

Tutorial Letter 101/3/2017

Inclusive Education B

ETH306W

Semesters 1 and 2

Department of Inclusive Education

IMPORTANT INFORMATION

This tutorial letter contains important information about your module.

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1 INTRODUCTION

Dear Student

We are pleased to welcome you to this module – ETH306W and hope that you will find it both interesting and rewarding. 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 assignment(s) 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 assignment(s), preparing for the examination and addressing questions to your lecturers.

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. It 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. 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 semester immediately and carefully, as they always contain important and, sometimes, urgent information.

2 PURPOSE AND OUTCOMES

2.1 Purpose

The purpose of the module ETH306W is to equip you with:

- knowledge relating to a learner who experiences barriers to learning and development, to enable you to understand, guide and assist the learner more effectively

- skills in terms of knowledge so that you may guide and assist the learner experiencing barriers to learning and development more effectively
- A changed attitude or values towards the learner experiencing barriers to learning and development which you yourself will experience and demonstrate towards these learners

2.2 Outcomes

The learning outcomes for this module are that you as student:

- will be able to demonstrate in terms of the assignments, that your knowledge base has been broadened
- have been equipped with new skills and that existing skills, based on the broadened knowledge base, have been fine-tuned, so that you can reflect on which skills to use.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

Mr. Lindokuhle Mkhuma

Tel: 012481 1121

E-mail: mkhumi@unisa.ac.za

Address: UNISA Sunnyside Campus, Building no. 10, Office 1-96, Pretoria 0003

Dr. Mary Clasquin-Johnson

Tel: 012481 2783

clasqmg@unisa.ac.za

Address: UNISA Sunnyside Campus, Building no. 10, Office 1-61, Pretoria 0003

3.2 Department

Departmental Student Support contact details: **012 481 2797**

Letter: Department of Inclusive Education
P.O. Box 392
Pretoria 0003

Should you have any queries, you are advised to start on STEP 1 when raising queries and not jump straight to STEP 5. Should you call and your call does not get answered, send an email with your query and also detailing when you called.

INCLUSIVE EDUCATION STUDENTS SUPPORT – STUDENTS QUERIES PROCESS					
CATEGORY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
MODULE-RELATED QUERIES	Contact (by email or phone) relevant lecturer and copy Student Support Officer: (Mr Madubanya) 012 481 2797 madubcb@unisa.ac.za	If there is no response from lecturer and admin within 48 hours of working days, Call/forward query with a trail of previous email to Departmental Coordinator of Teaching and Learning (Prof. Maguvhe's office) 012 481 2764 dialm@unisa.ac.za and copy both lecturer and admin officer	If there is no response from Teaching and Learning Coordinator's office within 48 hours, call/forward query with a trail of previous emails to Chair of Department's office (Secretary: Ms Memela) 012 481 2784 memelpn@unisa.ac.za	If there is no response from CoD's office within 48 hours, call/forward query with a trail of previous emails to Director at School of Educational studies (Secretary: Ms Masenya) 012 429 2021 Masenlj@unisa.ac.za	If there is no response from Director of School within 48 hours, call/forward query with a trail of previous emails to College Teaching and Learning's office, Secretary: (Ms Rosslee) 012 429 4274 rossle@unisa.ac.za
Postgraduate matters	Contact (by email or phone) Post Graduate Admin officer: (Mr Setshedi) 012 481 2720 setshi@unisa.ac.za	If there is no response from Admin Officer within 48 hours of working days, Call/forward query with a trail of previous email to (Dr. Majoko) 012 481 4254 majokt@unisa.ac.za and copy Admin Officer	If there is no response from Dr Majoko within 48 hours, call/forward query with a trail of previous emails to Chair of Department's office (Secretary: Ms Memela) 012 481 2784 memelpn@unisa.ac.za	If there is no response from CoD's office within 48 hours, call/forward query with a trail of previous emails to Director at School of Educational studies (Secretary: Ms Masenya) 012 429 2021 Masenlj@unisa.ac.za	If there is no response from Director of School within 48 hours, call/forward query with a trail of previous emails to College. Research and Graduate Office (Ms Nthekenyane) 012 429 3526 ntheklk@unisa.ac.za
GENERAL INCLUSIVE EDUCATION QUERIES	Contact (by email or phone) Mr Madubanya 012 481 2797 madubcb@unisa.ac.za	If there's no response from admin officer within 48 hours, forward your query to Head of Department (Secretary: Ms Memela) 012 481 2784 memelpn@unisa.ac.za	If there's no response from Head of Department within 48 hours, forward your query to Director at School of Educational studies (Secretary: Ms Masenya) 012 429 2021 Masenlj@unisa.ac.za		
You are advised to always start on STEP 1 when raising queries and not jump straight to step 5. Should you call and your call does not get answered, send an email with your query and also detailing when you called.					

