



# **Tutorial Letter 101/3/2018**

**Learning and teaching strategies in  
adolescent years**

**EDT1602**

**Semesters 1 and 2**

**Department of Psychology of Education**

This tutorial letter contains important information  
about your module.

BARCODE

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Dear Student

## 1 INTRODUCTION

Dear Student

Welcome to the module *Learning and Teaching Strategies in the Adolescent Years*. We are delighted to have you as a student, and we trust that you will find your studies interesting and insightful. We will 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 semester and resolve to do the assignments properly. You will receive a number of tutorial letters during the semester. A tutorial letter is our way of communicating with you about teaching, learning and assessment. This tutorial letter contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers. Please read Tutorial Letter 301 in combination with this tutorial letter as it gives you an idea of generally important information when studying at a distance and within a particular college.

In this tutorial letter, 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 them.

Please study this information carefully and make sure that you obtain the prescribed material as soon as possible. We have also included certain general and administrative information about this module. 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 semester **immediately and carefully**, as they always contain important and, sometimes, urgent information.

We trust that you will enjoy this module and wish you all the best.

## 2 PURPOSE AND OUTCOMES

### 2.1 Purpose

The purpose of this module is for you to gain insight into the components of the teaching-learning situation, to highlight the role of educators in facilitating learning outcomes efficiently and to explore desirable conditions for successful learning.

### 2.2 Outcomes

The purpose for this module is to empower you as a future teacher, with knowledge, skills and a changed attitude so that you can assist learners to actualise their full potential.

The outcomes of this module are to:

- Assist you to acquire knowledge so that you can understand child development and learning child more effectively.
- Enable you to apply the theoretical knowledge to the classroom situation, so that you assist learners to actualise their full potential.
- Empower you with new skills/enrich already acquired skills, based on the newly acquired knowledge.

Always keep in mind that although we are looking at each one of the aspects of development as a separate unit for the sake of clarity and for study purposes, it is really impossible to separate them.

This is a semester (half-year) module, which means that it is offered twice this year: semester 1 from January to June (Examinations: May/June), Semester 2 from July to November (Examinations: October/November).

**You will have registered for either semester 1 or semester 2. Make sure you know semester you are registered for. If in doubt, contact the Department of Student Administration for clarification. Check the Unisa website for more details on examination dates.**

Note that all administrative enquiries should be directed to the ***study@Unisa***. Enquiries will then be channelled to the correct department. The details are as follows:

Fax number (RSA): 012 429 4150  
Fax number (International): +2712 429 4150  
E-mail: [study-info@unisa.ac.za](mailto:study-info@unisa.ac.za)

All queries that are about the content of this module should be directed to the lecturers concerned.

Please have your study material with you when you contact the lecturer.

### **3 LECTURER(S) AND CONTACT DETAILS**

#### **3.1 Lecturer(s)**

The name and contact details of the lecturers responsible for this module are:

Dr MF Mavuso  
Tel: 012 429 4623  
[mavusmf@unisa.ac.za](mailto:mavusmf@unisa.ac.za)

Mr S. Ntshangase  
Tel: 012 429 6548  
Email: [ntshas@unisa.ac.za](mailto:ntshas@unisa.ac.za)

Any changes in these details will be communicated to you via myUnisa.

If you want to write to the lecturer concerned, make use of the email address of the lecturer or send a letter to:

The lecturer concerned  
Module EDT1602  
Department of Psychology of Education  
PO Box 392  
UNISA  
0003

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

You are most welcome to visit the lecturers at the office to discuss any academic problems you might experience with your studies.

***Please remember to make an appointment beforehand.***

The secretary for the department of psychology of Education is:

Ms F Johnson  
Tel: 012 429 4900  
E-mail: [johnsf@unisa.ac.za](mailto:johnsf@unisa.ac.za)

### **3.2 Department**

The secretary for the department of psychology of Education is:

Ms F Johnson  
Tel: 012 429 4900  
E-mail: [johnsf@unisa.ac.za](mailto:johnsf@unisa.ac.za)

### **3.3 University**

The postal address of the University is as

follows: PO Box 392  
UNISA  
0003

## **4 RESOURCES**

### **4.1 Prescribed books**

Killen, R. 2015. *Teaching Strategies for Quality Teaching and Learning*. 2<sup>nd</sup> Edition. Juta

### **4.2 Recommended books**

No specific books are recommended. It is, however, good practice to consult additional sources.

