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DECLARATION REGARDING PLAGIARISM

NAME: Sonja Davies
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I declare that this assignment is my own original work. Where secondary material has been used (either from a printed source or from the internet), this has been carefully acknowledged and referenced in accordance with departmental requirements. I understand what plagiarism is and am aware of the department's policy in this regard. I have not allowed anyone else to borrow or copy my work

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Use ONLY you study guide as reference to answer the questions in the assignments. Unless specifically stated, other references are not allowed.

QUESTION 1

Study guide for EDA3013 discusses THREE (3) different methods of interviewing. Name and explain these interview methods in your own words.

INTERVIEWING METHODS.

INTRODUCTION

To know the methods of an interview, one must first have a clear understanding of what an interview actually is.

Although the word 'interview' often implies a very formal communication between two people or parties, the pedagogic interview between an educator or counsellor and a learner, requires that the interview process be a two-way discussion, which allows the learner to feel comfortable and safe in the interview environment. The purpose of an interview in a school environment is to gather information from the learner, in order to either make a diagnosis, establish ability and/or decide on appropriate treatment. There are three methods to interview by, which are directly linked to the aims and objectives of the interview.

THE DIRECT (STRUCTURED) APPROACH

The objective of this approach is to gather information for something specific. The interviewer takes the lead and asks relevant questions, whereas the person being interviewed simply needs to answer questions. (The Direct (structured) Approach 3.10.1 Pg. 104) This method is most suitable when making a selection for something in particular e.g. the interviewing of learners for prefect positions. The interviewer's approach is very direct and implies that he/she has pre-conceived ideas about what the information they are looking for.

THE NONDIRECT (UNSTRUCTURED) APPROACH

This method of interviewing encourages the person being interviewed to elaborate on issues or matters, enabling the interviewer to uncover underlying causes or sources of a problem at hand. The interviewer asks open ended questions which require the interviewed person to share more information about the matter. This non-direct approach is a 'softer', less harsh way of getting to the core of an issue, which is necessary especially when emotions and personal circumstances are at risk. E.g. the interviewer (counsellor) treats the learner as an equal, without enforcing any kind of structure on the interview process. In this way the learner is more inclined to spontaneously 'open up' about his/her deep feelings. This is a process which works well if a learner chooses to see a counsellor but since this is not a common occurrence, this method is not considered ideal. In addition this process is seen to reduce the interviewer/counsellor's role to that of a 'sympathetic listener', as opposed to someone who should be advising the learner, who invariably has to solve their own problems in this process. (The Nondirect (Unstructured) Approach 3.10.2 Pg. 105)

COMPOSITE APPROACH

This interview method is a process made up of a combination of the best aspects of the Direct and Nondirect approaches. It is not learner-centred nor interviewer-centred. This process

highlights the importance of remaining neutral and not attempting to guide the learner (or interviewee) in any particular direction. It is incumbent on the counsellor to encourage the learner to share their views and attitudes, remaining cognisant that as the counsellor they must guide the learner in a direction that enables them to make good choices and decisions. The learner's development is key and this process is meant to effect counselling, information and advice. (Composite Approach 3.10.3 Pg. 106)

CONCLUSION

It is in our approach to anything in life that we accomplish a desired outcome. In the case of an interview between an educator/counsellor and a learner, depending on how the interview is approached, one can either gain deep and meaningful insight, which enables the interviewer to assist and advise accordingly, or the interview can end up being a failure. Using the Composite Approach makes sense, if the result we are seeking is for the learner to feel safe, nurtured, mentored and heard.

Reference?



QUESTION 2

Study guide for EDA3013 discusses **FOUR (4)** types of interviews. Name and discuss these **FOUR (4)** types in your own words.

TYPES OF INTERVIEWS

INTRODUCTION

Depending on the outcome you wish to achieve, one would need to conduct an interview accordingly. As such there are different objectives for interviews which ultimately determine the type of interview one does; namely an:

- Exploratory interview
- Historicity interview
- Advisory interview
- Informative interview

THE EXPLORATORY INTERVIEW

This interview aims to extract information that was previously hidden. It is the counsellor's objective to delve into the learner's world and interpret the learner's experiences as if they were their own. The counsellor must try to see the situation from the learner's point of view and 'walk in their shoes', in order to truly understand the position from where the learner is coming from. The counsellor must get to know the learner as a person and not only a 'learner' in an educational environment. Through this process however, the counsellor must remain the adult at all times, in order to objectively evaluate a subjective situation. This results in a phenomenon called objectivity-in-subjectivity. The learner and the counsellor jointly explore the learner's situation through exploratory conversation. The counsellor then determines the nature of the learner and the nature of the problem they are encountering. Sometimes it is necessary to use assignments and examples from the learner's experience, in order to reveal aspects that need to be shared and that the learner has been suppressing. In the case of very young learners, this is often a necessary process. (An Exploratory Interview 3.11 Pg. 106).

