



Tutorial Letter 101/0/2022

BECOMING A TEACHER

BTE2601

Year Module

Department of Curriculum and Instructional Studies

This tutorial letter contains important information about BTE2601.

BARCODE

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1 INTRODUCTION AND WELCOME

Dear Student

Welcome to module Becoming a Teacher (BTE2601) that forms part of the B. Ed programme of the University of South Africa. We hope that you will enjoy this learning journey with us.

This is an online module, which means that, except for the prescribed book, all other material will be made available online on the myUnisa site for the BTE2601 module. It also means that all assignments should be submitted online by students. This is somewhat different from the paper-based modules that you may be used to. We do hope, however, that you will find this way of learning stimulating and that the benefits of such a mode of learning will far outweigh any possible drawbacks you think it might have. One of the biggest benefits of an online delivery mode is that it allows us to communicate very quickly with the students via announcements, home page messages, e-mails and on the discussion forum. As lecturers, we are excited about this module and we will try to make your learning as easy and as interesting as possible.

We wish you much success in your studies!

TUTORIAL LETTERS DURING THE YEAR.

A tutorial letter is our way of communicating with you about teaching, learning and assessment.

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

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

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

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

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

- Study guide
- Tutorial Letter 101
- Other tutorial letters that will be sent to you during the course of the year

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

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

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

2 PURPOSE AND OUTCOMES

2.1 Purpose

Module BTE2601 is an essential part of the Initial Teacher Education (ITE) programmes. All the ITE programmes have three components: educational theory, professional studies and teaching practice, which is the most fascinating part of the professional preparation of teachers.

BTE2601 is the educational theory module for this programme. This module provides a base for other core modules. The purpose of this module is for students to acquire understanding and skills that are needed in a classroom to work with the curriculum, media and assessment for learning and managing diversity. In order to achieve this, the students will interact with pedagogical content knowledge (PCK) and application, reflective practice, curriculum theories and implications for practice. Furthermore, the module presents scenarios from diverse educational settings to prepare student teachers for the challenges of teaching in the South

African context in the General Education and Training (GET) and Further Education and Training bands. Preparing learners for a world of work and success after school which will be very different from our own, requires a combination of knowledge, competencies and mindsets that form the Entrepreneurial Mindset (also known as the Solution-seeking mindset.) The entrepreneurial mindset empowers learners to take ownership of their learning, becoming purpose-driven opportunity-finders and problem-solvers able to succeed in employment, entrepreneurship and further education. This is the reason we teach

2.2 Outcomes

The outcomes envisaged in this module are as follows:

- a. developing the art of teaching
- b. interpreting and implementing theories
- c. interpreting and implementing the curriculum
- d. planning learning activities that are appropriate for learners
- e. assessing the learners
- f. managing a diverse classroom
- g. designers of learning environments

3 CURRICULUM TRANSFORMATION

Unisa has implemented a transformation charter based on five pillars and eight dimensions. In response to this charter, we have placed curriculum transformation high on the teaching and learning agenda. Curriculum transformation includes the following pillars: student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning and the infusion of African epistemologies and philosophies. These pillars and their principles will be integrated at programme and module level as a phased-in approach. You will notice a marked change in the teaching and learning strategy implemented by Unisa, together with how the content is conceptualised in your modules. We encourage you to embrace these changes during your studies at Unisa in a responsive way within the framework of transformation.

4 LECTURER(S) AND CONTACT DETAILS

4.1 Lecturers

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

Name	E-mail
Mr. MX Majola	majolmx@unisa.ac.za
Ms M Maleka	emaleklm@unisa.ac.za

We want to help you to complete your studies successfully. Please do not hesitate to contact us if you feel uncertain about anything in the study material or if you experience any difficulties with your studies. We are here to help you and to give support where we can, but it is your responsibility to contact us in good time. Our experience indicates that your eventual success in this module depends greatly on your willingness to contact us whenever you need direction or support.

Only academic-related questions and enquiries concerning the content of the module should be directed to the lecturers (when you need clarity about concepts in the study material). For administrative or registration queries, please consult your *Study @ Unisa* brochure.