Open Rubric

Sunnyside Campus, University of South Africa

3.3 University

You should direct telephonic inquiries about administrative matters to the relevant department. Please refer to the brochure, *my Studies@Unisa* which you received with your study material. This brochure contains information on how to contact the University (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open). Always have your student number at hand when you contact the University.

4 MODUL- RE-RELATED RESOURCES

4.1 Inventory Letter

At the time of registration, you will receive an inventory letter that will tell you what you have received in your study package and also show items that are still outstanding. Also see the brochure *my Studies @ Unisa*.

Check the study material that you have received against the inventory letter. You should have received all the items listed in the inventory, unless there is a statement like “out of stock” or “not available”. If any item is missing, follow the instructions on the back of the inventory letter without delay.

4.2 Study Material

The Department of Despatch should supply you with the following study material for this module:

- Tutorial Letter 101/2017 (in which you will find the assignments you are required to do)
- A number of tutorial letters, which you will receive in the course of the year. These tutorial letters will not be available at registration, but will be sent to you during the course of the year.
- Only Study guide for ETH306W (2003)

Feedback on the assignments and examination guidelines will, for example, be given in these follow-up tutorial letters. A tutorial letter is our way of communicating with you about teaching, learning and assessment. You therefore have to study them carefully!

4.3 Prescribed books

No specific book has been prescribed for this module. The study guide contains most of the information required for this module. However, you are advised to supplement the information in your study guide with more recent information from relevant journal articles and recommended books.

4.4 Recommended books

There are three recommended books for this module. Your Study Guide will remain the only prescribed material but for further reading; you have to consult these books.

1. Landsberg, E., Kruger, D and Swart, (Eds). (2016). Addressing barriers to learning: a South African perspective. Pretoria: Van Schaik.

2. Maguvhe, O. and Magano, M.D. (2015). Disability in Context: A socio-educational perspective in South Africa. Pretoria: Van Schaik.
3. Phasha N.T., and Condy J. (2015) Inclusive Education: An African Perspective, Edition: 1st, Publisher: Oxford University Press SA.

4.5 Electronic Reserves (e-Reserves)

No material has been reserved electronically. You may refer to scientific journals that could enhance your learning on aspects addressed in this module.

4.6 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

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 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
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5 STUDENT SUPPORT SERVICES

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 my Studies @ Unisa that you received with your study material.

5.1 Contact with fellow students

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 *my Studies @ Unisa*, which you received with your study material.

- **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

- **Video Conferencing**

The University of South Africa organises video / telephone conferences and podcast in Pretoria once per semester, at great expense. Exact dates and timetables are supplied to all students each year in a separate tutorial letter in the 300 series.

Remember that it is important to **attend TWO video conferences** during the semester. The video conference is a vital medium supplementing our correspondence tuition which, as you are no doubt aware, makes far greater demands on both students and lecturers than do residential tuition. We strongly emphasise the necessity of thorough preparation on your part if you wish to derive any real benefit from the discussions. Their success depends, to a large extent, on your cooperation.

- **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 my Studies @ Unisa which you received with your study material for more information on myUnisa.

- **Free computer and internet access**

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable 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; etc. Please note that any other activity outside of these are for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

- **Tutor**

This module does not have a tutor but for all your enquiries related to the tuition, contact your lecturers. An email is the best but you can also make a phone call.

- **Health conditions such as HIV/AIDS**

If you are a student with a health-related condition such as HIV/AIDS, or have a close family member with this or another health condition, then you need to take cognisance thereof in planning your studies. It will be unwise to cram tasks as this creates enormous stress which negatively impacts on your performance as a student, as well as your health. Planning your studies is essential so that you work consistently and make progress.

It would be wise to know your health status (HIV/AIDS, blood pressure, diabetes, cholesterol, etc.). If you are informed by medical tests, with the necessary medical and supportive interventions you can prolong and improve the quality of your life and your success in your studies

The URL to the Unisa Student Health and Wellness site is included here for your convenience. Unisa Online - Student Health and Wellness

6 MODULE-SPECIFIC STUDY PLAN

In this module we want to help you develop the abilities which are characteristic of an academically disciplined person, that is, the ability to think intelligently and constructively, and to argue rationally. To acquire these abilities, you must tackle the problems that you encounter in this module systematically. Try to adopt a critical attitude to everything you read. You cannot hope to answer an examination question satisfactorily by merely reproducing the discussions contained in these lectures. Study the material offered, interpret it, make sure you understand it, discuss it critically and supplement it with new ideas. Then reduce all this material to its essentials, so that you can reproduce the contents of every section. You also need to study, in detail, the subdivisions of this module.

The examination questions may well be complex in structure. Make sure that you have integrated your knowledge of all the prescribed material for the syllabus. This will enable you to develop a balanced approach towards the material as a whole and will also enable you to evaluate the material rationally – this will be of tremendous value to you when you write the examinations, and, indeed, will be of value to you in your later life and work.

You may, of course, have difficulty with some parts of the module at a first reading; but a second reading should be sufficient to clear up the problems. If not, write to us or make an appointment and we will assist you.

