

Tutorial letter 101/0/2020

CURRICULUM STUDIES

CUS3701

Year module

**Department: Curriculum and Instructional
Studies**

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

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Please note / important notes:

- ***Read this tutorial letter first***
- ***Assignment 01 gives you examination admission. No extension of time can be granted for this assignment - don't even ask – keep to the due date!***

1 INTRODUCTION

Dear Student

Welcome to this module: *CURRICULUM STUDIES*. We are delighted to have you as a student, and we wish you every success in your studies.

We shall do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the year and resolve to do the assignment(s) properly.

This is a year module which means that it is offered from January to November.

PLEASE SEE THE EXAMINATION GUIDANCE SECTION AND THE QUESTIONNAIRE AT THE END OF THIS TUTORIAL LETTER.

1.1 Tutorial matter

You will receive a number of tutorial letters during the year, including **tutorial letter 501**, which serves as a study guide. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

Tutorial Letter 101 contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers.

Please read **Tutorial Letter 301** in combination with **Tutorial Letter 101** as it gives you an idea of generally important information when studying at a distance and within a particular College of the University.

In this tutorial Letter (101), you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. **This tutorial letter also provides all the information you need with regard to the prescribed study material and other resources and how to obtain it. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.**

TUTORIAL LETTERS AND STUDY MATERIAL ARE ALSO AVAILABLE ON MyUnisa.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start we would like to point out that **you must read all the tutorial letters** you receive during the year **immediately and carefully**, as they always contain important and, sometimes, urgent information. Please make sure that **your contact details** are correct, because the university also send SMS's to students.

If you have access to a computer that is linked to the Internet, you can quickly access resources and information at the University. The *myUnisa* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the Internet. It is therefore of the utmost importance to get access to the Internet and to consult *myUnisa* on a regular basis. Please note that once you are registered on *myUnisa* you will also be able to submit your assignments online, have access to library resources, download

your study material, etc. You will also be able to keep record of assignments submitted and have access to your marks, previous examination papers and examination dates.

To go to the *myUnisa* website, start at the main Unisa website, <http://unisa.ac.za> and then click on the “login to *myUnisa* link on the right-hand side of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in www.unisa.ac.za/brochures/studies. Please consult the publication *Studies @ Unisa* for information on *myUnisa*.

We hope that you will enjoy this module and wish you all the best!

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

The purpose of this module is to explore the general principles underpinning the planning, organisation, implementation and review of curricula in general and the South African school curriculum in particular. The module will help students to understand, to adapt and to contribute to the evolving nature of the school curriculum. Besides being an interpreter and implementer of the curriculum, teachers need to understand legislation, prescribed policies and approaches on curriculum development. They have to be able to analyse existing learning programmes and resource material in order to prepare instructional designs with effective teaching, learning and assessment in mind.

2.2 Outcomes

The course content should enable you to do the following:

- Discuss, compare and evaluate key ideas and debates on curriculum approaches and the school curriculum as an evolving social construct.
- Identify, implement and justify a variety of roles that make a positive contribution to the evolving nature and characteristics of the school curriculum, focusing on the curriculum in diverse contexts – plan and practice, taking the CAPS in consideration.
- Identify and justify, varied strategies for engaging with the school curriculum and policy in ways that are appropriate for different purposes and contexts.
- Use innovative ways to contribute to the development of the school curriculum in ways that are informed by contextual realities, the nature of multi-cultural schools and classrooms, historical legacies and social diversity, including Ubuntu principles.
- Practice effective questioning, assessment and feedback of the intended curriculum.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

**LECTURERS ARE THERE TO ASSIST WITH ACADEMIC MATTERS
ONLY, **NOT** WITH ADMINISTRATIVE MATTERS, LIKE
REGISTRATIONS, MARKS, SUPPLEMENTARY EXAMINATIONS OR
STUDY MATERIAL!**

The lecturer responsible for this module is:

Me L Botes (From 1 January – 31 March 2020)

E-mail address: Loekiebotes@gmail.com
 Tel 0794312815

Prof EC du Plessis **(From 1 April 2020 – 20 December 2020)**

E-mail address: dplesec@unisa.ac.za

Telephone number: 082 809 3903 **(DURING OFFICE HOURS ONLY: 08h00 – 16h00, NO WEEKENDS!)**

Fax number: 086 634 3996

3.2 Department

Secretary: Curriculum and Instructional Studies (her telephone number is 012 429 4033.)
 You can also contact Mr Steven Shabangu for general enquiries. His telephone number is 012 429 2645, e-mail: shabasm@unisa.ac.za.

E-mail and telephone numbers are included above but you might also want to write to us. Letters should be sent to:

The Module leader (module code)
 Department of Curriculum and Instructional Studies
 PO Box 392
 UNISA
 0003

NOTE: You may enclose more than one letter in an envelope, but do not make enquiries from different departments (for example Despatch and Library Services) in the same letter. This delays the replies to your enquiries. Write a separate letter to each department and mark each letter clearly for the attention of that department. **Letters to lecturers may not be enclosed with assignments.**

ALWAYS WRITE YOUR STUDENT NUMBER AND THE MODULE CODE AT THE TOP OF YOUR LETTER.

