

Tutorial letter 201/1/2018

Classroom Management

EDA201W

Semester 1

Department of Educational Leadership and Management

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BAR CODE

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1. PURPOSE OF THIS TUTORIAL LETTER

The purpose of this tutorial letter is to provide you with feedback on the assignments and information for your examination.

2. ASSIGNMENT 01

You had to complete Assignments 01 and 02 to obtain your year mark. A short memorandum follows for Assignment 01 in which the basic required knowledge is indicated. This is just a guide of answers that were expected. Marks will be awarded even if you discuss the concept in your own words, as long as you show a basic understanding of the concept asked. Make sure that you acquire the prescribed textbook, 2015 second edition. It is almost impossible to answer questions that are asked without using this textbook. Indicate the correct edition on the order form.

1. Identify and discuss **four** learning styles of millennial generation learners. Cite practical examples of how you could accommodate each of these learning styles in your own classroom.

- Experimental activities: Millennial generation learners prefer learning experiences which actively engage them. They like to create their own learning by doing rather than being told. Practical examples – research a topic, discussion groups, watching a video and reflections, interpreting a diagram, etc.
- Using technology: These learners are technologically savvy and they thrive in the convenience of an online teaching environment. Practical examples – research a topic on the internet, engage in an activity through WhatsApp, text, Facebook, etc.
- Structured teaching and learning: These learners prefer a supportive learning environment which scaffolds or structures the teaching and learning process. Practical examples – step-by-step activities, single activity at a time, guided worksheets, etc.
- Teamwork: They prefer group-based approaches and activities that encourage cooperative learning. Practical examples – group discussions or activities, etc.

½ mark for identification, 1 mark for discussion, ½ mark for example (2 x 4 = 8)

2. Define the term “emotional intelligence” as it relates to educators. Identify and discuss **four** characteristics of an emotionally intelligent educator.

- The ability of an educator to handle emotions relating to educating learners in an intelligent way.
- Characteristics: They understand their emotions better, they manage their emotions more effectively and thereby increase their own quality of life, they understand others (including learners) better, and in this way interact more comfortably with other people, they build more satisfying relationships with other people on all levels and in all walks of life, thereby improving their personal power and productivity.

1 mark for definition, 1 mark each for a characteristic x 4 (5)

3. The most effective way of improving your time management is to identify time wasters that apply to you, work out ways of eliminating them, and then apply your strategy for making better use of time. Identify five possible time wasters and describe how you could eliminate them.

Time wasters	Elimination
• Lack of planning	Plan thoroughly
• Lack of priorities	Prioritise your tasks
• Overcommitment	Delegate tasks
• Management by crisis	Apply self-management
• Paperwork and reading	Do not give in to time wasters
• Indecision	Stick to planned objectives
• Unclear objectives	Formulate realistic objectives
• Postponed decisions	Do every task as planned
• Procrastination	Do every task as planned
• Lack of delegation	Learn to delegate tasks
• Lack of self-discipline	Set time limits
• Unnecessary meetings	Avoid interruptions
• Lack of classroom management skills	Set tasks clearly
• Inconsistent actions	Use a step-by-step approach
• Socialising and interrupting others	Do not give in to time wasters
• Cannot say no	Learn to say no
• Daydreaming	Concentrate and be alert

½ mark for time waster, ½ mark for elimination (1 x 5 = 5)

4. Discuss **four** fundamental management functions in the classroom.

- Planning is a function which determines in advance what learning must be achieved at a specified time in the future and how this will be achieved. It is the point of departure for the classroom manager.
- Organising refers to the creation of a mechanism to implement the planning. This function attends to issues such as which activities to put into action, which resources to apply, how this should happen and who should be responsible.

- Leadership involves the function that the manager performs to enable others to carry out their tasks effectively. It is when the educator gives direction to ensure that the required tasks are performed effectively.
- Control refers to all the measures that an educator takes to determine whether learners have acquired the desired learning effectively.