Do not merely read through your lectures passively. This is simply a waste of valuable time. Set about it systematically, making good summaries of the main points and subdivisions. Try to reduce each chapter to a solid framework which can be filled in without much trouble. This advice may sound trite, but it is definitely the best method of mastering a large volume of tutorial matter. If you are familiar with modern memorising techniques, or have already applied them successfully, use them in this course as well; but try to consciously develop your understanding of the material, as well as your ability to memorise it.

- **General remarks**

- Your assignments will be returned as soon as they have been marked (\pm 5 weeks).

- The need for and value of regular written work cannot be overemphasised. It is in your own interests to do the assignments regularly and carefully.
 - We keep a record of all the work sent to us, so we know whether and how well you have been working.
 - Your assignments are the only concrete standard by which the quality of your work can be assessed.
 - All assignments must be submitted to the Registrar (Academic) and not to the lecturer concerned.
 - If there is clear evidence that students have copied from one another, those students will be awarded no percentage and no credit mark for that assignment.
 - If you receive a “re-submit” notice, please do not re-submit until after the closing date.
-
- **Requirements with regard to form and content**
 - Make sure that you understand what is required in an assignment. Do not misinterpret it to make things easier for yourself.
 - Keep consistently to the topic of the assignment. You will receive no credit for padding or other irrelevant material.
 - Avoid long, unnecessary introductions; take your reader straight into the subject matter.
 - Please set about your work systematically. Work out a framework before you begin the answer. Your answer reflects your insight into the question. A logical presentation of your material testifies to a proper assimilation of the tutorial matter.
 - Use the official assignment pads and covers. Write on one side of the paper only and make sure that the pages are pinned together properly and in the correct order.
 - Assignments cannot be worked out without the aid of textbooks. Your assignments must afford proof that you have read widely and intensively.
 - You may submit as many of the assignments as you wish on the set dates or earlier. Remember: you must pass all four assignments for this section.

- **Regulations governing assignments**

IMPORTANT:

- 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.
- Make use of an index, or organise your answer under headings and subheadings.
- When quoting, clearly indicate the source in question, for instance, "Papalia and Olds (2002:403)", that is, author's name, year of publication and page number or numbers.
- Bibliography: Papalia, DE & Olds, SW. 2002. Human development. Toronto: McGraw-Hill.

NEVER QUOTE VERBATIM WITHOUT ACKNOWLEDGING THE SOURCE.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

This module is not linked to a specific module for teaching practice or work integrated learning, but you are requested to apply the theory of inclusive education during your teaching practice.

8 ASSESSMENTS

You may submit written assignments either by post or electronically via *myUnisa*.

If you want to submit your assignment via *myUnisa*, please consult the brochure *my Studies @ Unisa*, regarding requirements. Also check on *myUnisa* within a week to determine if your assignments have been received.

Assignments may NOT be submitted by fax or e-mail. Please remember to allocate exactly the same number to an assignment as the one provided in the tutorial letter: 01, 02, 03 and so forth.

For detailed information on assignments, consult *my Studies@Unisa* brochure which you received with your study package.

Assignments submitted by post should be addressed to:

**Assignment Section
PO Box 392
UNISA
0003**

To submit an assignment via *myUnisa*:

- Go to *myUnisa*
- Log in with your student number and password
- Select the module in the orange block
- Click on assignments in the left-hand menu
- Click on the assignment number you want to submit
- Follow the instructions on the screen

General information regarding submission of assignments

- Make sure that your *name, address, student number, module code* as well as the *correct number* of the assignment appears on the official cover supplied for each assignment you submit.
- PLEASE NOTE: Please remember to give the assignment the same number as the one appearing in this tutorial letter.
- State the module code and the assignment number when enquiring about an assignment.
- Please note that it is your responsibility to check (on *myUnisa* or telephonically) that your assignment has been received at Unisa. Do this shortly after you have sent in your assignment.
- Please make copies of all assignments before you send them in and retain these copies in case there are any queries.

8.1 Assessment criteria

The specific outcomes for this module are as follows:

Specific Outcome 1

Range: Defining who the learners who experience barriers to learning at school

Assessment Criteria:

Students should be able to demonstrate their understanding of:

- The meaning of the concept “learners who experience barriers to learning”.
- The ways in which various barriers manifest themselves
- The groups in which these barriers can be divided
- Describe the effects of the barriers to learning for learners.

Specific Outcome 2

Range: the Causes of barriers to learning

Assessment Criteria:

Students should be able to demonstrate their knowledge and insight of:

- How a knowledge of what causes barriers to learning is of benefit to the teacher
- What causes possibly arise because of impairments located within the learner himself/herself
- What causes are related to the learner's environment
- What causes are related to the learner's upbringing
- What causes are related to the learner's education

Specific Outcome 3

Range: Families and parents of learners who experience barriers to learning

Assessment Criteria:

Students should be able to demonstrate that:

- They can list a number of factors that may determine the attitudes of parents whose children have physical and/ or physiological impairments
- They can describe different patterns of the attitudes of parents whose children have physical and/ or physiological impairments
- They can describe the importance of the life-cycles events for learners with physical and and/ or physiological impairments
- They, as teachers can understand the parents' attitudes towards their learners and also their behavior towards them.