You are most welcome to visit us at the office to discuss any academic problems you might experience with your studies. **Please remember to make an appointment beforehand.**

3.3 University

Communication with the University

**DON'T CONTACT YOUR LECTURER FOR ANY ADMINISTRATIVE MATTERS!
 USE THE FOLLOWING TELEPHONE NUMBERS OR E-MAIL ADDRESSES**

Call centre (all enquiries): 0800 001 870

Applications enquiries:	applications@unisa.ac.za
Registration enquiries:	educare@unisa.ac.za
	Fax: 012 429-4150
	Tel. numbers: 012 429-2645;
	012 481-1162/2549/2749/2702/7200
Exemptions application requests email:	ADHOCH@unisa.ac.za or
	rpl@unisa.ac.za (follow the exemption application process)

RPL enquiries:	morokvt@unisa.ac.za
General Education specific-enquiries:	edu-enquiries@unisa.ac.za
Unisa web page:	www.unisa.ac.za

EDUCATION

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

Assignment division: Telephone number: 012 429 8720/3710/2986/2660
Examination division: Telephone number: 012 429 2667/6090/6130/2267/2700/2986
Teaching Practice office: 012 484 2891/2822/2732/1059/2730/2700/1048 or 012 429 4897/4550

4 MODULE RELATED RESOURCES

4.1 Prescribed books

The following book is prescribed for CUS3701 and must be bought:

Title: CURRICULUM STUDIES IN CONTEXT
Authors: Celia Booyse, Elize Du Plessis & Mncedisi Maphalala
UNISA Edition: Fourth (2020)
ISBN – 978 0 627 03750 4

Publisher: Van Schaik Tel: 012 3422765, Fax: 012 4303563, www.vanschaiknet.com.

The E-book version (eISBN – 978 0 627 03751 1) is available from:
<https://store.it.si/za/home>

Use the prescribed text book with tutorial letter 501.

4.2 Recommended book (not compulsory – only if you want to read more)

Title: *TEACHER EMPOWERMENT THROUGH CURRICULUM DEVELOPMENT: THEORY INTO PRACTICE*
Author: Carl, A.E.
Edition: Fourth (2014)
ISBN 9780702189128
Publisher: JUTA

4.3 Electronic Reserves (e-Reserves)

There are no e-Reserves for this module, but we realize that some of you might find it difficult to access the government websites in order to obtain relevant documents. Here are a few web addresses that could prove useful:

ADDITION POLICY DOCUMENTS FOR CAPS (not compulsory – just take note of these policy documents) (Available at www.education.gov.za and www.thutong.doe.gov.za)

- ✓ Curriculum and Assessment Policy Statements (CAPS) per subject
- ✓ National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12

- ✓ Policy on Minimum Requirements for Teacher Education Qualifications (MRTEQ) 2015, which replaces the Norms and Standards for Educators
- ✓ Government Gazette 32836 Curriculum review
- ✓ Government Gazette 30880 Foundations for Learning
- ✓ White Paper 6: Special needs education: Documents; White Papers 2001 (July 2001)
- ✓ Government Gazette 29466 Inclusive Education
- ✓ National Protocol for Assessment (Grades R-12)
- ✓ Government Gazette 29626 Assessment policy (Gr 7-9)
- ✓ Government Gazette 36041 and 36042, December 2012 (Assessment)
- ✓ Learner's Book for learners and Teacher's Guide for teachers
- ✓ IQMS: www.ELRC.co.za. Collective agreements; 2003; No 8.

If you still experience difficulty to get access to these documents, you can contact the Unisa Library in Pretoria at 012 429 4133. Also register as an ONLINE student. Registering as an ONLINE student is described step-by-step in *Studies @Unisa*. The library is extremely well equipped and you will certainly benefit from making use of it. Alternatively, you may visit a school or district office for information. Please remember to make an appointment with the person you want to see beforehand.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to the Unisa website at <http://www.unisa.ac.za/> and click on **Library**.

For research support and services of personal librarians, go to <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>.

The Library has compiled numerous library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding , obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

PLEASE NOTE:

LECTURERS CANNOT HELP YOU WITH PRESCRIBED TEXT BOOKS, MISSING OR LATE STUDY MATERIAL OR ANY OTHER ADMINISTRATIVE MATTERS!

5 STUDENT SUPPORT SERVICES FOR THE MODULE

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

Contact with fellow students

- **Study groups**

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

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

- **Tutor Support**

Unisa offers tutor and e-tutor services for students as additional academic support at the various Unisa regional learning centres throughout the country. For details of a learning centre near you, please consult Directorate Curriculum and Learning Development at Tel: 012 484 2869 or 012 481 2717/2748.

E-tutor office:

Mrs P Mantsie
mantsmp@unisa.ac.za

Ms MT Mpai
mpaimt@unisa.ac.za

Mrs TL Thipe
thipetl@unisa.ac.za

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

- To facilitate student learning by developing the student's independent learning skills
- Assisting students to become motivated and independent learners.
- Help the students to develop and enhance their learning experience and academic performance through interaction with the tutor and fellow students.

Tutorials are not compulsory and willing students receive tutorial support at a nominal fee. Interested students are advised to consult a learning centre closest to them to enrol for tutorials. For further information on tutorials consult the brochure *Study @ Unisa*.

- **Free computer and internet access**

Unisa has entered into partnerships with establishments (referred to as telecentres) in various locations across South Africa to give you as a Unisa student free access to computers and the internet. This access enables you to conduct the following academic-related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; and so forth. Please note that any activities other than these – such as printing, photocopying and so on – are at your own expense. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

6 MODULE-SPECIFIC STUDY PLAN

- *Study @ Unisa* contains valuable information on where to begin with your studies. Please take some time to read through the 11 steps suggested in this document.
- During this year, you will be assessed on your assignments.

- Assignments are seen as part of the learning material for this module. As you do the assignment, study the reading texts, consult other resources, discuss the work with fellow students or tutors or do research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to understand what is required of you more clearly.
- **Assignment 01 is COMPULSORY and gives you examination admission IF you submit it BEFORE the due date!**
- You must accumulate a **year mark by submitting both assignments 01 and 02**. The two marks will be added and will comprise 20% of your final mark. The examination will count for the remaining 80% of your final mark for this module.
- The examination for CUS3701 will take the form of a two-hour paper which will be written at the end of the year.

7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

Please consult Tutorial letter 301 and the relevant tutorial letters for the **practical teaching** to familiarise yourself with the practical teaching requirements.

Contact details: teachprac@unisa.ac.za

Tel number: 012 429 4601/2548/2645

Placement: 012 429 4200 teachprac@unisa.ac.za.

8 ASSESSMENT

8.1 Assessment plan

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. It is unethical (and unacceptable) to hand in assignments that are not your own work, and whenever the University becomes aware of such malpractices it will take stern measures against the student concerned. Furthermore, you may be penalised or subjected to disciplinary proceedings by the University.