### 4.3 Electronic reserves (e-reserves)

Additional e-Reserves will be posted on myUnisa when necessary.

### 4.4 Library services and resources information

For brief information, go to [www.unisa.ac.za/brochures/studies](http://www.unisa.ac.za/brochures/studies)

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of 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](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>

## 5 STUDENT SUPPORT SERVICES

### Free computer and internet access

Unisa has entered into a partnership with establishments (referred to as Telecentres) in various locations across South Africa in order to enable Unisa's students to have access to computers and the internet, free of charge. This access allows you to conduct only the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc.

Please note that any activity outside of those indicated above, are of your account e.g. printing, scanning, photocopying, non-academic related internet use, etc. for more information on the Telecentre nearest to you, please visit [www.unisa.ac.za/telecentres](http://www.unisa.ac.za/telecentres).

### Contact with fellow students

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  
003

## myUNISA

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.

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 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 <http://my.Unisa.ac.za>. Please consult the publication *study @ Unisa*, which you received with your study material, for more information on *myUnisa*.

## Group Discussions

There will be no group discussions for this module in 2018.

## Tutorials

Unisa offers tutor services for students as additional academic support at the various Unisa regional learning centres throughout the country. Directorate of Tutorial Services, Discussion Classes and Work- Integrated Learning (TSDL) by Tel: +27 12 484 2869.

A tutorial is an organised session where students and tutors 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 assist students to become motivated and independent learners help students 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*.

## 6 STUDY PLAN

**There will be two assignments. The first assignment comprises multiple-choice questions. The second assignment comprises a variety of questions. You will write a final two-hour paper either in May/June (first semester) or October/November (second semester).**

You can use the following as a guide for planning your studies for EDT1602

PERIOD	ACTIVITY
January: <b>1st semester</b>	Familiarise yourself with the study material. Introduce yourself to us and your fellow students on the discussion forum on <i>myUnisa</i> .
February	Remember to take part in the discussion forum on <i>myUnisa</i> at least once a month.
March	Submit Assignment 01 on or before <b>1 March</b> . Start working on Assignment 02. Remember to take part in the discussion forum at least once a month.
April	Submit Assignment 02 on or before <b>3 April</b> .
May/June	Prepare for and write the examination.
July: <b>2nd semester</b>	Familiarise yourself with the study material. Introduce yourself to me and your fellow students on the discussion forum on <i>myUnisa</i> .
August	Submit Assignment 01 on or before <b>14 August</b> . Start working on Assignment 02. Remember to take part in the discussion forum at least once a month.
September	Submit Assignment 02 on or before <b>7 September</b> .
October/November	Prepare for and write the examination.

## 7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical work or work -integrated learning for this module.

## 8 ASSESSMENT

There is no practical work or work-integrated learning required for this module.

### 8.1 Assessment criteria

- Understanding the child development and the effective learning is demonstrated.
- Theoretical knowledge on teaching, learning and support to the classroom situation is applied.
- Insight of acquired skills based on acquired knowledge is revealed.

### 8.2 Assessment plan

There is no practical work or work-integrated learning required for this module.



## Assessment plan

There is no practical work or work-integrated learning required for this module.

Criteria	Completed?			
	Student		Marker	
	Yes	No	Yes	No
Are the facts/statements verified by means of references to sources consulted?				
Has the assignment been completed or has only certain sections of the assignment been completed?				
Style of writing: have the guidelines been followed in this regard?				
Have additional sources apart from the prescribed Book / study guide been consulted?				
Has the theory been applied to the classroom situation?				
Has plagiarism been committed?				
Has the assignment been handed in after the due date?				
Has the enrichment by new knowledge been demonstrated by a better understanding of the learner, a more effective learning and teaching strategies and support of the learner?				
Have newly acquired skills been demonstrated?				
Has a changed attitude been made identifiable in the assignment?				