Specific Outcome 4

Range: Visual Barriers to Learning

Assessment Criteria:

Students should be able to:

- Describe the manifestations of visual difficulties to learners in class
- Discuss support strategies which can assist the learner with visual impairments in the classroom

Specific Outcome 5**Range: Auditory Barriers to learning**

Assessment Criteria:

Students should be able to:

- Describe the manifestations of auditory difficulties to learners in class
- Discuss support strategies which can assist the learner with auditory impairments in the Classroom

Specific Outcome 6**Range: Intellectual barriers to learning**

Assessment Criteria:

Students should be able to:

- Describe the concept 'intellectual impairments'
- Describe some causes of intellectual impairments
- Manifestations of intellectual impairments
- Demonstrate their ability to use some strategies when teaching learners with intellectual impairments.

Specific Outcome 7**Range: Physical barriers to learning**

Assessment Criteria:

Students should be able to:

- Describe various types of physical impairments including Cerebral Palsy
- Demonstrate their ability to provide classroom assistance to learners who experience physical barriers.

Specific Outcome 8**Range: Epilepsy as a barrier to learning**

Assessment Criteria:

Students should be able to:

- Define what epilepsy is and the types of epilepsy.
- Support which a teacher should be able to give to a learner with epilepsy in class.

Specific Outcome 9

Range: Perceptual-Motor barriers to learning

Assessment Criteria:

Students should be able to:

- Describe various perceptual-motor barriers which learners may experience at school.
- Describe manifestations of perceptual-motor barriers.
- Demonstrate ability in providing support to learners with perceptual-motor barriers.

Specific Outcome 10

Range: Language as a barrier to learning

Assessment Criteria:

Students should be able to:

- Describe the importance of language development in young learners.
- Identify the manifestations of language development problems at a pre-primary level.
- Provide assistance to learners with language problems.

Specific Outcome 11

Range: Learning problems as a barrier to learning: Foundation and intermediate phase

Assessment Criteria:

Students should be able to:

- Define the concept 'learning difficulties'.
- Describe the manifestations of learning difficulties.
- Describe some causes of learning difficulties.

Specific Outcome 12

Range: Emotional and Behavioural Problems as barriers to learning.

Assessment Criteria:

Students should be able to:

- Describe various causes and manifestations of emotional and behavioural problem to learners especially in Early Childhood and Foundations Phases.

- Demonstrate their ability to use strategies which can provide effective support to learners who experience emotional and behavioural problems at school.

Specific Outcome 13

Range: Barriers to learning related to spoken language

Assessment Criteria:

Students should be able to:

- Describe spoken language problems.

Specific Outcome 14

Range: Barriers to learning related to written language

Assessment Criteria:

Students should be able to:

- Describe the basic elements of written language.
- Describe manifestations of written language problems.
- Demonstrate skills to support learners in written language.

Specific Outcome 15

Range: Barriers to learning related to reading

Assessment Criteria:

Students should be able to:

- Describe the manifestations of reading problems
- Demonstrate skills to support learners who experience problems in reading.

Specific Outcome 16

Range: Barriers to learning related to Mathematics

Assessment Criteria:

Students should be able to:

- Provide a brief overview of mathematics.
- Explain development of learners' mathematical concepts.
- Describe manifestations of problems in mathematics.
- Provide basic support to learners with mathematical problems.

Specific Outcome 17

Range: White Paper 6

Assessment Criteria:

Students should be able to:

- Define the concepts 'Inclusive Education and Mainstreaming'.
- Mention some of the pillars of Inclusive Education in South Africa.

Specific Outcome 18

Range: Pringle's Emotional Needs Model

Assessment Criteria:

Students should be able to:

- Name at least eleven unmet emotional needs which learners experience especially those in Intermediate, Senior and Further Education and Training phases.
- Describe various causes of unmet emotional needs to learners.
- Demonstrate ability to support learners with unmet emotional needs especially in Intermediate, Senior and Further Education and Training phases.

WHERE TO FIND THE RELEVANT STUDY UNIT AND APPENDICES

Section / Appendix	Topic	Page in study guide
Section A	Learners who experience barriers to learning	
Study Unit 1	Who are these learners who experience barriers to learning?	Pages 2-17
Study Unit 2	Causes of barriers to learning	Pages 18-34
Study Unit 3	Parents and families of learners who experience barriers to learning	Pages 36-58
Section D	Appendices	
Appendix A	Visual barriers to learning	Page 143
Appendix B	Auditory barriers to learning	Page 153
Appendix C	Intellectual barriers to learning	Page 161
Appendix D	Physical barriers to learning	Page 172