THE HISTORICITY INTERVIEW

This interview takes into consideration knowledge of the learner's history, educational situation and/or past experiences. It is an oral conversation between the interviewer / counsellor who to some extent knows the interviewee/learner, which is referred to as an auto-historicity conversation. This interview aims to gain a better understanding of the learner's experiential environment. Its objective is to ascertain the learner's development, their own opinion of their development and how they have managed to achieve what they have done thus far. (A Historicity Interview 3.11.2 Pg. 107)

THE INFORMATIVE INTERVIEW


This interview aims to obtain information which could include information about the learner's personality structure, education and/ or their career choices. This interview can be conducted with the learner alone or with the learner's guardians and/or educators present. The learner shares data with them that they can then use for the purpose of supporting him/her. (An Informative Interview 3.11.3 Pg. 107)

THE ADVISORY INTERVIEW

The advisory interview is aimed at offering advice to learners with problems. Desperate parents of a learner with issues might approach the school educator or counsellor for advice, because they feel helpless in helping with their child's education. The objective is for the counsellor to equip the parents with relevant information which will assist the parents to guide their child accordingly. The counsellor directs the conversation ensuring the parents are assured of his/her moral support. The interview conversation focuses on the child's problems with the intention of improving the child's educational situation.

Another reason a learner may require advice through the Advisory Interview is to assist them in making future career choices and therefore they need advice on educational decisions leading up to their chosen careers. (An Advisory Interview 3.11.4 Pg. 107)

CONCLUSION

Before we choose the type of interview we wish to conduct, it is imperative that we are able to clearly define the outcome we require, and in so doing we will establish the objective of the interview which determines the type of interview we should conduct. 

QUESTION 3

Exercise 13 in your study guide is about developing efficient listening skills. Answer the following questions with reference to Exercise 13 in *Study guide for EDA3013*:

3.1 Conduct and record a ten minute interview with a friend on human rights education in schools.

On Friday 31st August 2018 I conducted an **exploratory interview** with a friend who is a Grade 6 teacher. She has been an educator for 23 out of the past 33 years.

3.2 Submit the transcribed interview.

An Exploratory Interview with Mrs. Hewitt, a Grade 6 teacher.

Me: Thank you so much for agreeing to be interviewed. Although we are friends, for an audience to get to know you a little better, could you please briefly share with me your career history as an educator?

Teacher: No problem at all – well where should I start? I suppose it started in 1981 when I chose to do a teaching degree at Durban University, after I matriculated. I got my first teaching job at a local ‘boys only’ High School, which was quite a challenge for a young woman of 22 years. I taught there for many years before moving to Zimbabwe after I married a Zimbabwean farmer. After 10 years of living in Zimbabwe we moved back to South Africa, where I again got a job as a teacher – this time in a primary school, where I’ve been teaching ever since. Actually for the past 15 years.

Me: Jeepers that’s quite a number of year’s teaching experience you’ve accumulated. Well let’s go back to that first teaching job you had at the ‘all boys’ school. You mentioned it was quite a challenge, especially being a young woman of 22. Could you elaborate please?

Teacher: Sure! Well basically it’s to be expected I imagine – if you consider the fact that I was really young, just a few years older than some of the boys I was teaching, I suppose it’s par for the course that the boys will try their best to test the waters and see whether I could cope under the pressure of their taunts and antics.

Me: But surely you took huge strain, being new to teaching and lacking the experience of a more seasoned teacher.

Teacher: Absolutely – but it didn’t take long before I realised that I had to set the boundaries. Fortunately we had a great headmaster who mentored the newbies and was very supportive of us.

Me: So when you say you set boundaries, why did you do so and how did that help you?