PLEASE NOTE: *Do not send your assignments directly to the lecturers.*

4.2 E-mail support for BTE2601

All communication with BTE2601 students will be via your official myLife Unisa e-mail account that is linked to your student number. Please ensure that you activate and regularly check the inbox of this e-mail address.

4.3 Contact details of the Department of Curriculum and Instructional Studies

Senior administrative officer

Khunjulwa Peter

Telephone: 012 429 4033/429 6861

E-mail: peterk@unisa.ac.za

4.4 Communication with the University

DO NOT CONTACT YOUR LECTURER FOR ANY ADMINISTRATIVE MATTERS.

USE THE FOLLOWING TELEPHONE NUMBERS OR E-MAIL ADDRESSES:

- Call centre (all enquiries): 0800 001 870
- Application enquiries: applications@unisa.ac.za
- Registration enquiries: educare@unisa.ac.za
- Fax: 012 429-4150
- Tel. numbers: 012 429-2645
- 012 481-1162/2549/2749/2702/7200
- Requests for exemptions: ADHOCH@unisa.ac.za or
- rpl@unisa.ac.za (follow the exemption application process)
- RPL enquiries: morokvt@unisa.ac.za
- General education-specific enquiries: edu-enquiries@unisa.ac.za
- Unisa web page: www.unisa.ac.za

EDUCATION

- Mr Steven Shabangu: 012 429 2645 shabasm@unisa.ac.za
- Tebatso Moloto: molotsw@unisa.ac.za
- Assignment division: telephone number: 012 429 8720/3710/2986/2660
- Examination division: telephone number: 012 429 2667/6090/6130/2267/2700/2986
- Teaching practice office: 012 484 2891/2822/2732/1059/2730/2700/1048 or 012 429 4897/4550

5 RESOURCES

Prescribed book for the module which you must purchase:

Title: Becoming a Teacher: UNISA Custom Edition

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

Publisher and date: Pearson, 2019

ISBN 978-1-485-70973-2

5.1 Prescribed book(s)

There are no prescribed books for this module. This means that you do not have to buy any additional books for this module. You only need your study guide and the tutorial letters.

5.2 Additional study material

You are requested to acquire and become thoroughly acquainted with:

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

- National Education Policy Initiative (NEPI)

5.3 Electronic reserves (e-reserves)

- E-reserves can be downloaded from the Library catalogue. More information is available at <https://libguides.unisa.ac.za/request/request>
- <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01124/full>
- <https://doi.org/10.35542/osf.io/g623d>
- <https://www.tandfonline.com/doi/pdf/10.1080/10888691.2018.1537791?needAccess=true>
- <https://elimindset.com/wp-content/uploads/2021/03/The-Entrepreneurial-Mindset-Imperative.pdf>

5.4 Library services and resources

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

- For a general Library overview, go to <https://www.unisa.ac.za/sites/corporate/default/Library/About-the-Library>
[Library @ a glance](#)
- For detailed Library information, go to <https://www.unisa.ac.za/sites/corporate/default/Library>
- For research support and services (personal librarians and literature search services), go to: <https://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support>

The Library has created numerous **Library guides** to assist you: <http://libguides.unisa.ac.za>

Recommended guides:

- Requesting recommended books and access e-reserve material: <https://libguides.unisa.ac.za/request>
- Requesting and finding library material: Postgraduate services: <https://libguides.unisa.ac.za/request/postgrad>

- Finding and using library resources and tools (Research Support):
<https://libguides.unisa.ac.za/research-support>
- Frequently asked questions about the library:
<https://libguides.unisa.ac.za/ask>
- Services to students living with disabilities: <https://libguides.unisa.ac.za/disability>
- A-Z databases: <https://libguides.unisa.ac.za/az.php>
- Subject-specific guides: <https://libguides.unisa.ac.za/?b=s>
- Information on fines & payments: <https://libguides.unisa.ac.za/request/fines>

Assistance with **technical problems** with accessing the Unisa Library or resources:

<https://libguides.unisa.ac.za/techsupport>

Lib-help@unisa.ac.za (insert your student number in the subject line please)

General library enquiries can be directed to Library-enquiries@unisa.ac.za

5.5 myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. You can also visit UNISA education centres in order to access internet. The myUnisa learning management system is the University's online campus that will help you communicate with your lecturers; other students and the administrative departments at Unisa – all through the computer and the internet.