Appendix E	Epilepsy as a barrier to learning	Page 182
Appendix F	Perceptual-motor barriers to learning	Page 194
Appendix G	Language as a barrier to learning	Page 201
Appendix H	Learning problems as a barriers learning: foundation phase and Intermediate phase	Page 210
Appendix I	Emotional and behavioural problems as barriers to learning	Page 230
Appendix J	Barriers to learning related to spoken language	Page 257
Appendix K	Barriers to learning related to written language	Page 272
Appendix L	Barriers to learning related to reading	Page 288
Appendix M	Barriers to learning related to Mathematics	Page 306
Appendix N	White Paper 6	Page 319
Appendix O	Pringle' emotional needs model	Page 353

8.2 Assessment plan

Unisa is following a continuous assessment system. So, you will be able to accumulate marks throughout the semester. Your promotion mark comprises a semester mark of 20% and an examination mark of 80%.

Your semester mark will be compiled as follows:

Assignment 01 will count 10%

Assignment 02 will count 10%

Submitting both assignments will therefore be to your benefit. Good luck!

Please note: You need a subminimum of 40 in the examination to benefit from your semester mark. In other words, you will have to pass (50%) the examination paper.

8.3 Assignment numbers

8.3.1 General assignment numbers

There are two assignments for this module. Make sure that you fill in Assignment 01 or Assignment 02 at right side at the bottom of the front page of your assignment cover.

8.3.2 Unique assignment numbers

These are unique assignment numbers that are linked to each of your two assignments. Make sure that you fill in the correct unique number in the middle of the assignment cover.

FIRST SEMESTER
Assignment 1: 753529
Assignment 2: 705419

8.4 Assignment due dates

FIRST SEMESTER		
Assignments	Date	Exam
Assignment 01 Compulsory	15 March 2017	May/June 2017
Assignment 02 Compulsory	13 April 2017	

For detailed information on assignments, please refer to the my Studies @ Unisa brochure, which you received with your study package.

To submit an assignment via myUnisa:

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you want to submit.
- Follow the instructions.

8.5 Submission of assignments

Assignments can be submitted online using My UNISA in a PDF format as well as in a printed format.

No extension of time will be given for any assignments, please make sure that you submit on time.

- You also gain a semester mark by submitting Assignment 01 (10%) and 02 (10%). The examination will count for the remaining 80% of your final mark for this module.
- It therefore stands to reason that you should strive to submit the best possible assignments that you can.
- Permission for the late submission of assignments will only be granted in extreme cases where a medical certificate – or other relevant documents – is presented.
- We want to encourage you to use Unisa's online facilities for submitting your assignments. If you submit your assignments electronically, you avoid delays that could occur through using the mail service.
- Because of the importance of assignments, we advise you to make copies 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 the number of the assignment appear on the cover and at the top of every page of your answer.

8.6 The assignments

This assignment is a multiple-choice assignment and counts 10% of your semester mark.

This assignment is compulsory

FIRST SEMESTER

Closing Date: 15 March 2017

Unique Number: 753529

INSTRUCTIONS

1. Answer this assignment on one of the mark-reading sheets.
2. Make sure that you fill in the assignment number (01), as well as the unique assignment number as provided above on the mark-reading sheet.
3. Study the instructions for the use of mark-reading sheets (refer to the booklet my Studies @ Unisa) before you start your assignment.
4. Clearly indicate your choice – use an HB pencil.
5. Study your study guide thoroughly.
6. This assignment is compulsory. No extension for late submission of this assignment can be granted because these assignments are marked in bulk by computer.

Purpose of the assignment

The purpose of this assignment is to help you to get acquainted with the content of this module. You will have to read the whole study guide, as well as additional tutorial letters which will be mailed to you. This will help you to get a broad overview of the module as a whole.

You will get a mark for each correct answer and your marks will be computed to a percentage. The correct answers will be sent to you in a tutorial letter later in the year.

ASSIGNMENT 01: Multiple-choice questions**1. Inclusive Education Policy was developed for:**

- (1) Learners who experience barriers to learning and development ONLY
- (2) Teachers who are employed in Special ONLY
- (3) Parents, teachers, principals and learners in special schools
- (4) All learners in the system of education.

2. One of the following options is not a good example of intrinsic barriers:

- (1) physical illness and neurological factors
- (2) inability to focus in one activity for a long time
- (3) the system of education, the families of the learners, the learning centres
- (4) blindness/visual impairment

3. One option in the following list is the best example of extrinsic barriers which may arise at school:

- (1) inflexible curriculum
- (2) poverty in the community
- (3) gangsterism
- (4) illiteracy of the parent community

4. Choose the best statement about Inclusive Education

- (1) It is the same as mainstreaming
- (2) It is the same as integration
- (3) It is about the rights of all learners in the education system
- (4) It is about preparing teachers to work with learners in special schools

5. The following can be a manifestation of reading problems in a learner:

- (1) adding words which are not in the text
- (2) watching teacher's lips
- (3) turning her/his head when listening
- (4) reading fluently