Signed Student: \_\_\_\_\_

Date: \_\_\_\_

**Please remember to take postal delivery into consideration post it at least one week before the due date. Students who are registered for the second semester, must not send in their assignments during the first semester. Send in your assignments according to the due dates for different assignments.**

### 8.3 Assignment numbers

#### 8.3.1 General assignment numbers

Assignments are numbered consecutively per module, starting from 01. The general assignment numbers for this module are: 01 and 02.

#### 8.3.2 Unique assignment numbers

**Assignment 01:** Multiple Choice Questions – either submitted on line or via the mail, with a pencil on a mark reading sheet with your details clearly noted on the mark reading sheet. Please double check that you have noted the unique number of the assignment on the mark

reading sheet. Also re-check that you have indicated the module code, as well as the number of the assignment and your student number on the mark reading sheet.

**Assignment 02:** Please indicate the unique assignment number, module code, number of the assignment as well as your student number, on the cover page to be attached to your assignment. Assignment 02 can be handwritten or printed or submitted on line.

#### 8.4 Assignment due dates

Please note that **ALL** students **MUST** submit Assignment 01, before or on the due date, in order to obtain admission to write the examination. Assignment 02 **MUST** also be completed and submitted for marking

#### 8.5 Submission of assignments

Assignments can be submitted either online or by mail to the Assignment Section or it can be placed in the assignment boxes on the main campus in Pretoria. Ask the security Guards on campus for directions to these assignment boxes.

Please note that once you have submitted your assignment or tried to submit your assignment online, the possibility to do this, will be blocked. The system will not allow you to submit the same assignment a second time around. Then you'll have to send it via the mail to the university.

**Please do not submit your assignments by means of a fax or e-mail to your lecturer. The lecturer cannot receive these as the assignment section needs to deal with all the assignments received.**

#### 8.6 The 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 should be actively engaged in learning. Reading through the assessment criteria given for each assignment will help you to understand what is required of you more clearly. In some cases, additional assessment might be available on the *myUnisa* site for your module. For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

**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 regarded as copying (a form of plagiarism) and none of these assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the university.**

If you experience some kind of a problem after you have received your assignment back, contact your lecturer via e-mail or telephone.

You also must build a semester mark through the submission of assignments. To do this, you must submit both assignments. The two marks will be added together, and will comprise 20% of your final mark. The examination will count for the remaining 80% of your final mark for this module.

We want to encourage you to use Unisa's online facilities in order to submit your assignments. If you submit your assignments electronically, you avoid delays or losses that could occur by using the mail service.

Make copies of your assignments before you submit them, and retain these copies in case there are any queries.

## **DUE DATES FOR ASSIGNMENTS**

### **SEMESTER 1**

#### **Assignment 01**

**Unique number: 704591**

**Due date: 23 March 2018**

#### **Assignment 02**

**Unique number: 713440**

**Due date: 13 April 2018**

### **SEMESTER 2**

#### **Assignment 01**

**Unique number: 685698**

**Due date: 13 August 2018**

#### **Assignment 02**

**Unique number: 774981**

**Due date: 29 August 2018**

### **(SEE ADDENDUM FOR SEMESTER ASSIGNMENT)**

#### **Assignment 1**

Answer this assignment on the mark-reading sheet (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. This assignment is marked by computer on a specific date and no extension for submission can therefore be given. Make clear marks when you fill in the mark-reading sheet – use an HB pencil.

Make sure that besides the assignment number (01), you also fill in the **unique assignment number** on the marking template. Make a thorough study of your prescribed book and study guide.

