemination was developed by
A) Schon
B) Havelock
C) Ruddock and Kelly
D) Czajkowski and Patterson

With regards to curriculum dissemination, whose research indicated that there are normally certain attitudes towards change?
A) Hattingh
B) Roger
C) Pratt
D) Czajkowski and Patterson

The content dissemination of a curriculum reflects
A) what is in one subject
B) the content dealt with by a teacher in a lesson

C) the nature and extent of the relevant curriculum 1
D) the 'how' of what must be conveyed to learners

Strategies for curriculum dissemination include
A) a power strategy
B) a power and group-centred strategy
C) a group-centred strategy
D) None of the above

Boles and Davenport (1975) provide reasons why people resist change. Please indicate which reason is INCORRECT?
A) Laziness and envy
B) Fear of the unknown
C) Lack of understanding
D) Lack of motivation

Which of the following statements is NOT correct regarding the various reasons why people resist change?
A) Fear of the unknown
B) Lack of motivation
C) Adequate support from educational leaders
D) Lack of self-knowledge in regard to own abilities

One of the prime functions of curriculum dissemination is
1 to breakdown resistance to change
2 to prepare consumers so that they will be purposively involved
3 to assess students using the correct assessment instruments
A) 1 & 2
B) 1 & 3
C) 1, 2 & 3
D) 2 & 3

Which of the following may lead to resistance to change during curriculum dissemination?
A) sufficient resources
B) scepticism regarding the credibility of the new curriculum
C) Clarity in the development process
D) Certainty about what the new curriculum contains

Which is an inhibiting factor that may impede curriculum dissemination?
A) adequate financial support
B) political pressure from authorities
C) decentralisation of educational control
D) good remuneration

Which of the following combinations are human factors that may impede curriculum dissemination?
1 Incompetence
2 Poor training
3 Negative attitudes
4 Poor motivation
A) 2 & 3
B) 2, 3, 4
C) 1, 2 & 4
D) All of the above

Which of the following is NOT an important aim for institutionalising a curriculum?
A) Acceptance of the initiative and its application
B) Adaptation of some aspects by teachers to their specific situations
C) Recognition of the resistance to change
D) The experience of renewal

In which dissemination model is curriculum development initiated by government and developed vertically?
A) research, development and diffusion model
B) Problem-solving model
C) Ruddock and kelly's model
D) Schon's model

In the curriculum development process
A) decisions must be taken on behalf of the teachers
B) decisions must be taken by curriculum specialists
C) teachers must be active participants
D) the teacher controls how and what is taught

Reflection on and study of the field of curriculum studies is essential because
A) it leads to teacher empowerment in education
B) it leads to understanding practice better thus improving practice
C) many teachers are uniformed with regard to the curriculum

D) there is a lack of teacher contribution to curriculum development

The concept 'curriculum'
A) is interpreted in various ways and through a wide range of meanings
B) is clearly defined as a race, or a racetrack on which learners move under guidance of the teacher
C) is merely a course of study
D) is basically a listing of goals and objectives

The technological curriculum approach views learning as a
A) political process
B) scientific process
C) system
D) systematic academic analysis

The subject syllabus
A) is the learning content
B) has a fixed classification
C) is the same as a subject curriculum
D) consists of objective and core content

The subject syllabus is normally concerned with
1 The core content of what is prescribed
2 The objectives as described in the syllabus
3 The nature of teacher training and in-service training in the relevant subject
A) 1 & 2
B) 3 & 1
C) 1, 2 & 3
D) 2 & 3

When teachers react to requests to submit syllabus amendments, it is because…
A) they are not satisfied with the syllabus in its current form
B) there is a disinclination to become involved
C) their workload at school is too demanding
D) they are unaware of existing channels

Which combination of alternatives determines teachers' active participation in the school curriculum?
1 The particular school atmosphere
2 the existence of opportunities for participation
3 the level of teacher empowerment
A) 1 only
B) 1 & 2 only
C) 1 & 3 only
D) 1, 2 & 3

Curriculum design
A) is a multi-disciplinary affair
B) has one correct method of design
C) follows a fixed recipe
D) is an inflexible process

Which of the following considerations may contribute to better curriculum design? The design should…
A) focus on the learning process
B) coincide with the values of the broad community
C) treat all learners equally
D) focus on non-verbal communication

Automation is a level in the …domain
A) cognitive
B) affective
C) psychomotor
D) intellectual

Being environmentally aware of human impact on the environment can be classified as a goal on the …domain of Bloom's taxonomy
A) cognitive
B) affective
C) psychomotor
D) knowledge

The mission statement of a school
A) reflects the managerial control of elements in the workplace
B) offers learners access to learning resources
C) reflects the ethos of the school
D) reflects the multi-culturality of the school

Which is a typical question to ask when formulating the mission of a school?
A) What is the best way to determine if set goals are achieved?
B) For which basic needs should we make provision?
C) How do we obtain data for the school?
D) How can the school develop a creative curriculum?

Didactic knowledge and competence entails knowledge and competence
A) in selecting appropriate content
B) of educational teaching attitudes
C) in general curriculum studies
D) in philosophies of life

The term 'institutional curriculum' refers to
A) the systematic ordering of the objectives, goals, content, methods, curriculum material and evaluation procedures for a subjects
B) The extra-curricular activities offered by the institution
C) The subjects and subject compositions offered for a particular course
D) The courses and their compositional subjects offered by the institution

According to Mostert (1986), the planning phase of the curriculum development process compromises of
A) A situation analysis
B) Teacher orientation
C) Teacher preparation for the instructional task
D) Supplying of didactic guidelines

Which of the following teaching methods is ideal for group work
A) Demonstration
B) Programmed learning
C) Buzz groups
D) Class lecture

Assessment is a process that
A) just happens to be there
B) entails measurement
C) gives a quantitative description of achievement
D) is linked to all the components of the curriculum development process

Which of the following is an instruction-linked activity?
A) Direct transfer of learning content
B) Utilisation of educational methods and media
C) Checking and correcting homework
D) Distribution of homework

Long questions

Questions about empowerment

Identify six (6) reasons why it is important to empower teachers in curriculum development (6)
Similar to: Why is it important to empower teachers in curriculum development (5)

- Empowered teachers will be able to further develop a learner's potential
- It strengthens both the motivation of teachers and learners
- Teachers can become more supportive of the social, emotional and academic needs of their students
- To create a teaching environment where teaching can occur at its best
- To optimise the teaching and learning events in the classroom
- It can increase teacher's job performance, productivity, and morale, and eventually leading to higher learner motivation and achievement

If given the opportunity, explain how you would empower the teachers at your school (5)
A principal plays a key role as a leader which enables empowerment of teachers and there is often seen to be a great correlation between the strength of the principals leadership and the empowerment provided. School principals need to see the importance of empowering not only themselves but also the staff, and the principals knowledge base of empowerment needs to be extended to enhance teachers in becoming effective leaders. Teachers need to be placed at the centre of reform and to be used as a vehicle for change.

- Principal could be sure to build up confidence in teachers, promote social interaction, help maintain and promote good personnel relationships, maintain good communication, perform effective conflict resolution, draw and follow up clear objectives, and maintain healthy working relationships

- Teachers should be provided the opportunity to lead and be leaders. Principals should encourage teachers to seize opportunities to share their skills with other teachers by providing opportunities for accepting leadership roles. Teachers should also be allowed the time to collaborate with other teachers to learn from each other. Teachers should also be permitted to make decisions especially when they are most influenced by the decision. Teachers could be allowed to attend more workshops, seminars, or further studies to gain better knowledge on certain matters related to their profession of teaching to build confidence in their ability.

List 5 factors that could prevent the empowerment of teachers (5)

- Educational leaders that are not themselves empowered
- There is no commitment to the process of empowerment
- Empowerment is seen as a threat to authority instead of an opportunity for development
- There is no clarity as to precisely what the process means and misunderstandings arise
- Teachers do not realise that they themselves have a specific role to play in a self-empowerment process. They are passive receivers instead of active in their self-development

Imagine that you are the Minister of Higher Education and you are addressing your teachers

A) Discuss your perspective on teacher involvement in curriculum development (5)
B) Describe the steps that you would take to empower your teachers with regard to curriculum development (10)

Empowerment is a process of providing people with the opportunity and necessary resources to enable them to believe and feel that they understand their world and have the power to change it. With this statement in mind, complete the following:

1) Make a situation analysis as to how empowerment is manifested within your specific context (10)
2) What according to you are the five most important factors that
   A) promote empowerment in your specific situation (5)
   B) hinder empowerment in your specific situation (5)
3) Provide a profile of an empowered teacher (5)

Questions that require definitions

Carl (2013) identifies eight types of curricula. Choose any four and give a brief description of each (8)

- Hidden/implicit/covert curriculum: Practices and goals not explicitly described in curriculum development, but are a regular and expected part of the school experience – they are unintended and not overtly included in curriculum planning
- Planned and received curriculum: planned – the official curriculum of what is included in syllabuses
- Perceived curriculum: What has officially been approved – this is not necessarily how people perceive it
- Formal and informal curriculum: formal includes the formal activities or course and informal focuses on those voluntary or extracurricular activities
- Overt or intended curriculum: The intentional instructional programme resulting in plans, materials and textbooks to control the focus and content of teaching
- Null curriculum: That which schools do not teach but which is just as important as the formal curriculum
- Operational curriculum: the results of how the teachers mediate the intended curriculum-also known as the taught curriculum
- Experimental curriculum: the curriculum experienced by the learners

Discuss the following concepts by referring to practice

A) Curriculum (4) (also for 5 marks in another exam)

A curriculum can be described as a syllabus or programme of subjects taught within a school. It is usually the academic content taught but there are a variety of interpretations. Some definitions see it as the content, programme of planned activities, a specific learning result, a cultural reproduction, activities leading to learning, a set of tasks to be achieved and/or mastered, and an agenda whereby values or skills are acquired. It can therefore be described being a set of subjects, or the experiences offered by a school during and after school.

B) Curriculum development (4)

The process of creating, developing and/or improving a curriculum, by organising what will be taught to learners in the classroom. It is the organised preparation of whatever is going to be taught in schools at a given time. Development comprises of many phases: design, dissemination, implementation and evaluation. Curriculum development is thought to be planned, purposeful, structures and a systematic process.

C) Curriculum design (4)

This is a phase within development and can be seen as relating to creating new curriculum and re-planning of existing curriculum after a detailed evaluation. It is therefore a phase during which a new curriculum is planned, or during which the re-planning and review of an existing curriculum is done after re-evaluation has been carried out. The design takes into account the content to be included, how to teach it and how to evaluate. It is the planning phase. Curriculum design can occur at different levels: macro, meso or micro.

D) (In another exam also have: Define empowerment) (5)

This means to give power and/or authority to someone. It has also been defined as 'to give authority and to enable', this showing that power can be external, being given to a person, and is the process of providing an opportunity and/or resources to enable a person to have the power to change a situation. In the context of

teaching, empowerment means to provide equal power in decision-making and participation such as what and how things will be taught, especially to those who have been left out before. Empowerment has to do with things such as sharing power, the right to participate, the right to articulate oneself and be heard, equality and accommodation. It can also be seen as the overcoming of alienation in the workplace to more fully participate as a teacher.