6. The following strategy can be used to support learners who experience barriers in reading:

- (1) let the learner sit in the front seats
- (2) force the learner to read in class
- (3) choose an interesting reading material which suits the learner's reading level
- (4) teach reading strategies to a parent

7. The following group of learners is likely to experience difficulties in written language:

- (1) Learners with learning disabilities
- (2) Learners with gross-motor difficulties
- (3) Learners without cognitive problems
- (4) Learners with behavioral difficulties

8. Teachers can support learners in written language through:

- (1) Integrating writing in all subjects
- (2) Drilling spelling
- (3) Always focusing on correct spelling during writing
- (4) Teaching only rules of writing

9. Learners are likely to develop problems in mathematics if:

- (1) teachers spend much of their time in drill work instead of teaching basic concepts
- (2) they are given homework daily
- (3) their parents are not educated
- (4) the school does not have teachers who are qualified in inclusive education

10. The following may be a manifestation of problems in mathematics:

- (1) ability to understand the concept of tens and units
- (2) inability to see the relationship between the concepts in mathematics and everyday life
- (3) prolonged absenteeism in class
- (4) inability to complete classwork on time

11. Parent should also support their children at home through:

- (1) teaching the same formal concepts at home
- (2) exposing their children to the relationship between mathematics and activities at home
e.g. buying a grocery
- (3) drilling children in multiplication
- (4) marking their exercise books to check if the teacher has marked accurately

12. Learners with visual impairments in class may often:

- (1) hold the reading material too close when reading
- (2) turn their head towards the teacher when the teacher is reading
- (3) try to read the lips of a teacher when the teacher is reading too fast
- (4) refuse to listen when other learners read

13. Choose the INCORRECT statement about support to learners with visual impairments:

- (1) a learners should be seated where she/he can see mostly clearly
- (2) printed material should be adjusted to suit the needs of a learner
- (3) learners with albinism should be seated where there is protection against direct light
- (4) teachers must buy magnifying lens for learners

14. The following is NOT a sign of auditory problems:

- (1) speaking monotonously
- (2) speaking softly or loudly
- (3) heavy reliance on gestures
- (4) confuses letters such as D, B or R,P

15. Choose the statement which is NOT related to support for learners with auditory impairment

- (1) use overhead projector when presenting learning material
- (2) avoid moving around the classroom when teaching
- (3) avoid teaching mathematics for a long time, let learners relax
- (4) learning material should be supplemented with visual support

16. Learners subject to sudden spells of aggressiveness, vandalism or bad temper, may suffer from ...

- (1) tremor.
- (2) disruptive behaviour.
- (3) disguised epilepsy.
- (4) neurological dysfunction.

17. Ignoring, reinforcement and timeout are examples of strategies which can be used to address:

- (1) Behavioral problems
- (2) Absenteeism in class
- (3) Language problems
- (4) Mathematics problems

18. The three areas of development which are affected in learners with Autism are:

- (1) Behavior and imagination, language and communication, social interaction
- (2) Social interaction, language, cognition
- (3) Cognition, social interaction, language and communication
- (4) Play activities, social adjustment and behavior

19. Choose one feature which may NOT be observed in learners with Autism.

- (1) No intimidation by danger
- (2) No or little eye contact
- (3) Easy adjustment in an unfamiliar environment
- (4) Obsession with an object or person

20. Learners with physical impairments can be accommodated in class by:

- (1) always having the class door open.
- (2) making classroom equipment accessible to them.
- (3) teaching other learners to push their wheelchairs.
- (4) designing activities which will keep them seated in their desks and not move around.

21. When all four limbs of a person with cerebral palsy are affected, it is known as:

- (1) Monoplegia
- (2) Hemiplegia
- (3) Quadriplegia
- (4) Paraplegia

22. Choose the INCORRECT statement about epilepsy.

- (1) Children with epilepsy should live normal healthy lives.
- (2) Epileptic seizures could increase if there are affective disturbances.
- (3) Children with epilepsy sometimes manifest deviant tendencies which they can control.
- (4) In the case of a partial seizure a child does not lose consciousness completely.

23. Choose the most suitable description of learners who experience learning difficulties:

- (1) It refers to learners who do not well in mathematics.
- (2) It refers to learners who do not perform according to their abilities in academic subjects.
- (3) It refers to learners who cannot obtain between levels 4-7 in their subjects.
- (4) All of the above answers are correct.

24. Choose the most suitable statement about emotional problems in learners

- (1) Emotional problems affect both young and adolescent learners.
- (2) Only adolescent learners.
- (3) Only young learners.
- (4) Do not affect learners at all.

25. Taking learners on an educational tour can address the following emotional need in learners:

- (1) Need for love and security.
- (2) Need for new experiences.

- (3) Need to be free from intense feelings of guilt.
- (4) Need to share.

Total: 25 Marks

FIRST SEMESTER

Assignment Two

Closing Date: 13 April 2017

Unique Number: 705419

ASSIGNMENT 02

This assignment is a written assignment and it counts 10% towards your semester mark.