Teacher: Well if I hadn’t set boundaries that the learners knew they were not permitted to cross, there would have been a grey area, which could’ve meant that they would continue cajoling and even possibly harassing me. There were in fact some teachers who never really managed to set those boundaries and ended up not coping and leaving the school. I have to say though – in those days I think it was a lot easier. Kids were (or seemed to be) less confrontational and more respectful. There was corporal punishment and although I don’t condone it, it certainly made life easier for us as teachers, especially girls teaching in a boy’s only school.

Me: Let me just say, as I mentioned to you when I initially asked for this interview, my reason for asking you these questions is that I would like to ascertain your opinion regarding the education of Human Rights in schools. I find it interesting though that to start with, you eluded to this situation which could be construed as a violation of your rights to teach in a safe

environment without being harassed by learners. Don't you think it's ironic that my initial thoughts were to ask you your opinion on educating learners about Human Rights, when in fact it seems your rights may have been violated by the learners?

Teacher: Actually I disagree that my rights were violated in any way by the learners. At the end of the day, I was the teacher and they were young boys, just doing what most young children do – and that was to see how far they can push and what they can get away with. Let's face it, no-one wants to be sitting still for hours on end, in a classroom. It was my job to be the disciplinarian and give them the best education I could. If it's Human Rights you want to talk about, then I would say that it was their right to be educated by a motivated, inspirational teacher, which is what I have always strived to be.

Me: Yes I suppose that is what we hope all teachers strive to do but sadly there are many who do not share your commitment and passion. Tell me – you mentioned that it was possibly easier then, to discipline learners, than it is now because of corporal punishment. I understand that you say you don't condone it but surely if it worked to keep children under control, then why not continue?

Teacher: Children have a right to be educated in a safe, nurturing environment. Metering out 'canings' and 'lashes' is a means of instilling fear, which might work to a degree but does it instil love for learning and a desire to do the right thing? I think not! Besides when you permit an adult to hit, beat and punish a child physically, you are truly violating that child's human rights. Let's not begin to discuss the fact that adults have varying degrees of what they believe is fair or harsh punishment. One adult may feel that lashing with a leather belt for not doing homework, is completely acceptable and if it means that blood is drawn, then so be it. Whereas another might justify a severe beating for what he believes is a far greater indiscretion - back-chatting. Either way, no person, especially a child deserves to be humiliated and treated in such a way, no matter what they have done. There are other ways to meter out discipline with consequences and still be mindful of the child's rights.

Me: So if we're talking about human rights and especially a child's right to education, then how do you feel about having taught in the 80's and early 90's when the majority of South African children did not enjoy equal rights to education, never mind all the other rights that they were not entitled to? I mean is that something you ever considered at the time?

Teacher: You know, that's really a good question. To be honest I never really gave it much thought at the time, while I was a teacher in an all-White boy's school. In those days it was the norm and we were oblivious of what was going on around us. The indoctrination was so deep and propaganda was rife, that we never questioned the boundaries that had been set for us and the majority of people in South Africa. Believe me, this is something that has come to haunt me later in life and I sometimes wonder why I never 'saw' what was truly going on under my own nose. As South Africa has transformed over the past 2 decades it has become apparent that aside from the awful injustices that the 'people of colour' were subjected to, our rights as White people were also violated and exploited. I'm angry that we were lied to, that White boys were forced to fight a futile war and that 'the wool was pulled over our eyes'. But I'm also angry at myself, for not being more open-minded and recognising that what was going on around me was not 'normal'.

Me: Is the anger you feel debilitating or does it serve a purpose?

Teacher: Actually yes it does. It fuels my desire to ensure that education is available to all. We are unfortunately still a long way from meeting that goal, especially in terms of education. There are still far too many children who do not have access to decent or any education, which is their basic right. I want to try to play a part in fixing the problems.

You did an excellent interview but only touched on the main topic at the end:
Human rights
EDUCATION in schools

truly is the past, who do an each

Me: What are you doing (if anything) to ease your anger and guilt – if I may refer to it as guilt?

Teacher: It absolutely is guilt. I do feel guilty that I never taught any children other than White ones for so many years. I am very fortunate to be teaching in a good Model C school that embraces multi-cultural education and respects the rights of all applicants, no matter what their cultural background. I also teach adults who are currently disadvantaged and never had access to education when they were younger. Some of the adults I teach are probably the very ones that should have attended the school I taught at when I first started my career - but of course they were robbed of that fundamental right to an education and so they struggle along now, desperately trying to get a Matric whilst working and supporting their families. So if you ask me if Human Rights should be taught in schools, I definitely believe it is essential. Had I understood the essence of what human rights were when I went to school and varsity, I probably would've been more aware of my fellow-man and how their rights were being violated.