You can start at the main Unisa website at <http://www.unisa.ac.za> and then click on the myUnisa orange block. This will take you to the myUnisa website. To go to the myUnisa website directly, go to <https://my.unisa.ac.za>. Click on the Claim UNISA Login on the right-hand side of the screen on the myUnisa website. You will then be prompted to give your student number in order to claim your initial myUnisa details as well as your myLife e-mail login details.

For more information on myUnisa, consult the brochure *Study @ Unisa*, which you received with your study material.

6 STUDENT SUPPORT SERVICES

The *Study @ Unisa* website is available on myUnisa: www.unisa.ac.za/brochures/studies

This website has all the tips and information you need to succeed at Unisa.

6.1 First-Year Experience Programme @ Unisa

For many students the transition from school education to tertiary education is beset with anxiety. This is also true for first-time students to Unisa. Unisa is a dedicated open distance and e-learning institution. Unisa is somewhat different from face-to-face/contact institutions in that it is a mega university and all our programmes are offered through a blended learning mode or fully online learning mode. It is for this reason that we deemed it necessary to offer first-time students additional/extended support so that you can seamlessly navigate the Unisa teaching and learning journey with little difficulty and few barriers. In this regard, we offer a specialised student support programme to students entering Unisa for the first time. We refer to this programme as Unisa's First-Year Experience (FYE) Programme. The FYE is designed to provide you with prompt and helpful information about services that the institution offers and how you can access information. The following FYE programmes are currently offered:

- FYE website: All the guides and resources you need to navigate through your first year at Unisa can be accessed using the following link: www.unisa.ac.za/FYE
- FYE e-mails: You will receive regular e-mails to help you stay focused and motivated.
- FYE broadcasts: You will receive e-mails with links to broadcasts on various topics related to your first-year studies (videos on how to submit assignments online).
- FYE mailbox: For assistance with queries related to your first year of study, send an e-mail to fye@unisa.ac.za.

7 STUDY PLAN

7.1 Study guide

The study guide covers a wide field to provide you with the necessary background knowledge. If you work systematically through study guide and other tutorial matter, according to a set timetable, you should have no difficulty in mastering the subject matter.

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It is advisable to download the study guide as soon as you can so that you can follow an uninterrupted study programme, even when there may be technical problems with the myUnisa site. Speaking of technical problems with the myUnisa site; it is a reality that when thousands of students are trying to upload their assignments electronically at the same time – one minute before midnight on the day that assignments are due – the technical systems are under immense pressure and this may be problematic. You are therefore most strongly advised to submit your assignments a few days before the due date as they are more likely to be uploaded and registered without any problems when the system is not overloaded.

HOW TO STUDY ONLINE

What it means to study fully online

Studying fully online modules differ completely from studying some of your other modules at Unisa.

- All your study material and learning activities for online modules are designed to be delivered online on myUnisa. Except for the prescribed book, all other study material will be made available online on the myUnisa site for this module. No course material, besides this tutorial letter, will be sent to you via post.
- All your assignments must be submitted online. This means that you do all your activities and submit all your assignments on myUnisa. In other words, you may NOT post your assignments to Unisa, using the South African Post Office. No assignments will be accepted if submitted through the post. Only assignments submitted in the correct format (PDF) via myUnisa will be accepted and/or processed.

- All communication between you and the University happens online. Lecturers will communicate to you by e-mail, using the tools **Announcements** and **Discussion Forums**. You may also use the above channels of communication to ask questions and contact your lecturers.

It is very important that you log in to myUnisa regularly. We recommend that you log in at least three times a week to do the following:

- Check for new announcements. You can also set your myLife e-mail account to receive the announcement e-mails on your cellphone.
- Participate on the discussion forum when you want to share information or raise general concerns about the module.
- Do the weekly self-assessments. For some of the unit activities, you will need to take a quiz or complete a survey under the **Self-assessments** tool. Do not skip these activities because they will help you to complete the assignments and the activities for the module.