The **purpose of this assignment** is to ascertain whether you know and understand the theoretical content of this module. You have to acquaint yourself with new developments in the field of Inclusive Education, including intrinsic and extrinsic barriers to learning and development. In order to give support to a learner who has a barrier to learning, you should have basic knowledge of the barrier. This should guide you to develop forms of support for learners with barriers to learning.

Assessment criteria: You will show your understanding of the various concepts and will show that you can do a practical application of the theory by formulating an explanation of the support that you as a teacher can render in the classroom.

At the top of the first page of your assignment, please indicate your phase of specialisation: ECD & Foundation phase, or Intermediate & Senior or FET phase.

Question 1

Read the case study and respond the questions that follow.

Dumi is a Grade four teacher at Sizani Primary School in Gauteng. In her class is Sam, a twelve-year-old boy, who is much older than the majority of learners in the class. Sam does not want to participate in ball games and other learners usually walk as if they are jumping when going up the steps to the grades on the second floor. At home, Sam lives with his grandmother who is unemployed and they depend mostly on their neighbours for food and clothing. His uniform makes things worse for him at school: it is worn out and is sometimes dirty because they do have washing powder at home. Sam is no longer interested in school but he realises that he is too young to be employed.

Questions

- (a) Name one intrinsic barrier that Sam is experiencing. (1)
- (b) Mention two manifestations of the intrinsic barrier, you identified in (a), above. (4)
- (c) Identify two extrinsic barriers that Sam is experiencing: one at home and one at school. (4)
- (d) Mention two manifestations of the home related barrier. (4)
- (e) What is a likely consequence of the external barriers to Sam's education? (1)
- (f) As a teacher, discuss six strategies that you could use to support Sam in terms of the intrinsic barrier you identified in (a) above, in the classroom. (6)

20 Marks

Question 2

Short-answer questions

2.1 As a teacher, you are expected to identify areas in your subject where learners experience difficulties and provide support. In the light of this statement, mention five manifestations of difficulties in the following areas:

- (a) Mathematics (5)
- (b) Reading (5)

2.2 Discuss the possible causes of learning difficulties in the following areas:

- (a) Handwriting (5)
 - (b) Mathematics (5)
 - (c) Reading (5)
- 2.3 Discuss five possible strategies which you as a teacher can use to support a learner who experiences difficulties in:
- (a) Writing (5)

30 Marks

Question 3

The management of learner diversity in the classroom is a pre-requisite for teachers in all school settings. Discuss possible strategies which you as a teacher can use to support learners in your class who experience barriers due to the following conditions:

- (a) Physical impairments (10)
- (b) Epilepsy (10)
- (c) Auditory impairment (10)

Question 4

Choice: You can either answer question 4.1 or 4.2. DO NOT answer both questions.

4.1 Young learners may display signs of antisocial behavior towards other learners, teachers and their environment. In the light of this statement, respond to the questions below:

- (a) Name the area of difficulty which these learners may be experiencing. (2)
- (b) Discuss the assistance you can provide to these learners in your class. (18)

20 Marks

OR

4.2 The quality of the relationships between a learner and the significant role players in his or her life such as his or her teachers, parents and peers play a critical role in his or her emotional development. With specific reference to Pringle's model, discuss the underlying causes of the following unmet emotional needs:

- (a) A need for new experiences (4)
- (b) A need to belong (4)

- (c) The need for love and security (4)
- (d) The need for praise and recognition (4)
- (e) The need for sharing and self-respect (4)

20 Marks

[TOTAL: 100 MARKS]

SECOND SEMESTER

SECOND SEMESTER

ASSIGNMENT 1

Closing Date: 11 AUGUST 2017

Unique Number: 852142

This assignment is a multiple-choice assignment and counts 10% of your semester mark. This assignment is compulsory.

Use a mark reading sheet.

Select the MOST appropriate answer.

Example: 1. Choose the correct combination of options:

According to the Education White Paper No. 6, the policy of inclusive education in South Africa was accepted for the following reasons:

- A. It makes good social sense.
- B. Makes good financial sense.
- C. Makes good educational sense.
- D. Promotes respect for one another.
- E. Promotes social welfare.

(1) A, B, C

(2) A, C, D

(3) A, D, E

(4) B, C,

Answer: 2

1. A disability can be alleviated by ...

- (1) finding a cure for the disability
- (2) treating the impairment
- (3) creating a barrier free environment
- (4) ignoring the impairment

2. Intrinsic barriers to learning exclude ...

- (1) physiological impairments
- (2) socio-economic barriers
- (3) intellectual impairments
- (4) sensory impairments

3. Environmental factors that can cause barriers to learning do not include

- (1) attention-seeking learners
- (2) a shortage of role models
- (3) a lack of cognitive stimulation
- (4) irregular and poor school attendance

4. The following are possible barriers to learning:

- (1) the learning centres, the school policies, the learners themselves
- (2) the learners themselves, the families of the learners, the broader social context
- (3) the system of education, the families of the learners, the learning centres
- (4) the broader social context, the system of education, the learning centres

5. The behavioural patterns of parents do not include

- (1) articulate, assertive, educated parents
- (2) hostile parents
- (3) submissive parents
- (4) angry, but knowledgeable parents

6. Choose the INCORRECT statement about epilepsy.

- (1) Children with epilepsy should live normal healthy lives.
- (2) Epileptic seizures could increase if there are affective disturbances.
- (3) Children with epilepsy sometimes manifest deviant tendencies which they can control.
- (4) In the case of a partial seizure a child does not lose consciousness completely.