E) (In another exam also have: Curriculum studies) (5)

(Also as a separate question) Describe the concept 'curriculum studies', explaining what it is (5)

It is a multi-disciplinary field, any study of which will have the effect of further accentuating its multi-lateral nature. It comprises a study of both theory and practice, and studies in this field often take place from the point of view of a particular philosophy of life or orientation. (more on page 22)

List and briefly describe the four (4) approaches and paradigms to curriculum development (8)
Similar question: Frame (2003: 18-28) list 3 paradigms in curriculum development. Identify and explain these three (9)

- Academic approach: this begins with the identification of the objectives and goals, then there is the selection of content, the design of methods, and later the evaluation of outcomes. This approach sees curriculum development as a systematic process using academic and theoretical logic, and applying these in educational decision making
- Experimental approach: has emphasis on the role of educators and learners in working co-operatively on curriculum decisions. There is a strong focus on the child, or learner, as it can often be seen that children only learn that which is meaningful to them.
- Technological approach: this is analytical in nature as it sees educational planning in terms of systems, management and production, as education has been widely influenced by technology with all the technological developments in recent years. Learning is thus a system that can be reduced to its component parts or steps that occur in a systematic and predictable way.
- Pragmatic approach: this is neither systematic nor rational but rather that of a dynamic and complex process of interaction and involvement. The approach makes use of concepts from other models such as elements within the above three approaches. It has been called a 'naturalistic model' and a 'co-operative curriculum change'.

What is your particular approach to curriculum development (1)

Pragmatic approach as it makes use of elements from a variety of approaches.

- Write a report on your understanding of teaching and learning. Relate your teaching experiences and your understanding to the following aspects
    1) Contemporary understanding of "curriculum" that you have encountered in this module (8)
    2) The changing role of teachers, teaching and learners (in curricula) (8)
    3) Your own teaching and learning (curriculum) practices and how they relate to current policy documents and curriculum theory (9)

Questions about general curriculum development

- In this question you are required to demonstrate your knowledge of curriculum development. Write an essay in which you discuss curriculum development referring to any learning area, subject or programme you are teaching or would teach. Pay special attention to the following aspects of the process of curriculum development
    1) the essential components of the curriculum design process (12)
    2) the factors that determine successful curriculum implementation (6)
    3) (Also have: the requirements for successful curriculum dissemination and implementation) (9)
    4) **The principles to be considered during the classification of content (7)**
    - Logical classification principle: from simple to complex, chronological
    - Psychological classification principle: from the known to the unknown
    - Punctual classification system: a central theme serves as a point of departure after which one moves to other terrains
    - Spiral or concentric principle: the same theme repeated, but each time but each time with greater depth
    - Analytical synthetical principle: systematic analysis leading to conclusions and a synthesis in order to obtain whole insight
    - Symbolic classification principle: accentuate the topical joining up with the present or living world in order to obtain a better understanding of similar events in the past
    5) (Also have: your responsibilities as an empowered teacher) (4)

Describe the field of curriculum development studies in South Africa by reflecting on the various curriculum models used in South Africa (6) (I think page 73 with the 3 models?)

- The Walters model: shows a dynamic interaction between components, as well as a close relationship and flexibility between them
- The Kruger model
- Cawood-Carl-Blanckenberg model: the value in this model lies in the possibilities for adaptation at the various curriculum levels

- Write an essay in which you discuss the main phases in the curriculum development process as conceptualised by Carl. Discuss the interdependence of each phase, and briefly explain the implications of each for practice (25)

  Similar to: With regard to the process of curriculum development, list and describe in detail, the phases identified by Carl (1986, 1988, 2013) (12)
    - Curriculum design: the phase during which anew curriculum is planned, or during which the replanning and review of an existing curriculum is done after a full re-evaluation has been carried

out. Aspects such as flexible planning and decision making figure strongly. This phase usually has a number of characteristic components which include purposefulness, contents, methods, learning experiences and evaluation

- Curriculum dissemination: often equated with implementation in the curriculum literature. It is the phase in curriculum development during which the curriculum consumers are prepared for the intended implementation and information is disseminated. This is done through the distribution or publication of information, ideas and notions and in-service training, etc, to prepare all those involved and to inform them of the proposed curriculum
- Curriculum implementation: is the phase during which the relevant design is applied in practice
- Curriculum evaluation: is that phase during which not only the success and effectiveness of the curriculum are evaluated but also the effect thereof on the learners. A distinction must therefore be drawn between curriculum-oriented and learner-oriented evaluation

Within the context of your school or organisational environment, discuss to what extent the staff has been involved in curriculum development. Please elaborate (3)
In the school where I currently teach, they appear to use a more pragmatic approach in curriculum development. The main syllabus is based on the curriculum provided in CAPS (curriculum assessment policy statement) and this is then adjusted by the HOD (head of department) as to put what they want learners to know within the particular grade. Grade teachers then meet together weekly to discuss the plans for the week ahead, looking at how to teach each particular topic to the learners depending on the needs and objectives.

Questions about curriculum design

Which five (5) considerations proposed by Carl (1986: 33) contribute to a higher quality of curriculum design? (5)

- The design must consider not only the subject content but also the methods and skills necessary for the learning process
- The learners should also be exercised in communication skills
- The design should make provision for the needs, abilities and skills of all learners, as potential differs from learner to learner
- The design should create learning experiences which may also develop a skill in the use of free time
- The design should correlate to a high degree with the values of the broad community and country

Discuss the components of curriculum design proposed by Carl (2009) as implemented at micro-level. Explain how you would implement each component in your teaching practice using appropriate examples (25) (Look at assignment 4 for this answer)
Situation analysis: Looking at the learners, content, physical environment (school and classroom), teacher, community
Aims, goals and objectives
Outcomes: What the learner should know, understand, do
Selection and handling of core and learning content
Selection of teaching methods
Evaluation/assessment

According to Carl (2012: 79) the components of curriculum design include the following situation analysis, goals, objectives, outcomes, selection and handling of core and learning content, selection of teaching methods, and evaluation.

1) **As an educator who has studied curriculum design, please identify 5 criteria you would consider when selecting the content (5)**

- Content must serve the realisation of aims
- Content must be realistic, manageable, accessible and viable
- Content must be relevant
- Content must be stimulating and motivating
- Content must take learners existing knowledge and needs into account

2) **Identify four possible fundamental forms of teaching methods and describe how you implement each in your teaching (8)/ in another exam: Cawood et al (1984: 32-33) differentiate between four fundamental forms of teaching methods. Name and describe each of these (8)**

- Recital/lecture: one-way communication in which a teacher conveys the learning content
- Discussion: two-way communication between teacher and the learner(s) in connection with learning content
- Group work: two-way communication during which learners communicate amongst themselves in connection with learning content
- Self-activity: self-activity by the learner

3) **Why is it important to assess teaching and learning? (3)/ in another exam: Why is it important to assess learners? (6)**

- To determine how well learners have achieved the learning outcomes
- To motivate learners to put even more effort into learning
- To determine which learners are ready to progress
- For marking/grading purposes
- To provide feedback
- To determine what has to be re-taught

4) **Describe six forms of assessment that Carl (2013) proposes as inclusive and not exclusive (6)**

- Summative assessment: a summarising evaluation taking place at the end of instructional-learning process such as tests or examinations

- Formative assessment: ongoing evaluation at one's own discretion during the instructional-learning process
- Norm-orientated assessment: a norm is set and learners are assessed against that standard.
- Criterion-orientated assessment: learner is compared with one or other objective criterion and not with the class average
- Pre-assessment: to determine the pre-knowledge and skills the learners already posses
- Continuous assessment: assessing on a continuous basis using a combination of other assessment methods (portfolios, assignments, excursions)

5) Give three examples to explain how you would implement assessment (3)

I would use pre-assessment before starting with a lesson/topic, continuous assessment to see they are understanding the work, summative assessment at the end of the instructional-learning process

Based on your study of Carl's (2009) curriculum model, propose a model that you and your colleagues could use in your teaching that will meet your specific needs (5)

I would develop my own model, similar to that of Carl (2009) which would include:

- Situation analysis
- Selection of goals
- Formulation of objectives
- Selection of content
- Selection of teaching methods
- Evaluation/assessment

Which criteria have to be met when selecting content (6)

- Content must serve the realisation of aims
- Content must be realistic, manageable, accessible and viable
- Content must be relevant
- Content must be stimulating and motivating
- Content must take learners existing knowledge and needs into account
- Content must offer opportunities for self-discovery
- Content must promote development of thinking skills, as well as attitudes and values and psychomotor skills
- Content must be practically achievable
- Content must offer possibilities for learner for learner input and choices
- Content must have a balance in regard to extent and depth of study

Questions about implementation

- Reflect on the current curriculum implemented in your school and briefly elaborate on your involvement in the development, design, dissemination, implementation and evaluation of curriculum (5)

Questions about dissemination

- **"Various curriculum development initiative have already failed because curriculum dissemination has not come into its own. It is during dissemination that the climate for the envisaged change is created and all users prepared for it. The level of empowerment will probably also determine the level of dissemination" (Carl, 2009:11)**

  With the quote in mind, critically discuss curriculum dissemination as a critical phase within dynamic curriculum development using the headings below. In your discussion, you have to use examples from your own curriculum implementation processes (Also have: give practical examples in your discussion)

  1) Preparation of those involved in the dissemination (7) (Also have: Dissemination and the involvement of all role player (7)

  A critical factor in successful change and curriculum development is the level of preparedness for such a change on the part of those involved. This process is naturally also a typical empowerment process. There is normally certain attitudes towards change. The manner in which information is disseminated often determines how acceptable the curriculum will eventually be. The disseminated information may be received in various divergent manners. These divergent attitudes of future consumers are schematically depicted as:

  - The enthusiasts (5%): are energetic, accepting. Will enthusiastically receive and implement new curriculum
  - The supporters (25%): less radical. Are informed as to curriculum matters and may be easily persuaded to accept innovation if the design is thoroughly planned and tested
  - The acquiescers (40%): are purposeful, but although they will adapt to development, they will not initiate it. They follow the path of least resistance
  - The laggards (25%): maintain a low profile and are usually sceptical about changes. Inclined to act dogmatically, will not consider change unless the majority of other do
  - The antagonists (5%): usually loners and will resist any change

  These attitudes should be taken into account as they eventually determine the success of the implementation phase.

  2) Curriculum dissemination as a social structure (6)

  Dissemination can be regarded as a process of interaction or coupling between a potential source and a potential consumer. It seems as though dissemination in a social system is primarily related to the attitudes, tasks and responsibilities of individuals making up the organisation. Dissemination is a process of communication which takes place via certain channels for a period between members of the social system. Communication in this context is seen as a two-way process, in which exchange and sharing of information takes place in order eventually to come to a clear understanding. It can be seen as a social change.

3) Strategies and procedures for curriculum dissemination (6)

The majority of curriculum leaders have a certain adaptability in regard to curriculum change, which may be described as: individual or group centred.
Individual-centred strategy: takes into account personalities, homeostasis, security and variables.
Group-centred strategy: concentrates mainly on social and psychological factors
Curriculum dissemination strategies may take different forms:
Power strategy: often comes from the macro-level and the school and teachers have little control over the decision-making process. As a result of non-involvement, the teacher's response may be characterised by passivity.
Influencing strategy: seeks to make the curriculum more acceptable to all those involved, with the help of subtle persuasion on the one hand and manipulation on the other hand.