7.2 The assignments

After you have received your study package, immediately start with Assignment 01 (admission) and submit it. Then do Assignment 02, Assignment 03 and Assignment 04 (Each assignment contributes 25% to a year mark of 100% that will be calculated on the basis of achievement in Assignment 01, 02, 03 and 04). When preparing for Assignments 01, 02, and 03 it is crucial that you read through your prescribed book before attempting to answer the questions. You must read information posted on additional resources and e-reserves (articles) in order to complete assignment 04

7.3 General instruction and guidelines

- a). Do not waste time; start as soon as you receive your study material. You can even go to myUnisa if the delivery of your material is delayed. Download if from Official Study Materials and Additional Resources.
- b). Include unique numbers on the cover page of your assignments.

- c). Check the due dates of each assignment carefully.
- d). Keep a copy of all your assignments.

8 PRACTICAL WORK

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

9 ASSESSMENT

9.1 Assessment criteria

For continuous assessment; do all four assignments weighting 25% each.

9.2 Assessment plan

You must complete **four** compulsory assignments for this module on or before the specified due dates. The table below provides a detailed indication of the assignments you have to complete and the total percentage each assignment contributes towards your final promotion mark.

Assignment number	Type of assignment	Submission	Weighting	Due Date	Unique assignment Number
01	Multiple-Choice Questions	Compulsory	25%		
02	Written Assignment	Compulsory	25%		

03	Written Assignment	Compulsory	25%		
04	Written Assignment	Compulsory	25%		
Final promotion mark			100%		
05	Written Assignment		100%		

9.3 Submission of assignments

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

To submit an assignment via myUnisa:

Go to myUnisa:

- Log in with your student number and password.
- Select the module.
- Click on Assignments in the menu on the left.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

9.4 The assignments

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

will be marked. Furthermore, you may be penalised or be subjected to disciplinary proceedings by the University.

Plagiarism

Plagiarism is a serious academic offence equitable to theft and fraud within academic institutions. It entails presenting another person's work or ideas as your own. Ignorance and intention are not acceptable as excuses. You are therefore encouraged to familiarise yourself with plagiarism and how to avoid it.

By registering for (and continuing with) this module, you agree that you will not commit plagiarism and/or any other forms of academic fraud. You furthermore agree to adhere to Unisa's policy on plagiarism and that you are aware of the consequences of plagiarism regarding this module. This may include (but is not limited to) receiving ZERO mark for the specific assignment, obtaining a ZERO mark for the module or (depending on the severity of the plagiarism) possible disciplinary inquiry.

COMPULSORY ASSIGNMENT

ASSIGNMENT 01 - MCQ

ANSWER ALL QUESTIONS

Total: 1x50=50

Answer all the questions. Login to MyUnisa to complete this assignment

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

NB: Further instructions will be provided.

ASSIGNMENT 02

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

Total: 50

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

INSTRUCTIONS

1. All questions must be answered.
2. The cover page of your assignment must contain all your personal details.
3. Do not forget to write the assignment unique number.

QUESTION 1

- | | | |
|-----|---|-------------|
| 1.1 | There are 7 roles of the teacher, list at least five. | (5) |
| 1.2 | Mention and describe five tools to guide reflection. | (10) |
| 1.3 | Discuss the information processing in detail. | (10) |
| | | (25) |

QUESTION 2

- | | | |
|-----|--|-------------|
| 2.1 | List and explain five key element that should be included in the learning programme. | (10) |
| 2.2 | Outline and define the different assessment models and approaches. Provide practical example for each model. | (07) |
| 2.2 | Differentiate using a table between deep and surface approaches to learning | (08) |
| | | (25) |

TOTAL:50

ASSIGNMENT 03**ANSWER ALL THE QUESTIONS, USING YOUR TEXTBOOK: BECOMING A TEACHER****Total: 50****(A year mark of 25% will be calculated.)****INSTRUCTIONS**

- 1. All questions must be answered.**
- 2. The cover page of your assignment must contain all your personal details.**
- 3. Do not forget to write down the assignment unique number.**

According to Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (Department of Education 2001), Inclusive education (IE) regards education is for all children. Youth and also adults have the potential to learn, given the necessary support. The education system's inability to recognise and accommodate the diverse range of learning needs results in a breakdown of learning. All learners can learn, irrespective of gender, race and language or their sexual orientation.