You will receive the correct answers automatically for **multiple-choice questions**, **please contact the assignment section in this regard**. For written assignments, markers will comment on your work. **However, commentaries on compulsory assignments will be sent to all students registered for this module** in a follow-up tutorial letter, and not only to those students who submitted the assignments. The tutorial letter number will be 201, 202, etc.

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

8.2 General assignment numbers

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

8.2.1 Unique assignment numbers

If assignment 01 is a **multiple choice assignment**, the unique number is very important because it is marked by **computer and NOT by lecturers**. Please number your assignments correct and write the correct module code on the cover page.

8.2.2 Due dates for assignments

PLEASE USE THESE PRINTED DATES, EVEN IF THEY DIFFER FROM MYUNISA!

ASSIGNMENTS CLOSING DATES

Assignment 01: 15 April 2020

UNIQUE NUMBER: 518600

Assignment 02: 15 May 2020

UNIQUE NUMBER: 791203

Assignment 03: 15 June 2020

UNIQUE NUMBER: 781305

8.3 Submission of assignments

You must accumulate a year mark by submitting assignments 01 and 02, **EVEN IF YOU REPEAT THE MODULE - YOU MUST SUBMIT THE ASSIGNMENTS, BUT NOT FOR A SUPPLEMENTARY EXAMINATION**. The two marks will be added and will comprise 20% of your final mark. Assignment 03 is optional. The examination will count for the remaining 80% of your final mark. Kindly note that the year mark is only used if you get 40% or more exam mark. If your exam mark is lower than that, the year mark is not applicable.

Let us illustrate this system with an example:

Student A submits both assignments: Assignment 01 (50%) and Assignment 02 (60%). These two marks are each divided by 10 and added together, which means that Student A receives $5 + 6 = 11$. The year mark is therefore 11 out of 20.

ASSIGNMENT MARKS ARE ENTERED AT THE ASSIGNMENT SECTION. MARKS ARE FINALISED AT THE EXAMINATION SECTION, NOT BY YOUR LECTURER – DON'T CONTACT YOUR LECTURER FOR ANY MARKS!!

We advise you to make a copy of all your completed assignments before you submit them, and retain these copies in case there are any queries. Make sure that your name, address, student number, module code and also the number of the assignment, appear on the cover and at the top of every page of your answer.

ENQUIRIES ABOUT ASSIGNMENTS (E.G. WHETHER OR NOT THE UNIVERSITY HAS RECEIVED YOUR ASSIGNMENT OR THE DATE ON WHICH AN ASSIGNMENT WAS RETURNED TO YOU) MUST BE ADDRESSED TO THE ASSIGNMENT SECTION.

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

Assignments should be addressed to:
Assignment section
PO Box 392
UNISA
0003

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via *myUnisa*. The address is: http://www.unisa.ac.za/default.asp?Cmd=View_Content&ContentID=1611. Should you encounter any problems in submitting an assignment on *myUnisa*, you may phone the following number: (012) 429 3689 or contact the help line at: myUnisaHelp@unisa.ac.za

Assignments may **not** be submitted by fax or e-mail. For detailed information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa* that 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 left-hand menu.
- Click on the assignment number you want to submit.
- **It MUST be in PDF format!**
- Follow the instructions on the screen.

Notes to help you to answer **ESSAY** questions:

1. You should answer essay questions directly but elaborately. This means two things: Firstly, you have to think about what the question means and then direct your answer specifically to the question. Secondly, you have to write about all the different aspects of the question and not just about one thing.
2. Your essay has to be organised in a logical way (**introduction, body and conclusion**) so that it is easy for the person who is reading your work to follow how you got from one idea to the next and see the steps that you took to get to your conclusion.
3. Your essay should provide evidence that you have read the relevant sections of the module material. You cannot just answer the question from the top of your head without reference to the academic texts that you were supposed to study for this module. This does **not** mean that you have to **copy** or paraphrase the texts. Instead, it means that you have to **use the ideas** in the texts and **say** (give a reference) **where you got the ideas from**, for example "Graham-Jolly says ..." and "Buckland says a similar point when he argues that ...". Whenever you use the exact words of an author, you have to acknowledge this by using "quotation marks".
4. Your essay has to show that you understand the ideas. So, even though you might quote the definitions, you also have to comment on them in your own words; show how they emphasise different values or have different implications; give reasons and examples that you gained from your reading; and use your own experience to illustrate or disagree with certain points.

5. You have to put the ideas together in your essay in such a way that they form an argument; do not just make a list of the ideas. The essay question already helps you with this, for example "Why is it insufficient to define "curriculum" as ...?" The heart of your argument should therefore be the reasons why the definition is not good enough. One way of doing this is to point out how the different authors have similar or opposing viewpoints, and to provide examples.

References and bibliography

You have to acknowledge all the sources that you consulted while doing your assignment. For essay-type questions, you can use short direct quotations between quotation marks ("....."). For example: *"The most important characteristic of distance education is that lecturer and students do not operate in close proximity"* (McFarlane, 1995:45).

You can also give an author's view in your *own words*. This is called a paraphrase. When you use quotations and when you paraphrase, you have to refer to the sources that you consulted. Look at the example of paraphrasing below. The author took Stone's ideas and put them in her own words: Stone (1979:15) *believes that, in their research, researchers concern themselves not only with actual empirical reality but also with equally real perspectives on reality which are called assumptions.*

References should include the following data:

- * author's surname
- * date of publication
- * page number

References should be given immediately after a quotation or paraphrase. These references should also appear in the bibliography at the end of your assignment.