Me: It's been a pleasure chatting to you. You've given me great insight into your feelings around this all important subject. Thank you.

Teacher: Thank you too – I've enjoyed the chat.
END OF INTERVIEW.

3.3 Complete and submit the questions on how well you listen. Submit with THREE (3) examples from the interview.
How do you rate yourself as a listener? Read the questions that follow or "no" to each of them.

Do you find yourself not listening because the subject bores you?
YES

Do you find it difficult to listen to people who have ideas that conflict with yours?
NO

Mrs Hewitt, the teacher did elude to the fact that she was complacent about recognising the plight of the majority of South Africans when she was teaching in the 1980's. I could argue that this was not purely as a result of propaganda and indoctrination but also apathy on the part of those who benefited from the abuse of power the Government displayed at the time. In other words she was part of that equation. At no point did I feel the need to convey that sentiment during the interview.

Complete the whole exercise:
Choose one word to indicate your listening, e.g. caring (1 mark)
Choose one term to describe your listening e.g. excellent (1 mark)
Rate yourself according to the rating scale (1 mark)

Do you find it difficult to appreciate others' problems?

NO

I sympathised with Mrs Hewitt when she described the anger and guilt that she feels and I was genuinely interested in how she might use that anger to address her guilt. I

Do you feel that you are often correct in arguments?

NO

The interview did not warrant an argument. I was seeking her opinion and as such I made a point of asking lots of questions in order to get information from her. Generally I will argue my point if it is a matter of principle and ethics but if it is merely a difference of opinion, I am quite willing to accept a differing opinion or that I may in fact be wrong about something.

Do you find yourself jumping to conclusions

YES

Do you find yourself interrupting people before

NO

Do you finish people's sentences for them?

NO

Rate your own skills and substantiate with 3 examples from your interview.

E.g. I am an excellent listener who cares about my interviewee (1 mark)

Give three reasons from your interview to prove what you have just said (6 marks)

E.g. I did not interrupt because I gave Sipho time to think and let him finish what he wanted to say

3.4 Complete and submit the questions on your answers with THREE (3) examples from the interview.

HOW ACCURATE IS YOUR LISTENING?

After you have spoken to a friend or colleague, can you identify the following?

The main ideas – Yes I am attentive and focused when speaking with my friends and am able to identify the main idea, as can be seen in the interview, where I steer the conversation towards Human Rights, which was the topic of the interview.

Examples given to support the main ideas – Yes, as can be seen throughout the interview I refer to facts that the teacher had mentioned, such as teaching in the 1980's (when apartheid was rife and human rights were being violated), corporal punishment and her own rights. These all support the main topic of human rights.

The effect of the conversation on the other person – Yes I am very aware of the effects of a conversation, especially when it comes to a potentially sensitive one, as was the interview. Mrs Hewitt expressed feelings of guilt and anger. She even felt that she herself was aggrieved by the Apartheid era and that her rights were violated.

After watching the news on the television or listening to the news on the radio, can you

State what the lead story was?

No not always. If the story was of interest to me, I will be able to tell you but if I have no interest, I 'switch off'.

Name the main ideas presented during the story?

Again – if it is a story that I am particularly interested in I will identify the main ideas. E.g. If the news warns of a massive storm in the is a warning of a hurricane in Durban, I will be able to tell you what the main idea is and why.

Rate your own skills and substantiate with 3 examples from your interview.

e.g. I can listen very accurately as I was able to identify the main idea and all the supportive ideas and I could see that the interviewee felt satisfied at the end of the interview.

Motivate what you said with three examples from the interview (6 marks). E.g. my listening is accurate because I could respond to his concern about all the different cultures that may have different opinions about human rights

**3.5 Complete and submit the questions under the heading “GENERAL LISTENING SKILLS”.
Substantiate the answers with examples.**

GENERAL LISTENING SKILLS

Do you listen more than you talk? – Yes because I am really good at asking questions, which encourages others to talk.

Do you create a supportive atmosphere which encourages easy discussion with school mates, children, friends or family? I definitely do. I am invariably the one that others turn to for advice, guidance or a shoulder to cry on.

Do you provide enough time for important listening/or speaking interactions? I am a good communicator who is always available to lend an ear or hand.