The strategy which is described by many writers amounts to the following:
Phase one: a target group must be identified; responses of the target group must be anticipated; the needs of the target group must be determined and satisfied
Phase two: a general awareness and even interest must be cultivated; potential users must take note of the aims, general methodology, supplementary sources of information, and the implications in respect to cost and time
Phase three: the application and evaluation of the initiate takes place; the relevant users must have all the material and objectives of the imitative at their disposal; a clear two-way network must come into being and be available
Phase four: the acceptance or rejection of the initiative take place; a structure which will keep the initiative going, must be maintained (ongoing in-service training for example); the opportunity must be created for the teacher to adapt the material or initiative to local circumstances

Schwarts also identifies phases: Initiation (a need is determined and information is sought); implementation; evaluation; dissemination (an ongoing process of distribution takes place); internalisation (intergration of the aims, values and behaviours)

(I think this is the most important part to learn for this questions) The traditional dissemination procedures appear to comprise of:

- Distribution of syllabi
- Drawing up and publishing manuals
- Holding of courses
- Production of textbooks
- Presentation of papers
- Visits by inspectors/superintendents

4) Logistical elements of curriculum dissemination (6)

Logistical aspects are those physical aspects that arise in connection with change. The include aspects such as organisations, financial support, administrative usage and procedures, media, software and human resources. These aspects will eventually play a role in the institutionalisation of a curriculum. Some of the elements are explained:
Administration: effective administration is dependent on good administrative structure. Good channels of communication are essential within this structure to enable administration to progress smoothly
Human aspects: interpersonal characteristics and determinants such as self-image, personalities, values, needs, fears, expectations are all aspects which must be considered
Physical aspects: an essential aspect of effective curriculum dissemination is the successful distribution of materials to consumers. Factors which must be considered in this regard include the potential audience, geographic implications, cost factors, availability of experts, dissemination strategies.

5) (In another exam there is also): Communication within curriculum dissemination (6)

Communication underlies successful curriculum dissemination. It is through communication that information is distributed. As effective dissemination will depend on effective communication, it is essential that curriculum developers consider the communication aspect thoroughly. The following are possibly involved:
On a broad level: central government; the national department of education; curriculum committees for the learning areas
On departmental level: curriculum committees; subject committees; departmental examination committees
At local level/school level or in the classroom: school principals; departmental heads; teachers; learners
Other bodies at various levels which may be involved: teacher associations; subject study groups; textbook writers; publishers

Rogers (in Carl 2013) argues that with curriculum dissemination, 40% of teachers display an acquiescent attitude towards change. What is the reaction of the remaining 60% (4)

- The enthusiasts (5%): are energetic, accepting. Will enthusiastically receive and implement new curriculum
- The supporters (25%): less radical. Are informed as to curriculum matters and may be easily persuaded to accept innovation if the design is thoroughly planned and tested
- The acquiescers (40%): are purposeful, but although they will adapt to development, they will not initiate it. They follow the path of least resistance
- The laggards (25%): maintain a low profile and are usually sceptical about changes. Inclined to act dogmatically, will not consider change unless the majority of other do
- The antagonists (5%): usually loners and will resist any change

Questions about evaluation

What is your understanding of the term 'curriculum evaluation' (3)
Curriculum evaluation is the process during which a value determination of the standard and outcome of the relevant curriculum (broad, subject or lesson curriculum) is made. It therefore comprises the evaluation/value determination of the effectiveness/functionality of all curriculum actions and the curricula which emanate from them. It has also been defined by internet sources as a set of measurement procedures that use direct observation and a recording of student's performance in specific curriculum to gather information-the information is then used to make instructional decisions.

What is the function of curriculum evaluation? (2)
The function of evaluation is to make a value determination of the success of the relevant educational undertaking and thus to what extent the goals and outcomes have been achieved.

Human, Taylor, Steyn and Jensen (1986, in Carl 2013) identify seven <u>forms of curriculum evaluation</u>, of which 'basic differentiation' is one. <u>Name</u> any five other forms of curriculum evaluation (5)

- Comparative evaluation
- Implementation evaluation
- Consensus evaluation
- Diagnostic evaluation
- Pay-off evaluation

<u>Reflective questions about the module</u>

This question refers to the teaching section of HBEDTL6. Please reflect and then provide your honest feedback

1) Prior to studying this module reflect on, and describe the following:

(A) How you were taught as a learner when you were at school? (3)

I was taught using the IEB (Independent Examinations Board) syllabus. We had a small number of students per class which was very effective in providing individual attention to learners when needed.

(B) From a teacher's perspective, how were you teaching your learners? (3)

2) After having studied this module on teaching and learning

(A) Describe to what extent and how the module has influenced your teaching (3)

It has made be more aware of the importance of being an empowered teacher as this benefits not only you as a teacher but also other teachers around you and most importantly, the learners. I more fully understand how to effectively design, disseminate, implement and evaluate a curriculum.

(B) As a student, describe your experience of this module (2)

I found it quite interesting, and I believe this honours degree in general has been extremely beneficial and truly think that all teacher should study modules such as this one, as it gives one insight into such an important part of a teaching profession.

(C) Describe how curriculum development is perceived, disseminated and implemented in your educational institution (4)

Give your opinion of the 'teaching section' in this module (3)
This module has been extremely informative, enlightening, as well as interesting. I never knew the importance of being an empowered teacher.

Identify three (3) strengths and three (3) weaknesses of the 'teaching section' (Also have in another exam the words: of this module) (6)

- In depth explanations of extremely relevant information for current and future teachers
- Provides a good explanation and understanding of how and why one needs to be empowered
- Gives a breakdown of the steps of curriculum development
- A wide variety of content is covered and a condensed version could be more suitable
- The third edition of the book may be out dated as things are always upgrading and improving
-

Provide four (4) recommendations for the improvement of the 'teaching section' (4)

<u>Other questions I can't find answers for as yet</u>

- Various curricula have been implemented in South Africa since 1994 in table form contrast the Curriculum Assessment Policy Statements (CAPS) and Outcomes-based Education (OBE) by referring to advantages and disadvantages (8) (can't find in the textbook)

Learning section

Multiple choice questions

Reflective teachers are best described by the following phrase
A) Maintaining class discipline
B) Use of scientific methods
C) Thoughtful and inventive
D) Adapt instruction and assessment to students' needs

The 'art vs. science' issue in teaching is probably best answered by the statement that teaching requires
A) Imagination and, therefore, is an art
B) Knowledgeable and inventive (also have: **learned skills and creativity**)
C) The ability to learn and apply specific rules
D) The use of scientific methods

A case study is an investigation of
A) People from one geographic area
B) One person or group over a specific period of time
C) A small group of people with similar backgrounds
D) Different groups of people over a period of time

A positive correlation between two factors indicates that the factors
A) Tend to increase or decrease together
B) Are NOT necessarily related
C) Are strongly related
D) Decrease proportionately

A correlation study indicates that teachers' interest in teaching and the amount of the day their students are engaged in learning correlate at +0.46. This coefficient would indicate that
A) As teacher interest decreases, engaged time increases
B) Interest in teaching leads to large increase in engaged time
C) There is virtually No relationship between the two variable
D) As teacher interest increases, engaged time tends to increase

When a result from a research project involving an experimental design is reported in the literature as significant, this result
A) Contradicts the prevailing theoretical views
B) Is unrelated to theory development
C) Is unlikely to have occurred by chance
D) Will indicate its practical importance

Social development entails
A) Genetically programmed, naturally occurring changes over time
B) Gradual orderly changes by which mental processes become more complex and sophisticated
C) Changes in personality that take place as one grows
D) Changes over time in the ways we relate to others

Piaget's approach to learning is an example of what type of constructivism?
A) Both externally and internally directed
B) Externally directed
C) Internally directed
D) Logically directed

Janie was having some difficulty deciding how to organise her defence for the debate competition. She prepared several hypothetical arguments that her opponents might raise, and how she might reply. What cognitive stage of Piaget's theory does this account best illustrate?
A) Sensor motor
B) Concrete operations
C) Preoperational thought
D) Formal operations

A characteristic of Piaget's concrete operational stage is
A) Understanding reversibility
B) Begins to make use of imitation
C) Become more scientific in thinking
D) Able to think operations through logically

Which one of the following is the clearest example of Piaget's concept of assimilation?
E) Looking at a worm and thinking that it is a snake

F) Learning that a green light means ‘go’ and a red light means ‘stop’
G) Learning to paint with a new type of brush
H) Looking at teachers as they lecture

Which one of the following is the clearest example of Piaget’s concept of accommodation?
A) Drinking from a box package if you are used to drinking it from a bottle
B) Learning that a green light means ‘go’ and a red light mean ‘stop’
C) Looking at teachers as they lecture
D) Looking at a worm and thinking that it is a snake

The role of ‘private speech’ in Vygotsky’s view is to
A) Guide one’s activities in solving a problem
B) Call attention to oneself during play
C) Encourage children to learn new words
D) Stimulate the development of language from simple words to full sentences

Erikson interprets development from the perspective of which theory? (Also have: From the perspective of which theory does Erikson interpret development)
A) Psychosocial
B) Psychosomatic
C) Psychosexual
D) Sociocultural

Which of the following is a psychological factor that can hamper curriculum dissemination?
A) Similar personalities
B) Social influences
C) Inexperienced teachers
D) Good self-esteem

The school and the neighbourhood first become highly important influences during what Eriksonian stage?
A) Autonomy vs. shame
B) Generativity vs. stagnation
C) Industry vs. inferiority
D) Intimacy vs. isolation

What does a conflict such as initiative vs. guilt represent in Erikson’s theory?
A) cognitive dissonance
B) a development crisis
C) disequlibration
D) equlibration

The difference between self-concept and self-esteem is that
A) Self-concept is an affective reaction while self-esteem is a cognitive structure
B) Self-esteem is a general concept while self-concept is specific to a given situation
C) There is actually little or no difference between self-esteem and self-concept
D) Self-concept is a cognitive structure while self-esteem is an affective reaction

Frank said, “If I were starving, I’d steal a loaf of bread, but it would be wrong and against the law” What level of moral reasoning does Frank demonstrate?
A) Conventional
B) Pre-conventional
C) Post-conventional
D) Nonconventional

The term “blended family” refers to a family that
A) consists of a working mother and father and their children
B) gets along well together, including parents and children
C) includes grandparents as well as parents and children living together
D) includes stepbrothers and stepsisters living together with perhaps one or more siblings

Woolfolk’s position on the issue of labelling exceptional students is that such practices
A) have both positive and negative effects and need to be exercised cautiously
B) are clearly detrimental and should not be continued
C) are far more beneficial than harmful and definitely need to be continued
D) should be used only with physical handicaps that do not affect mental or emotional functioning

All children in Ms Gray’s math class can now solve subtraction problems, but Larry does them much more quickly and efficiently than most of his classmates. Sternberg would call this
A) Flexibility
B) Meta-components
C) Insight
D) Antomaticity