(1 x 4 = 8)

5. Identify and discuss **three levels of planning that take place in a school.**

- School-level planning: This document is a curriculum that arranges content in particular patterns, assigns it to certain subjects and standard levels and puts it into identified sequences.
- Grade-level planning: This document usually contains the guidelines for programming in the different learning subjects at different levels.
- Classroom-level planning: This includes the lesson plan or learning programme that educators plan, prepare and present in the classroom. Each learning programme should have
 - a rationale (to explain why it exists)
 - aims (to explain what it will achieve)
 - learning objectives (to indicate what learners will need to know, understand, do and appreciate)
 - content statements (to indicate the content areas to be used as vehicles for learning)
 - teaching strategy statements (to indicate how learning activities will be organised)
 - assessment guidelines (to indicate how learners' achievements will be assessed)

1 mark for identification, 1 mark for discussion (2 x 3 = 6)

6. Identify and discuss **seven elements of a basic model for effective communication, using examples from practical classroom teaching to illustrate them.**

- The communication source initiates the process by encoding a thought (idea, instruction, request) to create a message.
- Encoding refers to converting a communication message into a symbolic form. When the source encodes the thought, four conditions may affect the encoding of messages (skill, attitudes, knowledge and sociocultural system).
- The message is the actual physical product (sound of voice, letter, notice) coming from the source. It is what is communicated.

- The channel is the medium through which the message travels (personal, telephonic, or written communication) and is selected by the source who decides whether it is a formal message or an informal message.
- Decoding is the retranslating of a sender's communicated message by the receiver. The receiver's decoding is affected by his or her skills, attitudes, knowledge and sociocultural position, as is the case with the encoding by the sender.
- The receiver is the person who decodes the encoded message to assign meaning to it.
- A feedback loop is the final link in the communication process. It means that the understanding of the initial message is communicated back to the source. Feedback is the check on how successfully the intended meaning contained in the transmitted message has been transferred to the receiver.

½ mark for mentioning and ½ mark for discussing (1 x 7 = 7)

- 7. Identify and discuss **four** dimensions for developing a learner's self-esteem in the classroom, and provide a practical example applicable to each dimension.**

Security – created through a consistent environment, which is not rigid, e.g. classroom environment where learners still have to follow instructions but they are encouraged to ask questions.

Connection and bonding – creating an environment where learners can collaborate and work together, e.g. classroom where group discussions/collaborations are encouraged.

Competence – built when learners experience success and knowledge that they are doing well, e.g. given tasks/activities that are manageable; being motivated to perform well.

A sense of autonomy and influence or power – embrace learners' inputs and their participation in decision-making, e.g. include them in decision-making, embrace their suggestions/ideas

½ mark for identification and discussion, ½ mark for example (1 x 4 = 4)

- 8. Distinguish between cooperative learning and group work.**

Cooperative learning can be defined as a team approach to learning where each member of the group is dependent on the other members to accomplish a specific learning task or assignment. Each member takes responsibility for a specific part of the task that will contribute to the overall success of the group.

Group work can be described as joint learning. The success of the group is dependent on each member learning all parts of the lesson.

2 marks each (2 x 2 = 4)

- 9. Identify **four** methods that a teacher could use in a classroom to create an environment of diversity.**

- a democratic classroom ethos, providing feelings of trust among learners and between educators and learners

- collaborative and cooperative approaches to support the development of social relationships and foster mutuality and moral reciprocity
- active participation from learners, including simulation, role-playing, varied group composition and social engagement
- emphasis on character development, including conflict resolution skills
- rational, holistic approaches to knowledge and learning
- assistance to learners in evolving and clarifying their own value systems, using situations involving value dilemmas
- emphasis on open-ended rather than closed questions, tasks and assignments
- multiple approaches, including various media, strategies and locations
- including pedagogics involving social responsibility and actions
- high intellectual expectations on both cognitive and affective domains
- explicit commitment to global human rights as the basis for all interaction in the classroom
- linked, supportive assessment techniques aimed at learners' success

(Any FOUR of the methods) (1 x 4 = 4)

10. Discuss three benefits of teamwork.

Cooperation. For the team to be successful, people should work together rather than compete with one another.

Information is shared among people and not kept to themselves.

Resources, special talents and strengths are shared rather than hoarded.

Pitfalls and obstacles are uncovered and avoided through teamwork.

Better quality decisions are taken.

Morale is higher.

Excellence results from teamwork, as everybody wants the team to look good and therefore the team members do their best

(Any three of the above benefits) (1 x 3 = 3)

Total: [50]

3. ASSIGNMENT 02

Indicate whether each of the following statements is TRUE or FALSE.