**Remember to take postal delivery into consideration. Post it at least one week before due date. Student registered on the second semester must not send their assignments during the first semester. Send in your assignments according to the due dates for different assignments.**

#### ***Guidelines for answering multiple choice questions.***

The multiple-choice questions give you a broad overview of core aspects of the study units and the corresponding chapters in your prescribed book. We believe that it is necessary for you to obtain this broad overview to acquire a reasonable knowledge base on the learning child

**Each question has only ONE correct answer. Use tutorial letter 102 and the prescribed book to find the answers to the questions.**

***Guideline for answering the questions included in assignment 02.***

## **Assignment 2**

See paragraph 8.1 for assessment criteria that will serve as guidelines on what is required for Assignment 02. These criteria can either have a positive or negative impact as reflected by your marks obtained for Assignment 02.

**PLEASE NOTE:** These two assignments do **not** cover all the aspects relating to learning and teaching strategies in the adolescent years and consequently do not provide you with a complete overview of these aspects. This implies that if you are preparing for your examination, you cannot **ONLY** study your assignments.

A further purpose of the assignments is to orientate you, as first-year students, to an academic style of writing and thinking. This implies that you will need to learn how to carry out your own literature search, by searching for information sources in the library. You will use these sources to verify facts and statements that you make and indicate that the statements are supported by other academics or research findings. You need to take note of the Harvard referencing system in this regard. You cannot fabricate your own “facts” or “insights” without providing some support, as this is not academically or scientifically acceptable.

Another very important *purpose* of the assignments is to enable you to understand the importance of integrating theory and practice. In other words, you must be able to utilise the knowledge, skills and expertise acquired when dealing with learners in the classroom. You will also note that by understanding the theory better and having become sensitive as to how it relates to learners, you will be empowered to assist them more effectively.

It is important that you familiarise yourself at this stage of your academic career with the correct way of compiling an assignment, so that when you enrol for an honours or master’s or doctoral degree, you will have mastered the necessary basic skills required to complete a thesis. When completing Assignment 02, you need to use the following format:

Please take the trouble to submit an assignment that has been done to the best of your ability, as the assignments can be regarded as possible examination questions or examples of them. Thus, if you prepare well, you might gain by getting a few additional marks in the examination when your research becomes part of your answer to the examination questions!

When you complete Assignment 02, do not write too many pages – be concise and to the point with your facts- not more than 10-15 pages. Compile your assignment in such a way that you can study it easily for the examination, e.g. highlight your key concepts, so that you don’t need to make a summary of the learning content reflected in your assignment afterwards, when you are preparing for the examination.

## **8.7 Other assessment methods**

None

## 8.8 The examination

- **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 the submission of Assignment 01**, irrespective of the mark you obtain and whether you have passed or failed. However, should you fail this assignment it will influence your semester mark.

During this semester, you will be assessed on your assignments, which count for 20% of your final mark (if you obtained a minimum of 40% in the examination), and on the examination, which counts for 80% of your final mark. As explained above, you need to qualify to write the examination, as there is no automatic admission. To qualify, you **MUST** submit Assignment 01, for which you will be awarded a mark. Assignment 01 is therefore compulsory, and it must be submitted before the due date. We are aware that this due date is early in the semester, but please note that this assignment does not take a great deal of time to complete.

**We emphasise the point again: if you do not submit Assignment 01 on time, you will not be permitted to sit for the examination.**

- **Examination paper**

A new examination paper is compiled for every examination. You may, however, accept that examination questions will be similar to the questions asked in the assignments activities. You will receive a tutorial letter that will explain the format of the examination.

- **The examination and your final mark**

The examination will be marked out of 100 and then recalculated 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 finalised, your examination result and your semester mark will be combined, and your final mark will be calculated. The final mark is the result that will be released to you by the university.

**Note that according to Unisa's policy on assessment, a sub-minimum of 40% must be obtained for the examination to pass this module. The final mark is a combination of the semester mark and the examination mark. If you do not comply with the required sub-minimum of 40% in the examination, the semester mark is not taken into consideration. In such cases the examination mark is the final mark.**

A pass mark for this module is 50% and a distinction mark is 75%

- **The examination period**

This module is offered in a semester period of 15 weeks. This means that if you are registered for the first semester, you will write the examination in May/June and the supplementary examination will be written in October/November. If you are registered for the second semester, you write the examination in October/November and the supplementary examination will be written in May/June of the following year.