Do you regard your fellow learners as being on an equal footing, or do you try to control them? I believe we are all equal. There may be areas where I am more knowledgeable however I believe that others must find their path and learn at their pace. I am willing to assist those who are open to receiving assistance but I do not try to control them.

Do you patronise the speaker by being overly polite or by being insincere?

I am very aware of being patronising especially with those who don't speak English as a first language. It is extremely frustrating to me when I see people referring to others as 'bud' or 'my friend' when they quite obviously are doing so in a condescending manner.

Do you let emotion-laden words or ideas arouse personal antagonism?

I make a point of not using emotive words to describe an already volatile situation. E.g. If I complain about poor service in a restaurant, I will refrain from saying "I am very upset that the food was tasteless and the service shockingly poor". I would rather say to the manager: "The food was disappointing, as was the service". If the manager then wants more information, he will ask me relevant questions.

Are you nonverbally responsive when listening?

Yes I am. Especially in situations where I find myself drifting off because the speaker is boring or uninteresting. I nod and say "ok" at the appropriate time. I smile and even manage to ask pertinent questions that I know he/she hasn't referred to yet.

Do you tell the other person how you are feeling?

If I think it is relevant to the conversation we are having, then yes I would. Also if I was asked, then I would but I would not randomly tell just anyone how I was feeling, in the middle of an unrelated conversation.

Do you allow personal internal distractions to become a barrier to effective listening?

No – I am an open book, so if something was troubling me and I felt it would hamper the conversation and my ability to listen, I would openly say so, apologise and excuse myself.

Do you allow abrasive personalities to prevent you from listening?

No they probably make me listen more, because internally they would most likely irritate me and I would want to hear their viewpoint.



QUESTION 4: LIFE SKILLS

4.1 Explain in your own words what is meant by thinking skills.

Thinking helps people exercise their minds. How we think depends on the 'Thinking Skills' we acquire over time. These skills enable us to think in an original way, make plans and formulate interesting explanations for things that have occurred. Thinking skills include reading, writing, problem-solving, creative thinking and critical thinking (and much more). When we think we are connecting ideas in our mind. Those connections are formed between what we already know and the things we don't know. 4.10, p138

4.2 Discuss how you would teach creative thinking skills to Grade 8 learners in an urban setting by following the life skills approach. Draw on at least THREE (3) different teaching methods that would be useful in educating life skills. Use the study guide as primary reference.

CREATIVE THINKING taught through TRADITIONAL LIFE SKILLS approach.

INTRODUCTION

Creativity is something that is not easy to define. In fact there are many 'creative' definitions but for the purposes of simplifying the meaning, we can simply say that it is the ability to think of new and different ways to solve problems and do things and the ability to actually create new and innovative things. Creative thinking is a powerful skill that can be taught to those who don't have a natural tendency to think creatively. It is therefore imperative to incorporate creative thinking into the curriculum and classroom. What are some of the ways I would encourage Grade 8, urban based learners to think creatively?

Firstly I would encourage the learners to tackle a given problem in groups. That way they would need to exercise all their life-skills (social, communication, coping, personal and thinking skills). (Categorizing Life Skills 4.8 Pg. 133) They would be instructed to come up with at least two but preferably three solutions to the problem. In this way they would have to think creatively in order to produce more than one solution.

Secondly I would use a contentious but relatable subject for them to debate and discuss e.g. the legalisation of marijuana. This will stimulate them to think about arguing their point of view in the most persuasive and creative way possible. It encourages interaction and their listening skills are heightened, as they attempt to convince one another of their viewpoint.

On a similar note I would get the learners to debate a contentious topic from their own opposing viewpoint. In other words they have to argue 'for' when the other side argues 'against'. This would be a good way for them to truly see a situation or viewpoint from the other side's standpoint. It would again encourage creative thinking.

Thirdly I would allow the learners to give one another constructive feedback. This teaches them to really listen to others and teaches them creative ways to give feedback in a supportive environment, without compromising their class friendships. (Creative Thinking Skills 4.10.2 Pg. 140)

Teaching methods:
Brainstorming
Case studies
Role play
etc

In conclusion, there are many other ways in which to teach creative thinking skills and life skills at the same time. Creative thinking is a life skill that enables people to solve problems and add value in society. It is an important skill to teach our children, especially in an environment that is rapidly advancing and changing. 