Approximately how long can items typically be stored in working memory?
A) A day

B) About 20 seconds
C) One minutes
D) One week

Because memories are organised in propositional networks, recall of one bit of information often
A) blocks the recall of other information
B) Leads to the integration of organised patterns
C) Requires specific, external memory cues
D) Leads to recall of another bit of information

Based on studies of context, in what location would a student be likely to perform best on an educational psychology test?
A) In a familiar room such as a dorm room
B) In an educational psychology classroom
C) In a small comfortable room with soft music playing
D) In a very quiet area, such as a library

The main difficulty that occurs when students are too quick to decide what a problem asks (also have: entails), is that they may
A) become too reflective
B) activate an inappropriate schema
C) experience overgeneralisation
D) rely on heuristics instead of algorithms to solve it

The term 'heuristics' refers to
A) a step-by-step procedure for solving a problem
B) a general strategy used in an attempt to solve problems
C) the tendency to hold onto beliefs
D) a sudden realisation of a solution

The teacher say to Mary "Good job", but frowns as he looks at her. According to O'leary and O'leary, the teacher's praise is NOT
A) contingent
B) identified with the behaviour
C) salient
D) believable

Deficiency needs are
A) Maslow's three higher level needs
B) Objects or events that discourage behaviour
C) Maslow's four lower level needs
D) When rewards are absent

In Maslow's hierarchy, self-esteem is considered to be what type of need?
A) Being
B) Deficiency
C) Proficiency
D) Self-actualisation

Based on the serial-position effect, what group of letters of the alphabet should be most difficult to remember for someone who is first learning the alphabet?
A) ABC
B) XYZ
C) All of the above groups should be of equal difficulty
D) MNO

Frank was suppose to push three wheelbarrows back to the barn, and he wasn't relishing the idea of three trips. Then in a flash he reorganised the problem. He loaded two wheelbarrows onto the third and made one trip in doing this, he demonstrated
A) functional fixedness
B) response set
C) flexibility
D) insight

Which one of the following critical thinking skills is involved in defining and classifying a problem?
A) Distinguishing between fact and opinion
B) Identifying unstated assumptions
C) Comparing differences and similarities
D) Recognising different value systems and ideologies

Cheryl gets good grades in her language class but uses incorrect grammar and punctuation in her written work in other classes. This situation suggests a problem with
A) transfer
B) integration
C) assimilation

D) encoding

According to attribution theory, students who see the cause of their failures as internal and controllable will react to those failures by
A) assuming things will work out better in the future
B) berating themselves for their failure
C) exhibiting confusion and anxiety
D) finding strategies to succeed the next time

Harry is apathetic and certain that he is not able to do the work. He makes poor marks in school and is not inclined to seek help. According to attribution theory, Harry is typical of students who attribute their failures to causes that are…
A) internal, stable and uncontrollable
B) external, stable and controllable
C) external, unstable and uncontrollable
D) internal, stable and controllable

Ethnography is an investigation of
A) life within a group and tries to understand the meaning of events to the people involved
B) a small group of people with similar backgrounds
C) a group of people over a specific period of time
D) people from one geographic area

Which one of the following is an example of maturation?
A) gaining weight from age two to age three
B) Losing weigh due to exercise
C) Losing weight during a brief illness
D) Learning which foods produce the most weight

Axons transmit
A) information to blood cells
B) information to muscles, glands, or other neurons
C) information to the neuron cells themselves
D) information to the heart and lungs

A preoperational child's belief that a tall, narrow glass contains more liquid than a short, wide glass is probably due to difficulties in
A) egocentrism
B) decentring
C) serration
D) object permanence

Indicate the statement that is not true for the preoperational child
A) the child is able to recognise the logical stability of the physical world
B) the child has difficulty to consider more than one aspect of a situation at a time
C) the child can think backwards, from the end to the beginning
D) The child does not understand object permanence

Terman's classic study found that children who are gifted tend to be
A) less athletic than their peers
B) less socially skilled than their peers
C) larger and stronger as adults than their peers
D) teachers' pets

Recent research has indicated that acceleration of students who are gifted
A) is related to lower achievement
B) has been unnecessarily discouraged in the past
C) results in poor social and emotional adjustments
D) robs students of the companionship of their age group

Hyperactivity can be most accurately described as a
A) disease characterised by excessive nervousness
B) variable set of conditions with differing sets of causes
C) neurological disorder causing short attention span
D) variable set of conditions with a single cause

Compared to the behaviour (also have: behaviouristic) orientation, the cognitive perspective recognises people as what type of learners?
A) Egocentric
B) Passive
C) Social
D) Active

Behaviourists tend to emphasize
A) extrinsic motivation

B) intrinsic motivation
C) self actualisation
D) deficiencies

Behavioural theories of learning emphasize
A) development
B) observable actions
C) nature over nurture
D) thinking

Persistence in responding is increased by what type of reinforcement schedule
A) fixed
B) Interval
C) Ratio
D) Variable

The Good Behaviour Game is based on the application of
A) contingency contracts
B) group consequences
C) peer tutoring
D) primary reinforcers

Mary, a student who cannot afford a computer is caught in the
A) magic middle
B) participation structure
C) semi-lingual
D) digital divide

Bandura challenged and expanded his early work on behavioural conceptions of learning by focusing on
A) acquisition of knowledge
B) observable performances
C) principles of reinforcement and punishment
D) social learning theory

A social learning theory is a theory that…
A) emphasizes learning through observation of others
B) adds concern with cognitive factors such as beliefs, self-perceptions and expectations to social learning theory
C) refers to a person's sense of being able to deal effectively with social circumstances
D) propagates the capacity to coordinate learning skills, motivation and emotion to reach social skills

The type of learning goal that a person will be most motivated to reach is one that is
A) general in nature and moderately difficult
B) realistic, reasonably difficult and meaningful (also have: **specific and moderately difficult**)
C) general in nature and very difficult
D) specific and very difficult

Which one of the following quotes exemplifies a learning goal?
A) "I'm going to go for the third assignment option, so that I can receive and A "
B) "Jason will be impressed if I can learn this laboratory procedure"
C) "Accomplishing this should make me better prepared for biology 101"
D) "If I master this material, I can have some free time"

Whenever Matt appears to be having difficulty in completing his science laboratory work, Ms Butterfield quickly offers to help him and encourages him to continue working. According to Graham (1991), Ms Butterfield's behaviour is likely to result in Matt developing
A) an enhanced sense of self-efficacy
B) doubts about his ability
C) an incremental view of his ability
D) external-unstable attributions

Cognitive evaluation theory explains how praise, criticism, grade assignments, and other events can influence students' intrinsic motivation by affecting their sense of competence and
A) curiosity
B) self-control
C) task orientation
D) self-determination

Being interested in a task because the activity is enjoyable is what type of motivation?
A) Extrinsic
B) Intrinsic
C) State
D) Trait

Which one of the following refers to ego-involved learners

A) Students who don't want to learn or to look smart, but just want to avoid work
B) Students who focus on mastering the task or solving the problem
C) Students who focus on how well they are performing and how they are judged by others
D) Students who have a wide variety of needs and motives to be connected to others

Ego-involved learners are learners who
A) focus on achieving the goal
B) focus on solving the problem
C) focus on mastering the task
D) focus on how well they are performing

Cognitive apprenticeship refers to
A) concept mapping vs. information processing
B) facts vs. concepts
C) a relationship in which a less experienced learner acquires knowledge and skills under the guidance of an expert
D) knowledge vs. application

Use of the 'common sense' approach is viewed by educational psychologists as
A) appropriate in most circumstances
B) inappropriate unless supported by research
C) more reliable than scientific judgements
D) the main factor that differentiates experts from novices

The following is a 'good' use of multiple intelligence
A) Trying to teach all concepts or subjects using all intelligence
B) Direct evaluation and grading of intelligence without regard to context
C) Mixing intelligence with other desirable qualities
D) Personalisation of education

At present, most psychologists believe that intelligence is influenced
A) about 75% by heredity and 25% by environment
B) about 25% by heredity and 75% by environment
C) about equally by heredity and environment
D) minimally by both heredity and environment

Metacognition deals with knowledge about our own
A) cognitive development
B) cognitive stage
C) thinking processes
D) memory capacities

Procedural knowledge can be described as
A) verbal information, 'knowing that' something is the case
B) knowledge that is demonstrated when we perform a task 'knowing how'
C) 'knowing when and why'
D) Changing long-term memory into working memory

Stereotyping refers to
A) unfair treatment of particular categories of people
B) a schema that organises knowledge or perceptions about a category
C) biological differences
D) prejudgement or irrational generalisation about an entire category of people

A possible definition for stereotype could be
A) Schema that organises knowledge or perceptions about a category
B) Treating or acting unfairly toward particular categories of people (discrimination)
C) Prejudgement or irrational generalisation about people
D) A cultural heritage shared by a group of people

Which one of the following quotations most clearly represents the concept of stereotyping?
A) "boys should line up to the right and girls to the left"
B) "People from the region just aren't ambitious"
C) "If he's one of your friends, tell him not to apply"
D) "Matthew just doesn't seem interested in spelling"

In order to reduce the possible negative stereotypes about students who speak a different dialect, teachers should…
A) promote 'heritage' English rather than 'formal' English for all students
B) accept students' dialect as a valid and correct language system, but teach standard English as well
C) expect to find more homonyms in the students' language than usual
D) focus on teaching 'standard' or 'formal' English to all students

According to the law 'No Child Left Behind'
A) research is not important for improving schools
B) initial hypotheses about education which have not been tested can still improve educational practices

C) all teachers must conduct a research project on an annual basis
D) schools who receive federal funds must be consistent with 'scientifically based research'

John's history teacher wants Josh to learn important events that occurred during the Civil War. What type of knowledge would be most directly involved in this learning?
A) Domain-specific declarative
B) Conditional declarative
C) General declarative
D) Procedural declarative

A structure for learning, developed by Jerome Bruner, that introduces the fundamental structure of all subjects during the early school years and then revisits the subjects in increasingly more complex forms over time is called what type of curriculum?
A) Advanced
B) Cultural
C) Spiral
D) vicarious

The last part of the brain to develop fully is the
A) cerebellum
B) cerebral cortex
C) frontal lobe
D) thalamus

Messages sent by releasing chemicals that jump across synapses involve
A) lateralization
B) myelination
C) transformation
D) neurons

The best way to determine what cognitive stage a person has reached is by…
A) interpreting the person's scores on a mental ability test
B) knowing the person's age
C) observing how the person solves problems
D) knowing the person's rate of development

According to Robbie Case, cognitive development in one domain of thought
A) cannot be explained by assimilation and accommodation
B) is similar from one domain to another
C) transfers from one domain to another
D) differs from one domain to another

The research of Luis Moll in Arizona has focused on the cultural 'funds of knowledge' which include
A) learning environments that require students to work on their own
B) learning activities funded under the law 'No Child Left Behind'
C) learning activities that require the use of a computer
D) the knowledge the families and communities have that can become the basis for teaching

Ever since Maida was a child, her parents talked about the possibility of her becoming a doctor. They bought her chemistry sets and equipment, such as stethoscopes and tongue depressors. When Maida entered college, she enrolled in the pre-medical program without even considering other options. According to James Marcia. Maida is exhibiting identity
A) diffusion
B) foreclosure
C) achievement
D) moratorium