A bibliography is a list of the sources that you used while you were writing your assignment. The bibliography therefore gives the particulars of the sources that you used to help you compose your answer. Draw up the bibliography by listing the surnames of the authors alphabetically. Every entry (book, journal, newspaper, et cetera) should contain the following information:

- * author's name (surname, with initial/s)
- * date of publication
- * title of source (article in ordinary print; book or journal title italicised)
- * place of publication (city, only when it is a book)
- * publisher (for books)
- * pages (for articles)

Take special note of the punctuation in the following examples:

- Badenhorst, D.C. & Claassen, J.C. 1995. Complexity theory and the transformation of education: the role of values. *Educare* 24(2):5–12.
- Bosch, D.J. 1991. *Transforming mission: paradigm shifts in the theology of mission*. New York: Macmillan.
- Paris, S.G., Saarnio, D.A. & Cross, D.R. 1986. A metacognitive curriculum to promote children's reading and learning. *Australian Journal of Psychology* 38:107–123.
- Quinn, F.M. 1988. *The principles and practice of nurse education*. London: Chapman & Hall.

Note that the first and third examples are articles in professional journals; the second and fourth examples are books. The titles of books and journals are italicised.

8.4 Assignments

Assignment 01: 15 April 2020
UNIQUE NUMBER: 518600

This assignment is compulsory. NO EXTENSION CAN BE GRANTED FOR THIS ASSIGNMENT AND LATE ASSIGNMENTS WILL NOT BE MARKED. This assignment allows you to sit for the examination.

Guidelines:

- Answer this assignment on one of the **mark-reading sheets** (included in the package you received on registration).
- Study the brochure *Study @ Unisa* for information on how to use and complete a mark-reading sheet.
- You can also submit online.
- **THIS ASSIGNMENT IS MARKED BY COMPUTER AT ASSIGNMENT SECTION ON A SPECIFIC DATE AND NO EXTENSION ON THE SUBMISSION DATE CAN THEREFORE BE GIVEN.**
- Make clear marks – use a HB pencil.
- Make sure that besides the assignment number (01) you also fill in the **unique number** on the marking template.

Please remember to take postal delivery into consideration – post it at least one week before the due date!

The aim of this assignment is to give you an overview of the whole year's work. It covers all the work in the prescribed book.

8.5 Plagiarism

Plagiarism is a serious academic misconduct and is treated as such by the University. We expect academic honesty and integrity from our students. What is plagiarism? Plagiarism entails representing the ideas, writings, works or inventions of others, **including fellow students**, as your own. To avoid plagiarism, you **MUST** acknowledge the author or the source of any information. Further, if you have to use the exact words from a source, you have to demarcate these using quotation marks. You also have to keep accurate records of sources of information and use referencing techniques to avoid plagiarism. Plagiarism is immoral, unethical and illegal. **Copying a fellow student's assignment is plagiarism.** If you plagiarise, you will get a mark of zero.

Please complete the following form for Assignments 03 and 04 and include the form with the assignment when you submit it. Assignments without the form will be cancelled and returned unmarked

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 Assignment 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:

Module: CUS3701

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: _____



ASSIGNMENT 01

Assignment 01: 15 April 2020
UNIQUE NUMBER: 518600

Question 1

The curriculum as planned refers to...

1. the role of the teacher in the class.
2. teacher and learner reactions.
3. the explicit document also described as the “blueprint” for teaching.
4. assessment.

Question 2

A narrow description of the “curriculum” as a concept entails a ...

1. list of contents to be learnt.
2. organization of facts
3. learning and teaching situation
4. teacher interpretation

Question 3

A broad definition of the “curriculum” ...

1. includes only the contents to be taught.
2. refers to the textbooks.
3. would acknowledge both intended and unintended learning, and the influence of the contexts on the applied curriculum.
4. refers to the sequence of learning.

Question 4

“The term “covert” is intended to convey the idea of teaching that is implicit, but deliberate on the part of the teacher in the class.” Do you agree with this statement?

1. Yes, because the term “covert” refers to the practical teaching situation.
2. No, because the teacher cannot “covert” actions.

Question 5

What is the difference between a “concept” and an “approach”?

1. A concept is a word, but an approach is a phrase.
2. A concept refers to a definition, but an approach is an understanding.
3. A concept is an idea or abstract principle, but an approach is the perspective towards something or a way of thinking.
4. A concept is the way to describe something, but an approach is a principle to follow.

Question 6

Lev Vygotsky, an educationist who argued for a ... perspective in education, lived during the Russian Revolution, a time of great change in his culture and society.

1. naturalist
2. social constructionist
3. behaviourist
4. post-modernist

Question 7

Which one of the following is the best description of the National Qualifications Framework (NQF)?

1. an organised business such as the Private Sector Education Council
2. a single national framework that works together with trade unions
3. a single national framework that compiled the CAPS document
4. a single national framework that would bring together all education and training under one authority

Questions 8 – 20

Fit the following ideas to the educationist:

8. Sees the curriculum as a process – objectives not set from the start, but change as you go.	1. Stenhouse 2. Tyler 3. Freire
9. Knowledge must be speculative and not an unchangeable entity.	1. Tyler 2. Stenhouse 3. Freire
10. Sees the curriculum as a product and follow an objectives approach.	1. Stenhouse 2. Tyler 3. Freire
11. Thinking about the purpose of the curriculum – must serve to liberate learners to make links and understand language, experiences and their daily struggle.	1. Tyler 2. Stenhouse 3. Freire
12. Must contribute to the achievement of the objective/ effectiveness & efficiency.	1. Freire 2. Tyler 3. Stenhouse
13. Choice of content comes from the life experiences of students; guided by values and questions of power.	1. Tyler 2. Stenhouse 3. Freire
14. Teaching may change learners, empower or domesticate the learners.	1. Stenhouse 2. Tyler 3. Freire
15. Plan should be a recommendation not a prescription/ therefore the focus is on how learners learn and attempts to enrich that.	1. Tyler 2. Stenhouse 3. Freire
16. The principles for guiding teaching must be interactive, critical and set up an extended dialogue with learners.	1. Freire 2. Tyler 3. Stenhouse
17. Regarding assessment – the teacher ought to be the critic, not a marker; assessment should be about improving student's capacity to work.	1. Stenhouse 2. Tyler 3. Freire

18. Only the informed ones should plan how to deliver the learning experiences.	1. Freire 2. Tyler 3. Stenhouse
19. Teaching strategies and assessment should include problem-posing methods which require dialogue in which teacher and student are “critical co-investigators”.	1. Stenhouse 2. Tyler 3. Freire
20. Technical expertise is important Four questions to ask about the purpose of teaching.	1. Stenhouse 2. Freire 3. Tyler

Question 21

For the teacher to approach learning as a process, might include variations of constructivist thinking such as *active learning* (Piaget and Vygotsky), *discovery learning* (Bruner), and ...