The examination section will provide you with information on the examination in general, examination venues, examination dates and examination times.

## **9 FREQUENTLY ASKED QUESTIONS**

The study @ Unisa brochure contains A-Z guide of the most relevant information. FAQs in this module are as follows:

**Question:** can I get an extension for my assignment?

**Answer:** it is not possible to give more than one week's extension for a written assignment on condition you seek permission in advance from the lecturer. No extension can be granted for multiple-choice assignments.

**Question:** I do have internet access. How do I access myUnisa?

**Answer:** all Unisa regional offices have internet access.

**Question:** Why did I fail my examination, while my assignment marks were good?

**Answer:** The mark that the student obtains in the examination is the determining factor, not the year mark, as it only contributes 20% towards the pass mark. Rather focus on preparing well for the examination and to pass well.

## **10 SOURCES CONSULTED**

None

## **11 IN CLOSING**

We trust that you'll enjoy your studies and be enriched by the new knowledge obtained, as well as the skills acquired and a changed attitude. If you do experience any problems regarding your studies, please do not hesitate to contact your lecturers.

## 12 ADDENDUM

### ASSIGNMENT 1: COMPULSORY

**Assignment 01 is compulsory, which means that ALL students MUST complete this assignment. The submission of Assignment 01 grants you admission to the examination. Admission is based on the submission of the assignment and NOT on the strength of the marks you have obtained for it. Failure to submit Assignment 01 means that you will not be admitted to the examination, regardless of the fact that you might have submitted Assignment 02. You will then have to pay again in order to register during the next semester.**

You will be able to decide whether the statements/questions are correct/incorrect, after you have studied your textbook AND Tutorial letter 102.

**As Assignment 01 is marked by computer according to a cut-off date which matches the due date of the assignment, NO extension of time can be granted.**

You need to indicate the **most correct** answer to each of the following statements or questions. Indicate the most correct answers to these questions on the mark reading sheet. See the mark reading sheet for instructions on how to complete your answers.

<b>ASSIGNMENT 1 SEMESTER 1</b>
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<b>Unique Number: 704591</b>
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<b>Due date: 23 March 2018</b>
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1. Ivan Pavlov's observations of animal salivation to the development of learning principles referred to as ... conditioning.
  - 1) Operant
  - 2) Instrumental
  - 3) Habituation
  - 4) Classical
  
2. A ... reinforcer is basic to biological functioning.
  - 1) Primary
  - 2) Secondary
  - 3) Tertiary
  - 4) Sensory
  
3. Which one of the following is **NOT** one of the basic phenomena associated with operant conditioning?
  - 1) Shaping
  - 2) Extinction
  - 3) Centration
  - 4) All of the above

4. "Grounding" a child for misbehaviour is an example of:
- 1) Negative reinforcement
  - 2) Shaping
  - 3) Punishment
  - 4) All of the above
5. A child must be in the ... stage of cognitive development in order to engage in abstract thinking
- 1) Concrete operational
  - 2) Symbolic interaction
  - 3) Formal operations
  - 4) Post-conventional
6. How many stages of development, from birth to death, were proposed by Erikson?
- 1) Four
  - 2) Six
  - 3) Eight
  - 4) Twelve
7. The Eriksonian crisis in which a child must learn to function in society (e.g. school, with friends, as a member of the family), is the stage of:
- 1) Repression versus sublimation
  - 2) Trust versus mistrust
  - 3) Industry versus inferiority
  - 4) Self -versus other
8. Which one of the following is **MOST** consistent with the position of B.F. Skinner?
- 1) Learning principles to all animals.
  - 2) Learning principles for lower order animals are different from higher order animals.
  - 3) Learning principles for humans are different from principles for other animals.
  - 4) None of the above statements is consistent with Skinner's position.
9. Which of the following Eriksonian crises is likely to be experienced during the same time that formal operations unfold?
- 1) Autonomy versus shame or doubt
  - 2) Industry versus inferiority
  - 3) Identity versus role diffusion
  - 4) Initiative versus guilt
10. A gender-fair classroom can be created by ...
- 1) Encouraging the learners to use sexist language
  - 2) Excluding learners from experiencing a variety of gender roles
  - 3) Modelling the behaviour you want the learners to adopt
  - 4) Examining the principal's attitudes and behaviour for possible gender bias