Research suggests that the relationship between self-esteem and success in school is a
A) positive relationship
B) casual relationship
C) negative relationship
D) zero relationship

What is according to relevant research, the important base of moral reasoning in both women and men?
A) concern for caring and justice
B) emphasis on justice
C) importance of quality
D) sympathy for others

Which of the following symptoms of child abuse is a behavioural rather than a physical indicator of child abuse
A) Abandonment by parents
B) Frequent absence or tardiness
C) Consistent lack of supervision
D) Unattended medical needs

Cooperative learning involves the following:
- **A) Elaboration, interpretation and argumentation**
- B) Shared values, lack of conflict and creativity
- C) Cognitive flexibility, competition and self-respect
- D) Extrinsic rewards, elaboration and autonomy

In organising cooperative learning groups, Woolfolk suggests that it is best to…
- A) group students of similar backgrounds together
- B) keep groups together for at least half the year
- C) make shy or introverted students the group leader
- **D) balance the number of boys and girls in each group**

A teacher who knows how to effectively use cooperative learning in his or her classroom is demonstrating
- A) naturalist intelligence
- B) speed of processing
- **C) crystallized intelligence**
- D) linguistic intelligence

When you mention "dogs", both Bethany and Ashley would picture collies. In relation to the concept 'dog', what would the image of a collie be?
- **A) Prototype**
- B) Algorithm
- C) Attribute
- D) Heuristic

Compared to individual ability tests, a major limitation of group ability tests is that group tests
- A) provide a measure of general, but not specific abilities
- B) take much more skill on the part of the teacher to administer and interpret
- C) are more expensive to administer and more difficult to interpret than individual ability tests
- **D) are less likely to produce an accurate picture of a person's abilities**

An IEP is a written plan for a specific student's education, and it must include
- A) specific educational goals, current functioning level, and career goals
- B) career goals
- C) needed transitional services
- **D) specific educational goals**

Which one of the following behaviours is an example of an articulation disorder
- **A) Saying 'wike' for 'like'**
- B) Repeating a word several times in an utterance
- C) Speaking in an inappropriate pitch
- D) Speaking too slowly or too rapidly

The law of 'effect in the theory of learning' is related to the concept of
- A) antecedents
- B) patterns
- C) punishments
- **D) consequences**

Action research is
- A) research that focuses on sources of knowing
- **B) systematic observations or tests of methods conducted by teachers to improve teaching and learning**
- C) knowledge assumed by a teacher
- D) information gained by an educational psychologist through standardised tests

Which one of the following students BEST illustrates the concept of learned helplessness as an explanation for failure by low socioeconomic status children?
- A) Trina seeks help from her older sister in completing practically all of her homework assignments
- B) Brook never volunteers an answer, but hopes that the teacher will call on her
- **C) Michael decides that he has ne chance of passing the seventh grade or even completing school successfully**
- D) Josh will only compete against smaller children while playing sports after school

In classical conditioning, the conditioned stimulus and the unconditioned stimulus must be…
- **A) in a contiguous relationship**
- B) dependent upon reward
- C) equivalent stimuli
- D) in a non-contiguous relationship

Removing an aversive stimulus to increase the frequency of behaviour exemplifies…
- A) positive reinforcement
- B) presentation punishment
- **C) negative reinforcement**
- D) removal punishment

Sally turns on the water faucet to get a drink. What schedule of reinforcement typically prevails?
- **A) Continuous**
- B) Fixed-interval
- C) Variable-interval
- D) Variable-ratio

Which of the following illustrations is characteristic of a culturally compatible classroom?
- A) Mr. Denver gave each life sciences student the same laboratory worksheet in order to determine what misconceptions in handling a microscope could be identified
- **B) Mr. Buhr regularly demonstrated the correct procedures for borrowing school materials during his homeroom period**
- C) Ms. Hayes assigned an article on euthanasia for her social studies class to read prior to their exam, although the topic had not been discusses
- D) Ms. Rosen organised her English class into homogeneous groups during small group discussions

Shaping is an appropriate method for developing new behaviour when…
- **A) performance is otherwise too poor to gain reinforcement**
- B) no appropriate reinforcers can be found
- C) students are capable of the behaviour but seldom perform it
- D) there is no one available to model the appropriate behaviour

Shaping, as a method to encourage behaviour, refers to the following:
- **A) Reinforcing each small step of progress toward a desired goal of behaviour**
- B) Small components that make up a complex behaviour
- C) The use of cueing to help establish new behaviours
- D) Practicing correct responses immediately after errors

Top-down processing is distinguished by its reliance on a (n)
- A) assembly of elements into a meaningful pattern
- B) downward scanning of the eyes
- **C) understanding of the context of the situation**
- D) search for familiar features or elements

Cliff is good at solving math problems, but has difficulty solving problems in his computer class. His problem-solving ability in math represents what type of knowledge?
- A) conditional
- **B) domain-specific**
- C) declarative
- D) procedural

You are given a math problem to solve. As you try to remember the formula involved, what memory system is being searched?
- **A) Schematic**
- B) Sensory register
- C) Long-term semantic
- D) Working procedural

Sgt. York couldn't get a shot at the enemy, who was keeping his head down in a foxhole. "Why, he's acting like the turkeys back in Kentucky!" Sgt. York thought and yelled out his best turkey gobble. The enemy stuck up his head to see what the noise was and found a bullet. What cognition process did the sergeant use?
- A) Deductive logic
- B) Overlearning
- **C) Analogical thinking**
- D) The generate-test method

Ms. Cricket gave a creative writing assignment on today's film. She allows 10 minutes today and 10 minutes tomorrow to work on it. What component of the creative process is she fostering?
- A) Automaticity
- B) Elaboration
- C) Flexibility
- **D) Restructuring**

Learning Latin to improve basic intelligence would possibly be inefficient due to…
- E) general rather than specific transfer taking place
- F) the impracticality of disciplining mental processes
- **G) specific rather than general transfer taking place**
- H) the irrelevance of the subject

Which one of the following transfer stages is NOT one of Gary Phyte's stages in developing strategic transfer of learning?
- A) acquisition phase
- **B) overlearning phase**
- C) retention phase
- D) transfer phase

Constructivist view of learning are grounded in the research of…
A) curriculum designers
B) Gestalt psychologists
C) Piaget and Vygotsky primarily
D) Many psychologists and educators

A learning approach in which we focus on a reason for sorting out ideas to solve the problem is called…
A) problem-based learning
B) inquiry learning
C) situated learning
D) anchored instruction

Using instructional conversations as a teaching tool is designed to provide a means for…
A) arranging the environment so that students can discover on their own
B) grappling with problems in students' zones of proximal development and providing scaffolding
C) guiding learning by expectations and demonstrations of the students
D) placing students in situations where they have to reach for understanding

Mr. Snow, the math teacher, asks parents to facilitate their child's self-regulation by…
A) modelling how to set specific goals
B) rewarding only large improvements in math skills
C) encouraging the student not to engage in self-evaluation
D) linking success to natural born abilities

Which one of the following statements is the most accurate definition of motivation?
A) An inner state that causes a person to initiate an action
B) An inner state that arouses, directs, and maintains a person's behaviour
C) The level of involvement a person has in a chosen activity
D) The degree of persistence a person has toward completing an activity

The concept of self-determination is an important influence in what view of motivation?
A) Behavioural
B) Cognitive
C) Social learning
D) Humanistic

Long questions
Questions have been taken from additional resources on myunisa
**** are questions that have appeared in past papers**
Some questions I chose to leave out

Theme 1	The role of Educational Psychology in teaching and learning		

****1) Define Educational Psychology and justify the importance of studying this subject. (3)**

The study of development, learning, motivation, teaching, and assessment in and out of schools. Some believe it is simply the knowledge gained from psychology and applied to the activities of the classroom, and others believe it involves applying the methods of psychology to study classroom and school life. Defined in the book as: The discipline concerned with teaching and learning processes; applies the methods and theories of psychology and has its own as well. The goal of educational psychology is to understand and improve the teaching and learning processes. Educational psychologists examine what happens when someone /something (a teacher/parent/computer) teaches something (math/dancing) to someone else (student/co-worker/team) in some setting (classroom/theatre)

What I said in my assignment: Education psychology is described as being "the disciple concerned with teaching and learning processes; applies the methods and theories of psychology and has its own as well" (Woolfolk. 2014). With psychology, on it's own, being able to be defined as the study of the human mind, educational psychology can therefore be described as the study of the human mind in relation to education. It can be seen as the psychology which is concerned with the study of human learning, being how humans learn. In more detail, it can be described as the psychology which is focused on school learning, teaching methods and the evaluation of aptitude and progress.

Educational psychologists examine what happens when someone teaches something to someone else in some setting (Woolfolk. 2014: 12), this showing that the position of an education psychologist is to work with a learner to be able to understand their differences in intelligence, motivation, cognitive development, in order to assist in improving learning and teaching.

2) Briefly describe two different types of research studies used by educational psychologists. (4)

Descriptive studies: Studies that collect detailed information about specific situations, often using observations, surveys, interviews, recordings, or a combination of these methods. One of these approaches includes ethnography which is research that focuses on life within a group and tries to understand the meaning of events to the people involved. There is also participant observation where the researcher becomes a participant in the situation (works within the classroom) in order to better understand life in that group, and case study, which is an intensive study of one person or one situation.

Correlation studies: A statistical description of how closely two variables are related

Experimental studies: A research method in which variables are manipulated and the effects are recorded. These can indicate cause-and-effect relationships

Microgenetic studies: A detailed observation and analysis oof changes in a cognitive process as the process unfolds over a several day or several week period of time

Action research: Systematic observations or tests of methods conducted by teachers or schools to improve teaching and learning for their students

3) Discuss the use of research to understand and improve teaching and learning. (10)

Could this mean to discuss action research?

4) Discuss the following concepts: ethnography, participant observation, case study, correlations, experimentation, participants, random, statistically significant. (2 marks each)

Ethnography: is research that focuses on life within a group and tries to understand the meaning of events to the people involved

Participant observation: the researcher becomes a participant in the situation (works within the classroom) in order to better understand life in that group

Case study: is an intensive study of one person or one situation

Correlations: Statistical descriptions of how closely two variables are related. It is a number that indicates both the strength and the direction of a relationship between two events or measurements.

Experimentation: A research method in which variables are manipulated and the effects are recorded.

Participants: People or animals studied

Random: Without any definite patter/follows no rule

Statistically significant: Not likely to be a chance occurence

Theme 2	Theories of Piaget and Vygotsky		

****1) Discuss four factors that influence cognitive development. (12)**

Biological maturation: Is one of the most important influences on the way we make sense of the world. It is defined as the unfolding of biological changes that are genetically programmed. Parents and teachers have little impact on this aspect of cognitive development, except to be sure that children get the nourishment and care they need to be healthy.

Activity: Is another influence. With physical maturation comes the increasing ability to act on the environment and learn from it. When a young child's coordination is reasonably developed, the child can discover principles about balance by experimenting with a seesaw. Thus, as we act on the environment- as we explore, test, observe, and eventually organise information- we are likely to alter out thinking processes at the same time.