1. skills building.
2. competency building.
3. value building.
4. knowledge building.

Question 22

Which of the following is **not** a principle of discovery learning?

1. Finding own meaning and understanding
2. Social transformation
3. Adapting to the changing environment
4. Learning-by-doing

Question 23

According to the Norms and Standards for Educators document (which is now replaced by the minimum qualifications for teachers), the cornerstone of this policy is:

1. The roles and the qualifications for employment as an educator
2. Teaching practice as a mode of delivery through which all educators should be developed and assessed
3. The notion of applied competence and its associated assessment criteria
4. Making judgements on the effect that language has on learning in various situations

Question 24

Objectives are:

1. What can the learners demonstrate?
2. What will the learners learn?
3. What learning opportunities are used?
4. What will the teacher demonstrate?

Question 25

The purpose of assessment is to ...

1. develop programmes for the redress of previously disadvantaged languages.
2. determine whether the learning required for the achievement of the specific outcomes is actually taking place.
3. acknowledge the fact that all children and youth can learn and that all children need support.
4. introduce strategies and interventions that will help teachers to cope with learners' needs.

Question 26

The following policy aligns the different quality management programmes that have been developed in the past into an integrated quality management system:

1. Curriculum and Assessment Policy Statement (CAPS)
2. South African Qualifications Authority (SAQA)
3. Integrated Quality Management System (IQMS)
4. Language of learning and teaching (LoLT)

Question 27

As an educator, you will be involved in different levels of planning when it comes to planning a learning programme. As an individual teacher, at which planning level will you mainly be involved?

1. Learning programme
2. Phase
3. Work schedule
4. Lesson plans

Question 28

Which of the following describes whole school planning the best?

1. All teachers in a phase should be included in the planning process.
2. Teachers, heads of departments and principals are included in the planning.
3. All stakeholders in the school consider all the activities and decide on the goals.
4. Teachers, learners and parents are involved in planning and consider all possible activities and implications.

Question 29

What do we have to take into consideration in the school and classroom that will have a direct influence on the design of our lesson plan?

1. CAPS.
2. Values and attitudes as stipulated in the IQMS document.
3. Progression and integration of learning areas.
4. Curricular framework and the availability of resources.

Question 30

When selecting and evaluating Learning, Teaching and Support Materials (LTSM's) there are a number of things that you need to look out for, namely ...

1. the CAPS, knowledge and skills, values and attitudes, and assessment.
2. the Outcomes-Based Approach, the CAPS, knowledge and skills, values and attitudes, and equity.
3. the Outcomes-Based Approach, CAPS, knowledge and skills, values and attitudes, assessment and mediation of learning.
4. knowledge and skills, values and attitudes, equity and media use.

Question 31

Bloom's taxonomy provides a structure in which to categorize instructional (teaching) outcomes and assessment. The core reason for his design of the taxonomy was to ...

1. help teachers to develop the ability to engage in self-reflection.
2. identify the next step in learning, deepen the ability to seek out and gain new skills.
3. equip teachers with the desire and the capacity to take charge of their learning through developing the skill of self-assessment.
4. help teachers and instructional designers to classify objectives and goals.

Question 32

The word paradigm literally means ...

1. Learning outcomes.
2. Secrecy.
3. Frame of reference.
4. Equal to.

Question 33

Which one of the following statements applies to the use of teaching media?

1. Media ensure that the learners are actively involved during the lesson.
2. It is usually the educator who handles the media and this may thus result in the lesson becoming educator centred.
3. When educators produce their own media, they should make sure that the media are durable and can be used repeatedly.
4. Media can make a lesson more interesting, hold the learners' attention longer and thus improve learning.

Questions 34 – 41

Fit the following approach focus to the approach:

34. Paradigms, models and step-by-step strategies for curriculum.	1. Humanistic 2. Experiential 3. Naturalistic 4. Behavioural
35. Whole person, centre is social activities.	1. Experiential 2. Behavioural 3. Naturalistic 4. Humanistic

36. Creative problem solving and co-operative curriculum.	1. Experiential 2. Behavioural 3. Naturalistic 4. Humanistic
37. Demands of society and freedom to learn.	1. Humanistic 2. Experiential 3. Naturalistic 4. Behavioural
38. Progressive philosophy and child-centred movement.	1. Experiential 2. Behavioural 3. Naturalistic 4. Humanistic
39. Subjective, personal and child-centred.	1. Experiential 2. Behavioural 3. Naturalistic 4. Humanistic
40. Technical, scientific and logical-positivist.	1. Behavioural 2. Experiential 3. Naturalistic 4. Humanistic
41. Pragmatic and educators make their ideas and values known.	1. Humanistic 2. Experiential 3. Naturalistic 4. Behavioural

Question 42

Making connections between teaching, learning, and assessment encourages a
Approach to the analysis of assessment and its impact on the teaching-learning process.

1. technological
2. naturalistic
3. holistic
4. pragmatic

Question 43

Which item best suits the description of the heading below?

A feature of the new South African education: CAPS – back to basics.

1. A strong emphasis on acquiring theoretical knowledge by the learner.
2. It rejects the distinction between the academic and the practical education and training.
3. Less emphasis is placed on obtaining credits and skills acquired previously.
4. Learners all get the same amount of time to complete a unit standard that is worth one credit.