1. Describe inclusive education in your own words? (10)
2. Outline and analyse the limitations of the traditional medical approach to inclusive education. (15)
3. Discuss the following extrinsic barriers to learning:
 - a) parent involvement
 - b) disruptive behaviour by the teacher.
 (10)
4. Discuss how White Paper 6 showed commitment to providing equal educational opportunities for learners who had been excluded because the education and training system did not accommodate their needs. (15)

TOTAL:50

ASSIGNMENT 4: COMPULSORY

This assignment requires of you to complete a series of questions on the content of the module, using links for articles provided on additional resources and e-reserves

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

Total: 50

QUESTION 1: Creating a movable vehicle -Task one

Learning Objective for task one

- To experience the benefits of designing a lesson that utilizes the benefits of a playful in the activation of competencies, skills, and knowledge of a particular project.

Your Task one

- 1.1. Your task is to build a model of a vehicle that can move. Think about how you will make this object move given the items that are available to you. You do not need to buy anything for this activity but simply collect and use what is available to your area/community.

Collect recycled materials together such as egg boxes, newspaper prints, toilet paper rolls and whatever you can find in your area. Once you have made your vehicle model take a picture of it and share it. Outline the benefits of playful project-based learning using your own experience of doing this project. You will refer to the board theories, philosophies, pedagogies and principles that underpin this approach. (10)

- 1.2. Think about all the different things you learnt while making this vehicle and explain them. (5)

- 1.3. Why are playful learning environments important for all learners, no matter their age or grade? Refer to the literature in your answer (7)

(22)

QUESTION 2

Creating Playful learning environments using the SPECIAL Principles. Task two

Learning Objective for task two.

To understand how to create learning environments that enable social interaction, purpose, enjoyment, curiosity, enable iteration, actively engaging and that activates learner autonomy.

To understand how to create the conditions for learners to develop the 'skills for a changing world' that make up the entrepreneurial mindset.

Your Task two

Think about a topic or lesson you can present or teach in the classroom. It can be a lesson topic of any subject of DBE grades. In preparation for your lesson presentation, consider the essential Principles for an Effective Teaching and Learning Environment and complete the table below. For extra marks reference where you have found the evidence to support your answers.

Principle	What does the principle mean?	Why is this important?	In your chosen lesson what specific activity/ies would you do in order to activate this principle?	What skills and competencies would you expect to see if this principle is being practiced well in your classroom?
Example: Purpose	<i>Purpose is about learners finding meaning from what they are learning, so learner is relevant to them.</i>	<i>Purpose stimulates motivation and can lead to</i>	<i>Instead of telling learners the information I would ask them the question what</i>	<i>Learners would demonstrate curiosity; they would be motivated and</i>

	<i>Purpose is also about connecting what you are learning in the classroom to the real world. (Lego, 2017)</i>	<i>lifelong learning.</i>	<i>is the secret about XXX topic Fisher, Hirsh-Pasic, Newcombe and Glandorf (2013). I would ensure that the project or activity they are working on relates to their lives and their interests.</i>	<i>interested in the lesson. I hope that if they are motivated and curious, they would be engaged, asking questions and interested in the lesson.</i>
Social Interaction				
Purpose				
Enjoyment				
Curiosity				

Iteration				
Active Engagement				
Learner Autonomy				

(1x28 =28)

TOTAL 50

ASSIGNMENT 5

QUESTION 1

- 1.1 Shulman (2005:504) described classroom teaching as “perhaps the most complex, most challenging and most demanding and frightening activity our species has ever invented”

Do you agree or disagree with this statement?

List five reasons and give practical examples to illustrate your answer on each statement. (10)

- 1.2. Describe in your own words the **Value of learning theories** for your teaching practice in the classroom. You are expected to indicate how these discussed learning theories can be linked to the practice of teaching and learning in your class. (10)
- 1.3. Use your knowledge of learning theories to name at least three aspects that a teacher should be knowledgeable about in order to teach effectively and monitor learners’ progress in the class. (6)

(26)

QUESTION 2

- 2.1 Define the following concepts using your own words:

- a. epistemologies (2)
- b. transformative teacher (2)
- c. inclusive education (2)

d. reflective practice (2)

e. assessment rubric (2)

(10)

QUESTION 3

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

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

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

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

(34)

QUESTION 4

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

HINT: LESSON PLAN ASSESSMENT RUBRIC

Use this lesson plan assessment rubric as a guideline to DESIGN YOUR OWN lesson plan. Do not redraw the rubric below or complete any information on it. The rubric only serves as a guideline to help you design your own lesson plan.