Social experiences: As we develop, we are also interacting with people around us. According to Piaget, our cognitive development is influenced by social transmission, or learning from others. Without social transmission, we would need to reinvent all the knowledge already offered by our culture.

Equilibrium: Maturation, activity and social transmission all work together to influence cognitive development. They all interact to influence changes in thinking.

****2) Discuss the two basic tendencies in thinking, as explained by Piaget. (15)**

Piaget concluded from his research that all species inherit two basic tendencies or 'invariant functions'. Firstly , organisation, which is the combing, arranging, re-combing, and rearranging of behaviours and thoughts into coherent systems. Second tendency is toward adaptation, or adjusting to the environment.

Organisation: defined as the ongoing process of arranging information and experiences into mental systems or categories. People are born with a tendency to organise their thinking processes into psychological structures. These psychological structures are our systems for understanding and interacting with the world. A special name for these structures are: schemes which are the mental systems or categories of perceptions and experience, and are the building blocks of thinking

Adaptation: Is the adjustment to the environment. People also inherit the tendency to adapt to their environment. Two basic processes are involved in adaptation and these are:

Assimilation: Fitting new information into existing schemes, so means to use existing schemes to make sense of events in our world (child sees a raccoon for the first time and calls it a kitty because they are matching the new experience with existing schemes for identifying animals)

Accommodation: Altering existing schemes or creating new ones in response to new information. If data cannot be made to fit any existing schemes, then more appropriate structures must be developed. (adding the scheme for recognising raccoons to their systems for identifying animals)

Equilibration: Search for mental balance between cognitive schemes and information from the environment. It works like this: If we apply a particular scheme to an event or situation and it works then equilibrium exists. If the scheme does not produce a satisfying result, then disequilibrium exists and we will keep searching for a solution through assimilation and accommodation.

****3) Discuss Piaget's theory. (15)**

Can discuss influences on development, basic tendencies in thinking and the four stages of cognitive development?

****4) In table format, summarise Piaget's stages of cognitive development. Use the following subheadings: stage, approximate age, characteristics. (15) (was in assignment)**

Stage	**Age range**	**Description and characteristics**
Sensorimotor	Birth to 2 years	● Coordination of sensory input and motor responses ● Development of object permanence ● Starts to imitate others and remember
****Preoperational**	2-7 years (Starts usually when the child starts talking)	● Development of symbolic thought ● Development in language ● Thinks only of the present and therefore has difficulty with past and future ● Egocentric as cannot see others point of view
Concrete operational	7-11 years	● Can think logically about concrete problems

	(Starts roughly in grade 1)	● Mastery of conversations ● Understands past, present and future ● Can perform hierarchical classification
****Formal operational**	11+ (Adolescence to adulthood)	● Can apply mental operations to abstract ideas ● Has logical and systematic thinking, as well as being hypothetical and deductive. ● Is able to consider a multiple of perspectives ● Is concerned about social, personal and judicial issues.

5) Discuss the limitations of Piaget's theory. (9) (was in assignment)

Trouble with stages: One of the major criticisms of his theory stems from the nature of the stage theory, as it is seen to be inaccurate by some psychologists, who argued against the existence of the four separate stages and rather saw that cognitive development appears to be a more continuous process.

Underestimating children's abilities: It appears that Piaget also did not correctly estimate the cognitive abilities of children, especially younger children, as it is believed that his subjects may have known more and understood more than they could actually demonstrate in completing his problems during the studies. It is therefore believed that "we are born with a greater store of cognitive tools than Piaget suggested" (Woolfolk 2014: 54). His theory also does not explain how children can perform at an advance level in areas where they have vastly developed knowledge.

Cognitive development and culture: The last criticism appears to be based on the point where Piaget's theory does not take into consideration the effects of a child's culture and social group. It appears that Piaget may have been correct in the sequence of the stages but it is the age range for the stages which vary, as it is seen that Western children often move to the next stage almost 3 years earlier than non-Western children. These differences however, have been thoroughly researched and it can be seen that the differences depend on the subject being tested and if that culture teaches the knowledge needed for the subject.

6) Briefly define Vygotsky's socio-cultural theory. (3)

Emphasizes role in development of cooperative dialogues between children and more knowledgeable members of society. Children learn the culture of their community (ways of thinking and behaving) through these interactions.

7) Discuss Vygotsky's view of the role of cultural tools in cognitive development. (6)

Vygotsky believed that cultural tools (real tools such as computers, scales, etc, and symbol systems being numbers, language, etc, that allow people in society to communicate, think and solve problems or create knowledge) play very important roles in cognitive development.

Technical tools: These include computers, mobile devices, the Internet, or calculators and spell checkers in the classroom. It appears that calculators for example, have a positive effect on students' problem solving skills and attitudes towards maths rather than eroding basic skills.

Psychological tools: These include signs and symbol systems such as numbers, sign language, art, codes and language. Vygotsky believed that all higher-order mental processes such as reasoning and problem solving are mediated (accomplished through and with the help of psychological tools. These tools allow children to transform their thinking by enabling them to gain greater and greater mastery of their own cognitive processes; thus they advance their own development as they use the tools.

****8) Explain Vygotsky's zone of proximal development. (5)**

It is a phase at which a child can master a task if given appropriate help and support. According to Vygotsky, at any given point in development, there are certain problems that a child is on the verge of being able to solve, the child just needs some structure, clues, reminders, help with remembering details or steps, encouragement to keep trying. Some problems can be beyond their capabilities. The zone of proximal development is the area between the child's current developmental level "as determined by independent problem solving" and the level of development that the child could achieve "through adult guidance or in collaboration with more capable peers". It has also been called the "magic middle" which is somewhere between what the student already knows and what the student isn't ready to learn.

****9) Discuss the limitations of Vygotsky's socio-cultural theory. (4)**

- We may have been born with a greater store of cognitive tools than either Piaget or Vygotsky suggested.

- Younger children appear to figure out much more about the world before they have the chance to learn from either culture or teachers.
- Vygotsky did not detail the cognitive processes underlying developmental changes (such as which cognitive processes allow students to engage in more advanced and independent participation in social activities)
- A major limitation is that his theory consists mostly of general ideas and he died before he could expand or elaborate on his ideas.
- It appears that he did not have time to detail the application of his theories for teaching even though he was interested in instruction.

10) Discuss the influence of Piaget's theory on educational practice. (10)
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11) Discuss the influence of Vygotsky's theory on educational practice. (10)

12) Discuss the development of language. (15)

13) In table format, summarise the development of language. Use the following sub- headings: age range, milestone(s) and strategies to encourage development. (15)

14) Discuss language development in the school years. (10)

Theme 3	Erikson's stages of individual development Moral development		

1) Briefly describe the following concepts: (2 marks each)

Psychosocial development: Psychosocial means describing the relation of the individual's emotional needs to the social needs. To do with searching for ones identity and relationships.

Developmental crisis: A specific conflict whose resolution prepares the way for the next stage. This is suggested by Erikson.

Identity: The complex answer to the question "Who am I?"

Identity foreclosure: Acceptance of parental life choices without consideration of options

Moratorium: Identity crisis: suspension of choices because of struggle. Used to describe exploration with a delay in commitment to personal and occupational choices

2) Discuss Erikson's stages of individual development. (15)

****3) In table format, summarise Erikson's stages of individual development. Use the following subheadings: stages, approximate age, important event, description. (15)**

Stages	**Approximate age**	**Important event**	**Description**
1. Basic trust vs. basic mistrust	Birth to 21-18 months	Feeding	Infant must form first loving, trusting relationship with caregiver or develop a sense of mistrust
2. Autonomy vs. shame/doubt	18 months To 3 years	Toilet training	Child's energies are directed towards the development of physical skills (walking, grasping). Child learners control but may develop shame and doubt if not handled well

3. Initiative Vs. Guilt	3 years To 6 years	Independence	Child continues to become more assertive and to take more initiative but may be too forceful which can lead to feelings of guilt
4. Industry Vs. Inferiority	6 years To 12 years	School	Child must deal with demands to learn new skills or risk a sense of inferiority, failure and incompetence
5. Identity Vs. Role confusion	Adolescence	Peer relationships	Teenager must achieve identity in occupation, gender roles and religion
6. Intimacy vs. Isolation	Young adult	Love relationships	Young adult must develop intimate relationships or suffer feelings of isolation
7. Generativity Vs. Stagnation	Middle adulthood	Parenting/ mentoring	Each adult must find some way to satisfy and support the next generation
8. Ego integrity Vs. despair	Late adulthood	Reflection on and acceptance of one's life	The culmination is a sense of acceptance of oneself and a sense of fulfillment

****4) Provide four guidelines, with examples, for encouraging initiative in preschool children. (8)**

- Encourage children to make and act on choices (have free-choice time to select an activity/game)
- Encourage make-believe with a wide variety of roles (have costumes and props available and encourage children to act out stories)
- Make sure that students have opportunities to set and work towards realistic goals (teach them to set reasonable goals)
- Give students a chance to show their independence and responsibility (tolerate honest mistakes/delegate tasks to students)

5) Provide three guidelines, with examples, for encouraging industry. (6)

- Make sure that each child has a chance to experience success
- Be tolerant of accidents and mistakes, especially when children are attempting to do something on their own (show them how to clean up or repair a mistake)
- Provide support to students who seem discouraged (use individual charts to show them their progress/keep samples from earlier in the year to show their improvements)

6) Provide four guidelines, with examples, for supporting identity formation. (8)

- Give students many models for career choices and other adult roles (point out models from literature and history/invite guest speakers to talk to students)
- Help students find resources for working out personal problems (encourage them to talk to school counsellors)
- Be tolerant of teenage fads as long as they don't offend others or interfere with learning (discuss fads of earlier eras/don't impose strict dress or hair codes)

- Give students realistic feedback about their work and support for improving. Adolescents may need many "second chances" (If they misbehave or perform poorly then make sure they understand the consequences/never use a students work as a 'bad' example)

7) Briefly describe the following concepts: (2 marks each)

Moral reasoning: The thinking process involved in judgements about questions of right and wrong

Distributive justice: Beliefs about how to divide materials or privileges fairly among members of a group.

Moral realism: Stage of development wherein children see rules as absolute

Morality of cooperation: Stage of development wherein children realise that people can make rules and people can change them

Moral dilemmas: Situations in which no choice is clearly and indisputably right

8) Discuss Kohlberg's theory of moral reasoning. (15)

Kohlberg evaluated the moral reasoning of both children and adults by presenting them with moral dilemmas, or hypothetical situations. Based on their reasoning, Kohlberg proposed a detailed sequence of stages of moral reasoning, or judgements about right and wrong. He divided moral development into three levels: 1) *pre-conventional*, where judgement is based solely on a person's own needs and perceptions, 2) *conventional*, where the expectations of society and laws are taken into account, 3) *post-conventional*, where judgements are based on abstract, more personal principles of justice that are not necessarily defined by society's law.