1. Millennial generation children are those born before 1976.

FALSE

Check page 4 (textbook), 1.1

2. One of the characteristics of the millennial generation is that they do not like spending money.

FALSE

Check page 4 (textbook), 1.1

3. Connecting learners to content and to one another is one of the strategies to engage millennial learners in class.

TRUE

Check page 7 (textbook), 1.2.4

4. The three cornerstones of self-management refer to the individual, meaningful contribution to the world and earning money.

TRUE

Check page 14 (textbook), 2.2

5. The ability to respond assertively means managing your emotions, thoughts and behaviour in an appropriate way.

TRUE

Check page 26 (textbook), 2.5.4

6. The educator is not responsible for the effective management of everything that happens in the classroom.

FALSE

Check page 38 (textbook), 3.1

7. The disadvantage of a group managerial approach to classroom management is that learners disciplined in front of others may become discouraged.

TRUE

Check page 41 (textbook), 3.2

8. To achieve long-term success, the educator needs to perform some of the following tasks: effective communication of the vision, training and development of the learners and empowerment of the learners.

TRUE

Check page 65 (textbook), 5.3

9. Careful use of the physical space does not make any difference to classroom behaviour.

FALSE

Check page 94 (textbook), 6.2

10. The term “diversity” refers only to ethnic, racial, language and religious groups.

FALSE

Check page 134 (textbook), 7.4.1

11. Field-independent learners rarely look for physical contact with the educator.

TRUE

Check page 143 (textbook), 7.6.2

12. One of the duties of parents is to pay school fees determined by the governing body in consultation with the parents, unless exempted from such payment.

TRUE

Check page 148 (textbook), 8.1

13. Supervising homework is one of the strategies to involve parents in the school.

TRUE

Check page 158 (textbook), 8.7

14. The local school is an important asset to the community.

TRUE

Check page 159 (textbook)

15. The subject file records all official documentation on the assessment of the particular subject.

FALSE

Check page 163 (textbook), 9.1.3.1

16. Developing and maintaining classroom control requires both authority and power.

TRUE

Check page 180 (textbook), 10.2.1

17. Building the learner’s real need before teaching the content is one of the strategies to apply a real learner-centred approach in your classroom.

TRUE

Check page 187 (textbook), strategy 5

18. Authority power is also known as position power.

TRUE

Check page 180 (textbook), 10.2.1

19. In cooperative learning, learners do not have to assume responsibility for their own learning.

FALSE

Check page 125 (textbook), 7.3.2

20. Coercive power is used to mete out punishment when a learner does not comply with a request or demand.

TRUE

Check page 181 (textbook), table 10.1

Total: [20]

4. EXAMINATION

Demarcation or scoping of examinations and assessment

NB: A college decision has been made that lecturers are not to demarcate/scope specific work for examination purposes, but that examination questions should be based on the entire work covering the notional hours of the modules. Lecturers should encourage students to learn everything. Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201.

According to Assessment Procedure Manual 2013 point 4.5.2 (e), the examination memoranda (guidelines, rubrics etc.) may not be made available to students.

Study the section on the admission to the examination and the subminimum requirement in Tutorial Letter 101 again. Read the *Study @ Unisa* brochure for information on the administration of the examination.

You had to submit both Assignments 01 and 02 for this module. **Both assignments count 20% towards your final mark for this module.** Submitting Assignment 01 qualifies you for admission to the examination. Failure to submit Assignment 02 will not influence examination admission, but it contributes towards your final mark.

Demarcation of the field of study

You need to study your textbook, Tutorial Letter 201 and all the assignments in Tutorial Letter 101 for the examination. You do not have to master a lot of work. However, we advise you to work hard as you will be assessed in detail. Focus, in particular, on all the topics on which your assignments were based. For example, if a multiple-choice question asked about “the sender, media and feedback as concepts that are related to communication”, you have to read the whole section of the communication process and know all the concepts of that process.

Use previous question papers at your own risk.

Examination guidelines

You will write a 2-hour paper that counts 100 marks. All questions are compulsory, so study everything as advised above and leave nothing out.

Conclusion

Thanks for the hard work on Assignments 01 and 02. We trust that you have learnt a lot. We would like to thank you for your cooperation during the semester in preparation for your teaching career.

Best wishes for your preparation for the examination!

Your lecturers

DR TS MKHWANAZI
DR SS KHUMALO