11. The highest level of needs in Maslow's hierarchy of needs is:
- 1) Belongingness
  - 2) Self-actualization
  - 3) Self-esteem
  - 4) Love and affection
12. The desire to attain one's full potential as a human reflects the need for:
- 1) Self-actualization
  - 2) Self-esteem
  - 3) Psychological closure
  - 4) Spirituality
13. Knowledge about how to teach effectively in a particular discipline is referred to as:
- 1) General pedagogical knowledge
  - 2) Pedagogical content knowledge
  - 3) Knowledge about how people learn
  - 4) Subject knowledge
14. Which one of the following is **NOT** a characteristic of an effective teacher?
- 1) Confident
  - 2) Knowledgeable
  - 3) Resourceful and inventive
  - 4) Perfectionistic
15. Constructivism is based on the premise that:
- 1) Learning is a passive process of receiving information into mental frameworks.
  - 2) Knowledge is obtained and understanding is expanded through active construction and reconstruction of mental frameworks.
  - 3) Knowledge is obtained and understanding is passively transmitted to learners by a knowledgeable teacher.
  - 4) All of the above
16. Providing a student with enough help to complete a task and then gradually decreasing the help as the learner becomes able to work independently is called:
- 1) Shielding
  - 2) Scaffolding
  - 3) Reinforcing
  - 4) Evaluating
17. In effective learning environments, all students:
- 1) Are taught in exactly the same way
  - 2) Are offered the same level of support
  - 3) Are expected to succeed in the same way
  - 4) None of the above

18. Which of the following reflect a modern model of effective teaching practices?
- 1) The Productive Pedagogy Model
  - 2) The Quality Teaching Model
  - 3) The Quality Outcomes, Teaching and Learning Model
  - 4) All of the above
19. Making learning significant for students includes the element of ...
- 1) High expectations
  - 2) Deep understanding
  - 3) Connectedness
  - 4) Intellectual quality
20. A well run whole-class discussion is an orderly process of group interaction in which learners are not:
- 1) Seeking to find 'correct' answer to any question.
  - 2) Exchanging ideas.
  - 3) Listening to a variety of points of view.
  - 4) Expressing and exploring their own views.
21. As a teacher you must not use whole-class discussion if:
- 1) You want to help that learners see their ideas are valued.
  - 2) You want to monitor learners' learning as it occurs.
  - 3) There is insufficient time for learners to explore a range of ideas.
  - 4) You want learners to explore a broad range of perspectives on an issue.
22. Which of the following is **NOT** one of the simple rules for classroom discussions?
- 1) All contributions will be valued and none will be ridiculed.
  - 2) All contributions should be relevant to the topic.
  - 3) More than one person may speak at a time.
  - 4) All of the above.
23. An instructional strategy in which learners work together in small groups to help one another achieve a common learning goal is called;
- 1) Whole-class discussion
  - 2) Co-operative learning
  - 3) Scaffolding
  - 4) Problem-based learning
24. Effective problem solvers are people who ...
- 1) Have imagination.
  - 2) Focus on learning, not just on solving problems.
  - 3) Are open minded.
  - 4) Are not challenged by the unknown.