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

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

TOTAL [100]

9.5 Other assessment methods

None

9.6 The examination

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

10 ACADEMIC DISHONESTY

10.1 Plagiarism

Plagiarism is the act of taking the words, ideas and thoughts of others and presenting them as your own. It is a form of theft which involves several dishonest academic activities, such as the following:

- Cutting and pasting from any source without acknowledging the source.
- Not including or using incorrect references.
- Paraphrasing without acknowledging the original source of the information.

10.2 Cheating

Cheating includes, but is not limited to, the following:

- Completing assessments on behalf of another student, copying from another student during an assessment or allowing a student to copy from you.
- Using social media (eg WhatsApp, Telegram) or other platforms to disseminate assessment information.
Submitting corrupt or irrelevant files.
- Buying completed answers from “tutors” or internet sites (contract cheating).

10.3 More information about plagiarism can be downloaded on the link below

<https://www.unisa.ac.za/sites/myunisa/default/Study-@-Unisa/Student-values-and-rules>

11 STUDENT WITH DISABILITY

The Advocacy and Resource Centre for Student with Disability ARCSWiD) provides an opportunity for staff to interact with new and returning students with disabilities.

- If you are a student with a disability and would like additional support or need additional time for assessments, you are invited to contact Mr. M Majola on majolmx@unisa.ac.za so that you can be assisted.

12 FREQUENTLY ASKED QUESTIONS

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

13 PLAGIARISM

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

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

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

- You fail to clearly indicate (with quotation marks, indenting or through using of different fonts) phrases or passages taken verbatim (word for word) from a published or unpublished text without acknowledging the original author and text.
- You paraphrase an article, book or electronic text without acknowledging the source(s) and the author of the work. This amounts to reproducing a text in different words than the author; changing the word order of the text or changing the sentence type / style of the author.

- You use more than a substantial part of the work of any author, even if you acknowledge the source and the author.
- You use a patch-writing method (cut-and-paste), which means that you take pieces of another person's work, including those from the internet, and blend it with your own words and phrases without acknowledging the author and the source of the work.

14 IN CLOSING

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

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

.....

.....

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

.....

.....

c. What can be done to improve the module?

.....

.....

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

.....

.....

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

.....

.....

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

.....

.....

Your feedback matters!

All the best for 2022.

Your lecturers

Mr. MX Majola and Ms. M Maleka

STUDENT DECLARATION FORM

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL STUDIES

COLLEGE OF EDUCATION

UNIVERSITY OF SOUTH AFRICA

You need to include a completed and signed copy of this form when you submit Assignments 02,03 and 04 for this module. Assignments without the form will be cancelled and returned unmarked .

The **Department of Curriculum and Instructional Studies** places specific emphasis on integrity and ethical behaviour with regard to the preparation of all written work submitted for academic assessment.

Although your lecturers can provide you with information about reference techniques and guidelines to avoid plagiarism, you also have a responsibility to fulfil in this regard. Should you at any time feel unsure about the requirements, you must consult your lecturers before you submit any assignment.

You are guilty of plagiarism when you extract information from a book, article, web page or fellow student without acknowledging the source and submit it as your own work. In truth, you are stealing someone else's property. You may not use another student's work. You may not allow anyone to copy or use your work with the intention to submit it as his/her own.

Students who are guilty of plagiarism will forfeit all credit for the work concerned. Plagiarism is a serious violation of the University's regulations and may lead to expulsion.

The under-mentioned declaration must accompany written assignments. Your assignment will be cancelled and returned unmarked if you do not include a fully completed and signed declaration form.

I (full names):

Student number:

BTE2601 module

Declare that...

1. I understand what plagiarism entails and am aware of the University's policy in this regard.
2. I declare that this assignment is my own, original work. Where I used someone else's work, whether a printed source, the internet or any other source, I give the proper acknowledgement and include a complete reference list.
3. I did not use another current or previous student's work, submitting it as my own.
4. I did not allow and will not allow anyone to copy my work with the intention of submitting it as his or her own work.

Signature _____ Date: _____