Questions 44 – 50

A particular feature of the conversation between the teacher and learners is the questions asked by the teacher. Changing the formulation of the question to include another level of demand may provoke much deeper thinking and discussion in the classroom. Identify the cognitive category according to Bloom's taxonomy for each of the following questions:

44. Formulate new equations.	1. Synthesising/Creation 2. Understanding/Comprehension 3. Remembering/Knowledge 4. Applying/Application
45. Identify principles that apply in a novel context.	1. Synthesising/Creation 2. Understanding/Comprehension 3. Remembering/Knowledge 4. Applying/Application
46. Define basic facts.	1. Synthesising/Creation 2. Remembering/Knowledge 3. Understanding/Comprehension 4. Applying/Application
47. Draw a graph for data provided.	1. Understanding/Comprehension 2. Remembering/Knowledge 3. Synthesising/Creation 4. Applying/Application
48. Solve problems with two or more steps.	1. Analysing 2. Understanding/Comprehension 3. Remembering/Knowledge 4. Applying/Application
49. Critique solutions to problems and statements made by others.	1. Understanding/Comprehension 2. Remembering/Knowledge 3. Evaluation 4. Applying/Application
50. Write a complex review.	1. Understanding/Comprehension 2. Synthesising/Creation 3. Remembering/Knowledge 4. Applying/Application

50 x 2 = 100

--- End of Assignment 01 ---

ASSIGNMENT 02

Assignment 02: 15 May 2020
UNIQUE NUMBER: 791203

This assignment is compulsory and will contribute 10% towards your year mark. NO EXTENSION OF TIME WILL BE GRANTED!

QUESTION 1

If a curriculum developer wants to prepare learners for instance for the 21st century, what should be the knowledge and skills to be included, in particular for the diverse South African context? These skills are listed under 1.2.5 in your text book. Please provide an **EXAMPLE** after each of these competencies in your own words. **[10]**

QUESTION 2

It is of utmost importance to give clear instructions regarding what is expected in assessment. Learners will not be able to complete a task successfully if they do not understand the question. Identify ten factors of effective questioning. **[10]**

QUESTION 3

Your task is to write an **essay** in response to the following question:

As interpreter and developer of the curriculum, it's insufficient for the educator to give a narrow definition to the concept "curriculum" There are different definitions and aspects of "curriculum".

Discuss this statement in an essay of 3-4 pages.

In your answer, describe the different ways of understanding curriculum and how these different understandings relate in some ways to each other, referring to the intended and enacted curriculum. Remember that "curriculum, both as prescription and in practice, is not neutral, but carries values and is a political issue. On the one hand the curriculum is seen as an intention, plan or prescription, an idea of what one would like to happen in schools. On the other hand, it is seen as the existing state of affairs in schools, what does in fact happen. To illustrate your points, define a curriculum by referring to the different aspects to be considered.

[20]

QUESTION 4

The meaning attached to the concept "curriculum" will influence the development of a curriculum in a specific context and time frame. Analyse how the approaches to curriculum development presented by Tyler, Stenhouse and Freire were used in the **development, interpretation and implementation** of Curriculum 2005, both its revisions and the amended NCS, referred to as the Curriculum and Assessment Policy Statement (CAPS) in South Africa.

Assessment criteria

We will be looking for the following in your answer:

- Did you refer to the **transformation** of education and training?
- Have you comprehensively distinguished between the **three different approaches** to curriculum planning?
- Have you **related** the three different approaches to curriculum development in SA?
- Did you refer to the **universal principles** in approaches to curriculum?
- Did you discuss the impact of these approaches in terms of curriculum **interpretation**?
- Is **your essay** clear and coherent, and does it include an introduction, a conclusion, paragraphs that contain one main idea and a logical flow of ideas from one paragraph to the next?

[20]

QUESTION 5

Define (2) and deliberate how and in which instances you would use the following teaching strategies in a teaching-learning environment. Discuss these strategies by referring to advantages (2), disadvantages (2) and your own practical examples (2) to further elaborate on your answer.

- 5.1 Teaching critical thinking
- 5.2 Cognitively guided instruction
- 5.3 Scaffolding
- 5.4 Simulation
- 5.5 Problem-solving

(5 x 8 = 40)

TOTAL [100]

--- End of assignment 02---

ASSIGNMENT 03

Assignment 03: 15 June 2020

UNIQUE NUMBER: 781305

This assignment is optional and will not contribute towards your year mark. It will be good preparation for your examination paper and will be marked.

QUESTION 1

The way we interpret the world around us is determined partly by our beliefs, values and norms, but mostly by contextual influences. The educator's interpretation and implementation of a curriculum is also influenced by the context. Choices regarding planning and designing a learning programme, the inclusion of particular instructional strategies and the practical application is embedded in knowledge and the understanding of the educational situation. Influences ranging from the political, social and economic culture to the norms and knowledge structures of educators affect teaching and learning.

Taking the above into consideration, critically discuss the following:

- 1.1 A socio-constructivist's (Vygotsky) view of the impact of context on curriculum implementation. (7) Do you agree with his view? (1) Motivate your answer. (2)
(10)
- 1.2 the influence of changes in the South African context on curriculum by referring briefly to the most important **economic, social and political** forces (20)
[30]

QUESTION 2

While teachers may rely on a textbook, they should also develop lessons that use other media, for example playing and discussing the influences on a piece of classical music that was written during the French Revolution. Alternatively, learners could be asked to use the internet or visit a library to research a particular topic or theme.

When using any learning and teaching support material (textbooks are only one type of material), it is advisable to evaluate the materials before buying them to see if they are suitable.

Discuss the following:

- 2.1 The reasons for using exemplary lesson materials. (10)
- 2.2 What should the teacher keep in mind when choosing lesson materials that can lead to effective implementation of the curriculum? (10)
[20]

QUESTION 3

Distinguish between what the impact of *Decolonisation* and *Africanisation* would be on curriculum development on the one hand and curriculum enactment on the other. Discuss your views in a few paragraphs. **[10]**

QUESTION 4

Read section 4.3 in your text book. If a curriculum developer wants to prepare learners holistically for a diverse school context and embed African values such as Ubuntu, what values should be taught at schools particular for the diverse South African context? w this in consideration, discuss in your OWN words which interpersonal, intrapersonal and environmental values should be taught at school. **[10]**

QUESTION 5

This is an open question. Suggested length: four to five pages (that is 1200–1400 words).