- 25 Looking back at something and thinking about what happened or why it happened, is practicing:
- 1) Cognitive strategies
  - 2) Reflective thinking
  - 3) Problem solving
  - 4) Critical thinking

**25 x 2 = 50 marks**

**TOTAL: [50 x 2 = 100]**

**ASSIGNMENT 02 SEMESTER 01**

**Unique number: 713440**

**Due date: 13 April 2018**

**Question 1**

- 1.1 Create a mind-map to illustrate and describes the characteristics of effective teachers. Give **TWO (2)** examples for each characteristic. **(10)**

**Question 2**

- 2.1 Name **THREE (3)** dimensions of the quality-teaching model. **(3)**
- 2.2 Identify and briefly discuss **SIX (6)** elements of intellectual quality that forms part of the quality teaching model. **(12)**
- (15)**

**Question 3**

- 3.1 Use Piaget's theory of cognitive Development to explain the following concepts. Provide **ONE (1)** example for each concept.
- 3.1.1 Schemas **(3)**
- 3.1.2 Assimilation and accommodation **(3)**
- 3.1.3 Equilibrium **(3)**
- 3.2 Identify **FOUR (4)** stages of intellectual development according to Piaget and specify the ages in each stage. **(4)**
- 3.3 What do you understand by the concept **egocentrism** in Piaget's theory? **(2)**
- (15)**

#### Question 4

4.1 Describe the concept “Zone of Proximal Development” as used in Vygotsky’s theory and state its significance for teachers? (5)

4.2 What steps can teachers consider when preparing group work as a technique? (5)

(10)

**TOTAL= (50)**

#### **ASSIGNMENT 01 SEMESTER 02**

**Unique number: 685698**

**Due date: 13 August 2018**

1. A ... reinforce satisfies a basic biological need.
  - 1) Primary
  - 2) Secondary
  - 3) Tertiary
  - 4) Sensory
2. Ivan Pavlov’s observations of animal salvation led to the development of learning principles referred to as ... conditioning.
  - 1) Operant
  - 2) Instrumental
  - 3) Habituation
  - 4) Classical
3. The two processes associated with adaptation based changes in a child’s schemes are;
  - 1) Interpersonal and intrapersonal convergence
  - 2) Accommodation and assimilation
  - 3) Divergency and convergency
  - 4) Heuristic and algorithmic
4. If a child’s new experiences or information do not fit an existing scheme, according to Piaget, the child must employ the process of:
  - 1) Cognitive divergence
  - 2) Self-monitoring
  - 3) Accommodation
  - 4) Prototyping

5. A child must be in the ... stage of cognitive development in order to engage in abstract thinking.
  - 1) Concrete operational
  - 2) Symbolic interaction
  - 3) Formal operations
  - 4) Post-conventional
6. How many stages of development, from birth to death, were proposed by Erikson?
  - 1) Four
  - 2) Six
  - 3) Eight
  - 4) Twelve
7. The Eriksonian crisis in which a child must learn to function in society (e.g. school, with friends, as a member of the family), is the stage of:
  - 1) Repression versus sublimation
  - 2) Trust versus mistrust
  - 3) Industry versus inferiority
  - 4) Self versus other
8. An individual's sense of who he is and what his unique qualities are, is referred to as the individual's:
  - 1) Self-actualization
  - 2) Ego-concept
  - 3) Self-concept
  - 4) Perceived self
9. The conventional level of reasoning, judgement of right or wrong is based on:
  - 1) Society's law
  - 2) Abstract reasoning
  - 3) Rewards and punishments
  - 4) Means-end analysis
10. Which one of following is **NOT** the criticism of Kohlberg's model of moral development:
  - 1) The moral dilemmas used are unsolvable
  - 2) It is biased against women
  - 3) It is culturally biased
  - 4) All of the above were cited