****9) In table format, summarise Kohlberg's theory of moral reasoning, indicating levels and stages. (15)**

Level/stage	**Description**
Preconventional level	
Stage 1: Obedience orientation	Obey rules to avoid punishment and bad consequences
Stage 2: Rewards/exchange orientation	Right and wrong is determined by personal needs and want "If I want it, it is right"
Conventional level	
Stage 3: Being nice/relationship orientation	Being good means being nice and pleasing others
Stage 4: Law and order orientation	Laws and authorities must be obeyed/the social system must be maintained
Post-conventional (principled) level	
Stage 5: Social contract orientation	The moral choice is determined by socially agreed upon standards
Stage 6: Universal ethical orientation	There are universal principles of human dignity and social justice that individuals should uphold, no matter what the law or other people say

****10) Provide six guidelines, with examples, for supporting personal and moral development in learners. (12)**

Theme 4	Intelligence Common challenges students may face in their teaching career		

1) Briefly describe the following concepts: (2 marks each)

Disability: The inability to do something specific such as walk or hear

Intelligence: Ability or abilities to acquire and use knowledge for solving problems and adapting to the world

General intelligence: A general factor in cognitive ability that is related in varying degrees to performance on all mental tests.

Crystallized intelligence: Ability to apply culturally approved problem-solving methods

****2) Distinguish between general, fluid and crystallized intelligence. (6)**

General intelligence: A general factor in cognitive ability that is related in varying degrees to performance on all mental tests.

Fluid intelligence: Mental efficiency, nonverbal abilities grounded in brain development. It is seen as the ability to solve new problems, use logic in new situations and identify patterns. It involves being able to think and reason abstractly and solve problems such as when having to solve puzzles and coming up with problem-solving strategies.

Crystallized intelligence: Ability to apply culturally approved problem-solving methods, such as how to hail a cab, how to make a quilt. It is defined as the ability to use learned knowledge and experience. It involves knowledge that comes from prior learning and past experiences. Situations the require this is when reading comprehension and vocabulary exams.

****3) Discuss multiple intelligences. (8)**

Howard Gardner developed the theory of multiple intelligence and this differentiates intelligence into specific 'modalities' rather than seeing intelligence as dominated by a single general ability. He saw that a person has eight separate abilities

****4) In table format, summarise the eight intelligences, using the following subheadings: intelligence, end states, core components. (15)**

Intelligence	End stages	Core components
Logical-mathematical	Scientist, Mathematician	Sensitivity to and capacity to discern, logical and numerical patterns.
Linguistic (verbal)	Poet, journalist	Sensitivity to the sound, rhythm, pitch and meanings of words. Sensitivity to the different functions of language.
Musical	Composer, violinist	Abilities to produce and appreciate rhythm, pitch, and timbre.
Spatial	Navigator, sculptor	Capacities to perceive the visual-spatial world accurately.
Bodily-kinesthetic (movement)	Dancer, athlete	Abilities to control one's body movements and to handle objects skilfully
Interpersonal	Therapist, salesman	Capacities to discern and respond appropriately to the moods, temperaments and desires of other people
Intrapersonal	Person with detailed, accurate self-knowledge	Access to one's own feelings and the ability to discriminate among them and draw on them to guide behaviour

Naturalist	Farmer, hunter	Abilities to recognise plants and animals , to understand systems and define categories

****5) Evaluate the use of group IQ tests for making educational decisions about children.**

What are the advantages and disadvantages? (5)

- Less time consuming than individual tests
- Can be given to many students at a time/in one sitting

- Less like to yield an accurate picture of any one person's ability
- Students could do poorly because they do not understand the instruction/have trouble reading/lose their place/are distracted
- Students appear to be more motivated when working with an adult such as in individual IQ tests

****6) Discuss group versus individual (intelligence) IQ tests. (5)**

Individual tests are administered to one student at a time by a trained psychologist and takes about two hours. Most questions are asked orally and do not require reading and writing.
Group tests are given to the whole class or school

7) List three aspects to consider in the interpretation of IQ scores. (3)

- Check to see if the score is based on an individual or a group test. Be wary of group test scores
- Remember that IQ tests are only estimates of general aptitude for learning
- Remember that IQ scores reflect a student's past experiences and learning

8) Briefly describe the following concepts: (2 marks each)

Learning disability: Problem with acquisition and use of language – may show up as difficulty with reading, writing, reasoning or math.

Learned helplessness: The expectation, based on previous experiences with a lack of control, that all of one's efforts will lead to failure

Attention-deficit hyperactivity disorder (ADHD): Current term for disruptive behaviour disorders marked by over-activity, excessive difficulty sustaining attention, or impulsiveness.

Articulation disorders: Any of a variety of pronunciation difficulties, such as substitutions, distortion, or omission of sounds

9) Discuss reading habits and errors made by students with learning disabilities. (15)

Most students with learning disabilities have difficulties reading. Below is a list of the most common problems, although these problems are not always a sign of learning disabilities

Anxiety around reading

- Reluctant to read
- Cries or acts out to avoid reading
- Seems tense when reading

Difficulty recognising words or letter

- Inserts an incorrect word, substitutes or skips words
- Reverses letters or numbers (48 for 24)
- Mispronounces words (cape for cope)
- Mixes up order of words in sentences (I can bikes ride)
- Read very slowly and with little fluency (starts and stops often)

Poor vocabulary skills

- Can't read new vocabulary words
- Has limited vocabulary

Difficulty with understanding or remembering what was read

- Can't recall basic facts from the reading
- Can't make inferences or identify the main idea

****10) Discuss the manifestation of ADHD. (15)**

Each child with ADHD is different and will have symptoms of ADHD that fall somewhere between mild and serve, and therefore will have a unique combination of symptoms. The following list are indicators of how the three major symptoms may show up.
Inattention: Doesn't pay close attention to class activities, details of work, teachers directions, class discussions. Can't organise work, notebooks, desk, assignments. Is easily distracted and forgetful
Hyperactivity: fidgets, and squirms. Can't stay in assigned seat. Can't move slowly, seems driven by a motor to go fast. Talks excessively
Impulsivity: Blurts out answers. Has trouble waiting for a turn. Interrupts
All children are thought to show some of these behaviours some of the time, but children with ADHD are likely to have some of these symptoms before age 7. Symptoms can occur across many settings (not just school), and these symptoms lead to problems learning and getting along with others.

****11) List five recommendations for teachers to support learners with ADHD. (5)**
These are recommendations for teachers made by students with ADHD:

- Use lots of pictures (visual cues) to aid in learning
- Know when to bend the rules
- Give praise to the learner for doing well (positive reinforcement)
- Give the learner frequent breaks and allow them to leave their chair
- Be patient, kind and understanding
- Seat the child away from windows or open doors, close to the teacher, try to limit distractions around them

****12) Discuss four different types of emotional and behavioural disorders. (12)**
Anxiety disorders: These occur when students experience an overwhelming sense of fear or dread. An example of this is obsessive-compulsive disorder (OCD) in which children cannot stop themselves from worrying excessively about a specific concern (germs). Other examples could be phobias or posttraumatic stress disorder (PTSD)
Disruptive behaviour disorders: This category includes three types of disorders

- Attention deficit-hyperactivity disorder: characterised by inattention, a high level of activity and impulsivity, or a combination of these.
- Oppositional defiant disorder (ODD): diagnosed when students are defiant towards adults and vindictive or blaming with peers
- Conduct disorders: diagnosed when students fight, bully, display cruelty to animals or people, or repeatedly break serious rules

Eating disorders: The most common eating disorder is anorexia in which students believe they are overweight and refuse to eat
Mood disorders: Also called affective disorders, this includes depression, bipolar disorder.

****13) Provide five guidelines, with examples, for disciplining learners with emotional problems. (10)**

- Be careful not to violate due process rights of students, students and parents must know the behaviours expected and the consequences for misbehaviour (communicate these expectations clearly in writing. Ask parents to sign a copy of the classroom rules.)
- Be very careful with severe punishments that remove students from the class for a long time. These constitute a change in the child's educational program and require due process (always follow due process for suspensions of more than 10 days)
- Punishments for students with severe emotional problems must serve a clear educational purpose (give a rationale for punishment that ties an action to student's learning)
- Make sure the rule and the punishment are reasonable (consider the student's age and physical condition. Punishment must match the offense)
- Always use positive consequences in conjunction with negative ones (if they lose points for breaking a rule then give them ways to regain points)

14) Briefly describe the following phenomena: (2 marks each)

Mental retardation: Significantly below average intellectual and adaptive social behaviour, evident before age 18.

Cerebral palsy: Condition involving a range of motor or coordination difficulties due to brain damage

Spasticity: Overly tight or tense muscles, characteristic of some forms of cerebral palsy

Epilepsy: Disorder marked by seizures and caused by abnormal electrical discharges in the brain

Absence seizure: A seizure involving only a small part of the brain that causes a child to lose contact briefly

Autism spectrum disorder: Developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 and ranging from mild to major.

****15) Briefly describe the nature of the gifted child and indicate problems that he/she may experience. (8)**

There are a variety of models to aid in defining gifted but Renzulli and Reis (2003) have a three-part conception of giftedness: above average general ability, a high level of creativity, and a high level of task commitment or motivation to achieve. It is believed that gifted learners score above 130 on IQ tests. Truly gifted children are not students who simply learn quickly with little effort, the work of gifted students is original, extremely advanced for their age. These children may read fluently with little instruction by age 3 or 4, play a musical instrument like a skilful adult, turn a visit to a grocery store into a mathematical puzzle, become fascinated with algebra when their friends are having trouble with simple addition.

It could be incorrect to say that gifted learners are superior in adjustment and emotional health. It is often seen that gifted girls are more likely to be depressed. Both boys and girls mat be bored, frustrated and isolated. Gifted learners may be impatient with friends, parents and teachers who do not share their interests or abilities. Due to their talents, gifted learners are sometimes seen as 'show-offs' when they are simply expressing themselves. Because they are goal directed and focused, they may seem stubborn and uncooperative. Their keen sense of humour can be used as a weapon against teachers and other students.

Theme 5	Culture and diversity		

1) Briefly describe the following concepts: (2 marks each)

Socio-economic status (SES): Relative standing in the society based on income, power, background, and prestige

Resistance culture: Group values and beliefs about refusing to adopt the behaviours and attitudes of the majority culture

Tracking: Assignment to different classes and academic experiences based on achievement

Melting pot: Is a metaphor for society where many different types of people blend together as one. America is often called a melting pot

Bilingualism: is commonly defined as the use of at least two languages by an individual

****2) What are the effects of low socio-economic status that may explain the lower achievement of learners from poor environments? (15)**

No single cause is to blame. Poor health care for mother and child, dangerous or unhealthy home environments, limited resources, family stress, interruptions in schooling, exposure to violence, overcrowding, homelessness, discrimination, and other factors lead to school failures, low paying jobs and another generation born into poverty.

- Health, environment and stress: Families in poverty have less access to good prenatal and infant health care and nutrition. Mothers are more likely to have premature babies which leads to many cognitive and learning problems. Children are more likely to be exposed to drugs before birth. These children usually experience higher levels of stress hormones than wealthier families. Increased stress brings about a wide variety of problems including being absent from school, decreased attention and concentration, reduced motivation and effort, and increased depression.