The implementation of the curriculum needs to be a phase-long process for planning, managing and organising classroom practice. This means that what is planned must guide and inform what is done in the classroom, all teaching, learning and assessment.

As teachers, what do we have to take into consideration when we plan for teaching and learning to take place and who should be involved in curriculum planning?

Your focus should be on one phase in the school.

In your case study you should include, as a minimum, the following:

- 5.1 Stages of planning for curriculum interpretation and implementation (process) (5)
- 5.2 Who should be involved? (5)
- 5.3 Which documents do you need? (5)
- 5.4 Example of a lesson plan for ONE SUBJECT IN ONE GRADE IN THE PHASE (product), including an activity. (10)
- 5.5 Your own SWOT analysis of any school. (5) **[30]**

MARKS: 100

--- End of Assignment 03 ---

9 EXAMINATION

For general information, requirements and preparation as far as examinations are concerned, see the brochure *Study @ Unisa* which you received with your study material. **THE TIME TABLE AS RECEIVED ON REGISTRATION IS A TEMPORARY TIME TABLE – PLEASE MAKE SURE WHEN YOUR EXAMINATION DATE IS FROM MYUNISA.**

PLEASE ADDRESS ALL ENQUIRIES REGARDING EXAMINATION VENUES, SICK EXAMINATIONS, FI CONCESSIONS, ETC. TO THE EXAMINATION SECTION AND NOT TO YOUR LECTURER!

- **Examination admission**

The Department of Education requires the university to prove that a student was active during the period of tuition before the student will be subsidised by the Department of Education. Senate has approved that the submission of a compulsory assignment will be used to prove activity and also that students will be admitted to the examination by submitting the assignment. **Examination admission is solely dependent on submission of Assignment 01** irrespective of the mark you obtain and whether you have passed or failed.

We emphasise the point again: if you do not submit Assignment 01 on time, you will not be permitted to sit for the examination. NO EXTENTIONS WILL BE GIVEN AND NO EXCEPTIONS WILL BE MADE!!

- **Examination period**

This module is offered in a year period. This means that you will write the examination in October/November 2020 and the supplementary examination will be written in January 2021. (NOT SURE ABOUT THIS!)

- **Examination paper**

DEMARCATION OR “SCOPING” FOR EXAMINATIONS AND ASSESSMENTS

NB: In terms of a decision reached by the College, lecturers may not demarcate or “scope” specific work for examination purposes and examination questions should be based on all the work covering the notional hours of modules. Lecturers should encourage students to learn everything.

According to Assessment Procedure Manual 2013, paragraph 4.5.2(e), the examination memoranda (guidelines, rubrics, and so on) shall not be made available to students.

Previous examination papers are available to students on *myUnisa*. **NO MEMORANDUMS ARE AVAILABLE!** We advise you, however, not to focus on old examination papers only as the content of modules and therefore examination papers change from year to year. You may, however, accept that the type of questions that will be asked in the examination will be similar to those asked in the activities in your study guide and in the assignments. **Also prepare these questions from the assignments.**

The examination for CUS3701 will take the form of a two-hour paper which will be written at the end of the year.

The paper will consist of five questions and all the questions are **COMPULSORY**. Prepare all these questions!

Question 1: 20 Marks – True or False or compare column A with column B.

Question 2: 20 Marks (4 x 5 marks questions) – definitions and discussions, for example:

Explanation of different terms, like phase planning, Africanisation, the South African Council for Educators (SACE), the teacher as interpreter and designer of learning programmes and materials, inclusive education and training, the assessment process. What is the IQMS? Ubuntu principles, stages of planning for curriculum interpretation and implementation.

Questions 3 and 4: 20 - 30 Marks (10 - 15 Marks each). Possible questions:

- Teaching strategies in a teaching-learning environment - also refer to advantages, disadvantages and practical examples to further elaborate on your answer.
- Curriculum development focuses on improvement and innovation in education. Draw and discuss the cyclic process and core activities in curriculum development.
- Identify the cognitive category according to Bloom's taxonomy for different questions. In other words, you must be able to identify the cognitive category, for example Analysing (Analysis) if I ask you a question on interpretation of diagrams.
- Learners should know what is expected of them. Discuss the features of effective questioning.
- Discuss the reasons for using exemplary lesson materials and what the teacher should keep in mind when choosing lesson materials that can lead to effective implementation of the curriculum
- How will knowledge and skills be organised in a holistic 21 century curriculum?

Question 5: 20 - 30 Marks – Essay question**POSSIBLE QUESTIONS**

- Discuss different ways and aspects of understanding and defying the concept "curriculum" and how these different understandings relate to each other. Refer to the concept "curriculum" as development, interpretation, prescription and in practice; Curriculum context and the teacher.
- Discuss and analyse how the approaches to curriculum planning presented by different authors, like Tyler, Stenhouse and Freire were used in the design, interpretation and implementation of our curriculum in South Africa.
- Discuss the **steps** that you will follow to **develop** a curriculum for your specific subject by referring to questions to guide interpretation of a curriculum and the stages of planning for curriculum interpretation and implementation. Make sure that you will be able to provide an example of a lesson plan.
- The way we interpret the world around us is determined partly by our beliefs, values and norms, but mostly by contextual influences. The educator's interpretation and implementation of a curriculum is also influenced by the context. Choices regarding planning and designing a learning programme, the inclusion of particular instructional strategies and the practical application is embedded in knowledge and the understanding of the educational situation. Influences ranging from the **political, social and economic** culture to the norms and knowledge structures of educators affect teaching and learning.