11. Which one of the following individuals is a major theoretician of the child cognitive development?
- 1) Jean Piaget
  - 2) Sigmund Freud
  - 3) B.F. Skinner
  - 4) K.G. Franks
12. Which one of following is **NOT** one of the levels of moral reasoning suggested by Kohlberg?
- 1) Pre-conventional
  - 2) Non-conventional
  - 3) Post-conventional
  - 4) Conventional
13. The most fundamental needs in Maslow hierarchy of needs are:
- 1) Physiological
  - 2) Safety
  - 3) Security
  - 4) Libidinal
14. Knowledge about the fundamental concepts, principles and relationships that define your subject is referred to as:
- 1) General pedagogical knowledge
  - 2) Pedagogical content knowledge
  - 3) Knowledge about how people learn
  - 4) Knowledge about your subject
15. Knowledge that enables you to teach in ways that are consistent with principles of development and educational psychology and neuroscience is referred to as:
- 1) General pedagogical knowledge
  - 2) Pedagogical content knowledge
  - 3) Knowledge about how people learn
  - 4) Knowledge about your subject
16. Constructivism is based on the premise that:
- 1) Learning is a passive process of receiving information into mental frameworks.
  - 2) Knowledge is obtained and understanding is expanded through active construction and reconstruction of mental frameworks.
  - 3) Knowledge is obtained and understanding is passively transmitted to learners by a knowledgeable teacher.
  - 4) All of the above

17. Which of the following is **NOT** a dimension of the Quality Teaching Model (QTM)?
- 1) Quality teaching
  - 2) Focusing on intellectual quality
  - 3) Creating a quality learning environment
  - 4) Making learning significant for student
18. Which of following is associated with teacher-centered approach:
- 1) Small-group discussion
  - 2) Direct instruction
  - 3) Co-operative learning
  - 4) Problem-solving
19. The following is NOT one of Bloom's (1995) domains for grouping learning outcomes:
- 1) Spiritual domain
  - 2) Cognitive domain
  - 3) Psychomotor domain
  - 4) Affective domain
20. Looking back at something and thinking about what happened or why it happened, is practicing:
- 5) Cognitive strategies
  - 6) Reflective thinking
  - 7) Problem solving
  - 8) Critical thinking
21. Teachers are discouraged from using problem solving as a teaching strategy if:
- 1) Their learners lack the basic skills to work independently.
  - 2) The outcomes of their lessons are readily related to issues beyond the classroom.
  - 3) The aim is to base teaching on real issues that are of interest to the learners.
  - 4) All of the above
22. Effective problem solvers are people who ...
- 1) Have imagination.
  - 2) Focus on learning, not just on solving problems.
  - 3) Are open minded.
  - 4) Are not challenged by the unknown.
23. Learning that occurs automatically, through everyday experiences and often involving a lot of trial and error is called:
- 1) Accidental learning
  - 2) Intentional learning
  - 3) Incidental learning
  - 4) Non-intentional learning

24. An instructional strategy in which learners work together in small groups to help one another achieve a common learning goal is called;
- 1) Whole-class discussion
  - 2) Co-operative learning
  - 3) Scaffolding
  - 4) Problem-bases learning
25. As a teacher you must not use whole-class discussion if:
- 1) You want to help that learners see their ideas are valued
  - 2) You want to monitor learners' learning as it occurs
  - 3) There is insufficient time for learners to explore a range of ideas
  - 4) You want learners to explore a broad range of perspectives on an issue.

**25 x 2 = 50**

**TOTAL: [50 X 2 =100]**

**ASSIGNMENT NO 02 SEMESTER 02**

**Unique number: 774981**

**Due date: 29 August 2018**

**Question 1**

- 1.1 Create a mind-map to illustrate and describes how teachers could help all learners to become more effective. **Give TWO (2) examples for your description. (10)**

**Question 2**

- 2.1 Name **THREE (3)** dimensions of the quality-teaching model. (3)
- 2.2 Explain how teachers can create a positive learning environment. (12)
- (15)**

**Question 3**

- 3.1 Explain the following concepts. Provide **ONE (1)** example for each concept.
- 3.1.1 Morality of Constraint (3)
- 3.1.2 Morality of Cooperation (3)
- 3.1.3 Identity Diffusion (3)
- 3.2 Describe Gilligan's levels of moral development and specify goals in each stage. (6)
- (15)**



**Question 4**

4.1 What are the features of direct instruction? (5)

4.2 How can a teacher engage learners in a discussion? (5)

**(10)**

**TOTAL = 50**