- Low expectations-low academic self-concept: Poorer children wear older clothes, don't speak as clearly, or are less familiar with the syllabus and teacher may not call on them, assume they don't know the answer, set lower standards for them, and accept poor work. Low expectations along with lower-quality educational experiences, can lead to a sense of learned helplessness
- Peer influences and resistance cultures: Researchers suggest that low-SES students may become part of a resistance culture, they reject the behaviours that would make them successful in school
- Home environments and resources: Families in poverty seldom have access to high-quality preschool care, the type that enhances cognitive and social development. They usually have less access to educational toys, books, computers, libraries, museums, etc.
- Summer setbacks: During summer school holidays, poorer learners lose ground over summer as they don't read as much and play educational games.
- Tracking: poor teaching: low-SES students are usually tracked into low-ability classes, and could be taught to memorise and be passive instead of being encouraged to think and be creative.

****3) Define prejudice and explain the development of prejudice. (5)**

Prejudice is a prejudgement or irrational generalisation about an entire category of people. A popular belief is that children are born innocently colour blind and it is not until their parents teach them to be prejudice that they develop biases. Others believe that even without direct coaching from their parents, many young children develop racial prejudice.

A source of prejudice is the human tendency to divide the social world into two categories (us and them, or the in-group and out-group). These can be made on the basis of race, religion, sex, age, ethnicity or even athletic team membership. Prejudice starts early and appears to be that by the age of 6 children have biases.

4) Discuss the short-term and long-term effects of stereotype threat. (6)

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5) Discuss six ideas to promote learning and language acquisition. (15)

Theme 6	Observational learning and cognitive behaviour modification		

1) Briefly describe the following concepts: (2 marks each)

Self-reinforcement: Rewarding ourselves for appropriate behaviour or attaining a goal. Controlling your own reinforcement

Vicarious reinforcement: is a tendency to repeat or duplicate behaviours for which others are being rewarded for.

Self-management: The use of behavioural learning principles to change your own behaviour

****2) Discuss the social learning theory. (4)**

Albert Bandura proposed the social learning theory, a theory that emphasises learning through observation of others. He pointed out two key distinctions between enactive and observational learning and performance.

Enactive and observational learning:

He distinguished between the two: enactive learning is learning by doing and experiencing the consequences of your actions: and vicarious learning which is often called observational learning is learning by observation and imitation of others.

Learning and performance:

To explain some limitations of the behavioural model, he also distinguished between the acquisition of knowledge (learning) and the observable performance based on that knowledge (behaviour). In other words, he suggested that we may know more than we show. Incentives can affect performance.

3) Discuss the elements of observational learning. (10)

4) Discuss the use of behavioural learning principles in self-management. (10)

Theme 7	Views of memory		

1) **Briefly describe the following concepts: (2 marks each)**

Sensory memory: System that holds sensory information very briefly

Bottom-up processing: Perceiving based on noticing separate defining features and assembling them into a recognisable pattern

Prototype: A best example or best representation of a category

Automaticity: The ability to perform thoroughly learned tasks without much mental effort

Phonological loop: Part of working memory. A speech- and sound-related system for holding and rehearsing (refreshing) words and sounds in short term memory for about 1.5 to 2 seconds

Chunking: Grouping individual bits of data into meaningful larger units

Decay: The weakening and fading of memories with the passage of time

Declarative knowledge: Verbal information. Facts such as 'knowing that' something is the case.

Explicit memory: Long term memories that involved deliberate or conscious recall

Images: Representations based on the physical attributes-the appearance-of information

Acronym: Technique for remembering by using the first letter of each word in a phrase to form a new, memorable word

****2) Provide five guidelines, with examples, for gaining and maintaining attention. (10)**

- Use signals: develop a signal that tells students to stop what they are doing and focus on you. Give short and clear instructions before, and not during, transitions. Be playful with your children (dramatic voices/clapping game)
- Reach out rather than call out: walk to the child and look into their eyes
- Make sure the purpose of the lesson or assignment is clear to students: write the goals and objectives on the board and discuss them with the students before starting, ask them to summarise or restate them.
- Incorporate variety, curiosity, and surprise: arose curiosity with questions such as "what would happen if?". Create shock by staging an unexpected event. Use movements, gestures and voice inflection
- Ask questions and provide frames for answering: Ask students why the material is important, how they intend to study and what strategies they will use

3) Discuss the working memory as the 'workbench' of the memory system. (15)

4) Distinguish between maintenance rehearsal and elaborative rehearsal. (6)

5) Discuss the capacity, duration and contents of long-term memory. (15)

6) Distinguish between explicit and implicit long-term memory. (15)

7) Discuss ways to store and retrieve information in the long-term memory. (15)

8) Discuss mnemonics as a procedure for improving memory. (10)

Theme 8	The process of problem solving		

1) Briefly describe the following concepts: (2 marks each)

Problem: Any situation in which you are trying to reach some goal and must find a means to do so

Problem solving: Creating new solutions for problems

Algorithm: Step-by-step procedure for solving a problem. A prescription for solutions

Heuristics: General strategy used in attempting to solve problems. A general strategy that might lead to the right answer.

Analogical thinking: Heuristic in which one limits the search for solutions to situations that are similar to the one at hand

Conformation bias: Seeking information that confirms our choices and beliefs, while disconfirming evidence

2) Distinguish between heuristics and the availability heuristic. (4)

****3) Discuss the five stages of general problem solving. (15)**

General problem-solving strategies usually include the steps of identifying the problem, setting goals, exploring possible solutions and consequences, acting, and evaluating the outcome

Identifying: problem finding:

This is a critical first step, one that requires careful consideration. Finding a solvable problem and turning it into an opportunity is the process behind many successful interventions.

Defining goals and representing the problem:

- Focusing attention on what is relevant: To represent the problem one needs to find the relevant information and ignore the irrelevant details
- Understanding the words: the second task in representing the problem is understanding the meaning of the words, sentences and factual information in the problem.
- Understand the whole problem: The third task in representing the problem is to assemble all the relevant information and sentences into an accurate understanding or translation (your understanding) of the total problem. Meaning that a conceptual model of the problem must be formed

Exploring possible solution strategies

In conducting a search for a solution, one has two general kinds of procedures: algorithms (a step-by-step procedure for solving problems and achieving a goal) or heuristics (a general strategy that might lead to the right answer)

Anticipating, acting and looking back:

After representing the problem and exploring possible solutions, the next step is to select a solution and anticipate the consequences (how will consumers react if you develop a tougher tomatoe). After you choose a solution strategy and implement it, evaluate the results by checking for evidence that confirms or contradicts your solution.

4) Discuss the skills necessary to present a problem and set a goal. (15)

5) Discuss possible solution strategies. (10)

6) Discuss the factors that hinder problem solving. (15)

****7) Define creativity and state two myths about creativity. (5)**

Creativity is the ability to produce work that is original, but still appropriate and useful. It can also be described as imaginative, original thinking or problem solving.

8) Provide five guidelines, with examples, for encouraging creativity. (10)

Theme 9	Cognitive and social constructivism		

1) Briefly describe the following concepts: (2 marks each)

Constructivism: View that emphasises the active role of the learner in building understanding and making sense of information

Situation learning: The idea that skills and knowledge are tied to the situation in which they were learned and that they are difficult to apply in new settings

Spiral curriculum: Bruner's design for teaching that introduces the fundamental structure of all subjects early in the school years, then revisits the subjects in more and more complex forms over time

Problem-based learning: Methods that provide students with realistic problems that don't necessarily have 'right' answers

2) Distinguish between first wave constructivism and radical constructivism. (4)

3) List the five common conditions of constructivism. (5)

4) Discuss the five common conditions of constructivism. (15)

****5) List the six most shared features of cognitive apprenticeship models. (6)**

- Students observe an expert (usually a teacher) model the performance
- Students get external support through coaching or tutoring
- Students receive conceptual scaffolding, which is then gradually faded as the student becomes more competent and proficient
- Students continually articulate their knowledge-putting into words their understanding of the process and content being learned
- Students reflect on their progress, comparing their problem solving to an expert's performance and to their own earlier performances
- Students are required to explore new ways to apply what they are learning-ways that they have not practiced at the master's side

Theme 10	Motivation in learning and teaching		

1) Briefly describe the following concepts: (2 marks each)

Locus of causality: The location-internal or external-of the cause of behaviour

Incentive: An object or event that encourages or discourages behaviour

Humanistic interpretation: Approach to motivation that emphasises personal freedom, choice, self-determination, and striving for personal growth

Self-actualisation: Fulfilling one's potential

****2) Distinguish between intrinsic and extrinsic motivation. (4)**

Intrinsic motivation occurs when one is self motivated to do something, it is the pursuing of a task which no one makes you do but rather because you want to do it, and is seen as the internal forces which motivate. Intrinsic motivation is "motivation associated with activities that are their own reward" (Woolfolk. 2014: 393), this meaning that the activity itself is satisfying and is not done based on incentives given or to avoid punishment. Intrinsic motivation is also usually associated with positive outcomes and can be beneficial in academic achievement.

Extrinsic motivation is the "motivation created by external factors such as rewards and punishments" (Woolfolk. 2014: 393) and learners are usually not necessarily interested in the task but do it to obtain a mark for example, and it is merely about what they will gain from doing it. This type of motivation is associated with negative outcomes including negative emotions and attitude, and low academic performance.

****3) Discuss Maslow's hierarchy of needs. (10)**

Maslow suggested that humans have a hierarchy of needs ranging from lower-level needs for survival and safety, to higher-level needs for intellectual achievement and finally self-actualisation. Self-actualisation is Maslow's term for self-fulfilment, the realisation of personal potential. Each of the lower needs must be met before the next higher need can be addressed.

The four lower level needs (are called the deficiency needs) are the need for: survival, then safety, then belonging, and then self-esteem. When these are satisfied, the motivation for fulfilling them decreases.

The three higher-level needs (are called being needs) are: intellectual achievement, then aesthetic appreciation, and finally self-actualisation. When these are met, the motivation does not cease, instead it increases to seek further fulfilment and these needs can never be completely filled.

****4) Discuss the four achievement goal orientations that one finds in schools. (8)**

Goal orientations are patterns of beliefs about goal related achievement in school. They include the reasons we pursue goals and the standards we use to evaluate progress toward those goals. The most common distinction in research on student's goals is between mastery goals (also called task goals or learning goals) and performance goals (also called ability goals or ego goals).

The point of mastery goals is to improve, to learn, no matter how awkward you appear. Student's quality of their engagement in the task is higher-they are more invested. Students with these goals seek challenges, persist when they encounter difficulties, and feel better about their work. They focus on the task and not on how their performance 'measures up' in comparison to others.

Students with performance goals care about demonstrating their ability to others. They may be focused on getting good test scores and grades, or about winning and beating others, to look smart. The evaluation of their performance by others, not what they learn, is what matters. They may actually act in ways that interfere with learning.

****5) Discuss guidelines for building confidence and positive expectations. (10)**

- Begin work at the students' level and move in small steps
- Make sure learning goals are clear, specific, and possible to reach in the near future
- Stress self-comparison, not comparison with others
- Communicate to students that academic ability is improvable and specific to the task at hand
- Model good problem solving, especially when you have to try several approaches

****6) List six guidelines for enhancing success. (6)**

- Give students frequent opportunities to respond
- Have students create and finish a project
- Avoid heavy emphasis on grades and competition
- Reduce the task risk without over simplifying the task
- Model motivation to learn for your students
- Teach the particular learning tactics