- **The examination and your final mark**

The examination will be marked out of 100 and then a calculation will be made so that it represents 80% of your final mark. The result is therefore weighted in favour of the examination which is critical to your success in this module. After the examination has been marked and the result finalized, your examination result and your year mark will be combined. **The following is an example: Student B submits both assignments: Assignment 01 (50%) and Assignment 02 (60%). The year mark is therefore 5 + 6 = (11**

out of 20). This student then obtains 63% for the examination, which is the equivalent of 50 out of 80. The final mark is $11 + 50$, or 61 out of 100, which is 61%. The final mark is the result that will be released to you by the University.

Note that a sub-minimum of 40% must be obtained for the examination to pass this module. If you achieve less than 40% in the examination, you will not be able to pass, irrespective of your year mark. For example: If you have 100% for your year mark but obtain 37% in the examination, your final mark will be 37%. Should you obtain 40% or more in the examination, the year mark will contribute 20% and the examination mark 80% to your final mark. This means that if you have a year mark of 18 out of 20 and obtain 50% in the examination, your final mark will be $18 + 40 = 58\%$ (NOT 68%). A pass mark for this module is 50%, and a distinction mark is 75%.

DON'T CONTACT YOUR LECTURER FOR ANY MARKS OR DATES WHEN MARKS WILL BE RELEASED!!

10 ALTERNATIVE ASSESSMENT METHODS

There will be no alternative assessment methods.

11 FREQUENTLY ASKED QUESTIONS

The *Study @ Unisa* brochure contains an A-Z guide of the most relevant information.

Frequently asked questions in this module are:

Question: I need extension of time for my assignment.

Answer: It is not possible to give more than one week extension of time; otherwise you will not receive your assignment back before you sit for the exams. **No extension of time can be granted for multiple choice assignments (Assignment 01).**

Question: If I **repeat** the module, do I have to submit assignments again?

Answer: It is expected from a repeating student to submit all assignments again. Students will not obtain exam admission without the submission of assignments. **BUT NOT FOR A SUPPLEMENTARY EXAMINATION, ONLY IF YOU REPEAT THE MODULE.**

Question: I do not have Internet access.

Answer: You can access the Internet at all Unisa Regional Offices.

Question: I have not yet received my study material. Can you send it to me?

Answer: No, unfortunately the study material is kept at a different department. If it has been dispatched and you have not received it after a reasonable period of time, ask the Despatch department for another copy to be dispatched. You can also find your study material on *myUnisa*. Refer to your paragraph 1.1 on how to access *myUnisa*.

Question: I couldn't write the exam, who must I contact?

Answer: Please contact the EXAMINATION SECTION, NOT YOUR LECTURER! Contact the examination section for all examinations related questions, like FI concessions and results.

- **Questionnaire**

Please complete the attached questionnaire and submit it together with your third assignment. It is not compulsory, but will help us with our quality control.

12 CONCLUSION

If you have any **academic** difficulties with your studies, please contact me as soon as possible – either in writing or by telephone (preferably via e-mail).

Best wishes with your studies.

Prof EC du Plessis

CUS3701: QUESTIONNAIRE**PLEASE RETURN WITH ASSIGNMENT 03****ODL STUDENT TEACHERS (TAKING THE DISTANCE OUT OF DISTANCE EDUCATION)**

AGE:																		
GENDER:	M	F																
DO YOU TEACH AT THE MOMENT?	YES	NO																
IF YES, WHICH SUBJECT DO YOU TEACH?																		
.....																		
AT WHAT TYPE OF SCHOOL DO YOU TEACH? RURAL/CITY																		
.....																		
1. What is your opinion regarding the scope of the work covered in this module? Mark one answer on each line.																		
<table border="1"> <tr> <td>Volume of work</td> <td>Too much</td> <td>Manageable</td> <td>Too little</td> </tr> <tr> <td>Themes covered</td> <td>Too broad</td> <td>Just right</td> <td>Too narrow</td> </tr> <tr> <td>Relevance for SA</td> <td>Irrelevant</td> <td>Of some relevance</td> <td>Relevant</td> </tr> <tr> <td>International relevance</td> <td>Irrelevant</td> <td>Of some relevance</td> <td>Relevant</td> </tr> </table>	Volume of work	Too much	Manageable	Too little	Themes covered	Too broad	Just right	Too narrow	Relevance for SA	Irrelevant	Of some relevance	Relevant	International relevance	Irrelevant	Of some relevance	Relevant		
Volume of work	Too much	Manageable	Too little															
Themes covered	Too broad	Just right	Too narrow															
Relevance for SA	Irrelevant	Of some relevance	Relevant															
International relevance	Irrelevant	Of some relevance	Relevant															
2. Which aspect(s) of this module did you find the most interesting?																		
.....																		
.....																		
.....																		
3. Which aspect(s) of this module did you find the most boring?																		
.....																		
.....																		
.....																		



4. Which aspect(s) of this module frustrated you most and why? 5. In your opinion, which were the most positive aspect(s) of this module? 6. Any suggestions for improving this module: 7. Do you think this module prepared you for your role as a curriculum developer? 		
8. List 3 challenges that distance education students experience (1) (2) (3) 9. Give 3 disadvantages of studying through ODL (1) (2) (3) 10. Give 3 advantages of studying through ODL (1) (2) (3)		

Give 3 suggestions how we can improve your ODL experience? (1) (2) (3)		
11. Do you have any recommendations regarding university training for student teachers in order to equip and prepare them to enter the teaching profession after they have completed their qualification? 		

THANK YOU SO MUCH FOR YOUR TIME!





UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/11/14

Ref: 2018/11/14/90001400/07/MC

Dear Prof du Plessis

Name: Prof EC du Plessis

Decision: Ethics Approval from
2018/11/14 to 2021/11/14

Staff: 90001400

Researcher(s): Name: Prof EC du Plessis
E-mail address: dlepsec@unisa.ac.za
Telephone: +27 82 809 3903

Title of research:

Classroom readiness of open and distance student teachers

Qualification: Staff application

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/11/14 to 2021/11/14.

The low risk application was reviewed by the Ethics Review Committee on 2018/11/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.



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