7. The following factors can lead to handwriting problems:

- (1) Letter-sound relationships, lateral dominance, emotional problems, poor vision
- (2) Perceptual problems, hand dominance, poor motivation, emotional problems
- (3) Perceptual problems, poor motivation, word analysis, cognitive problems
- (4) Letter-sound relationships, cognitive problems, poor motivation, hand dominance

8. Eye conditions do not include

- (1) poliomyelitis
- (2) refraction errors
- (3) strabismus
- (4) trachoma

9. Learners with ... do not perform at school to an extent which is in keeping with their potential.

- (1) learning difficulties
- (2) auditory receptive problems
- (3) physical disabilities

(4) intellectual disabilities

10. is an advanced form of receptive language.

(1) Written language

(2) Inner language

(3) Speech

(4) Reading

11. The term “learning problems” do not refer to ...

(1) Learning problems which are primarily the result of visual, hearing or motor impairments, or intellectual impairments or as a result of emotional, environmental, cultural or economic circumstances.

(2) Learning problems related to the psychological processes involved in understanding and using of language – both spoken and written.

(3) An imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations.

(4) Learners who struggle to acquire certain skills which are necessary to make a success at school.

12 Down’s syndrome develops as a result of a deviation in the genes of the chromosome.

(1) eighteenth

(2) twenty first

(3) thirteenth

(4) 1, 2 and 3

13. Refraction errors can cause the following eye conditions

(1) strabismus, myopia, hyperopia

(2) nystagmus, albinism, squint

(3) hyperopia, astigmatism, myopia

(4) astigmatism, squint, albinism

14. Individuals with sensorineural deafness can...

- (1) hear easily but fail to understand
- (2) struggle to hear and understand
- (3) struggle to write what was read
- (4) hear with difficulty but always respond well

15. When all four limbs of a person with cerebral palsy are affected, it is known as...

- (1) monoplegia
- (2) hemiplegia
- (3) quadriplegia
- (4) paraplegia

16. Sensory disabilities includes ...

- (1) auditory disability and visual disability
- (2) autism and visual disability
- (3) autism and Down's syndrome
- (4) auditory disability and physical disability

17. Decoding happens when learners are able to:

- (1) Understand the message from the text
- (2) translate written texts into spoken words
- (3) use their Visual-motor perception correctly
- (4) use their Spatial perception in acceptable way

18. The following factors may lead to handwriting problems:

- (1) Letter-sound relationships, lateral dominance, emotional problems, poor vision
- (2) Perceptual problems, hand dominance, poor motivation, emotional problems
- (3) Perceptual problems, poor motivation, word analysis, cognitive problems
- (4) Letter-sound relationships, cognitive problems, poor motivation, hand dominance

19. Individuals with Conductive Hearing loss often ...

- (1) think they speak louder
- (2) have disorder in meetings
- (3) do not see well
- (4) suffer from headaches

20. According to extensive research, intellectual disabilities occur in 3% of the population, and includes:

- (1) 70 in every 1 000 people are intellectually disabled.
- (2) 1 in every 10 000 people are intellectually disabled.
- (3) 30 in every 1 000 are intellectually disabled.
- (4) 20 in every 1 000 are intellectually disabled.

21. Postpoliomyelitis is also referred to as

- (1) polio
- (2) spina bifida
- (3) epilepsy
- (4) cerebral palsy

22. Epilepsy originates in the brain. The types of epilepsy do not include

- (1) absence
- (2) convulsive general seizures
- (3) Partial seizures
- (4) apraxia

23. Auditory perceptual skills allow learners to ...

- (1) differentiate between foreground-background sounds and concentrate on relevant sounds.
- (2) discriminate between different objects.
- (3) recognise and identify symbols
- (4) pay attention to new language concepts.

24. Language problems manifest in different ways. This does not include ...

- (1) difficulty having conversations
- (2) positional difficulties
- (3) misunderstanding instructions
- (4) difficulty following abstract conversations

25. Word recognition and ... enables Intermediate Phase learners to progress from “learning to read” to “reading to learn”.

- (1) decoding
- (2) critical reading
- (3) literal comprehension
- (4) automatization

TOTAL: 25 Marks

SEMESTER 2

ASSIGNMENT 2

UNIQUE NUMBER: 879581

CLOSING DATE: 1 SEPTEMBER 2017

Instructions:

- Answer the questions in as much detail as possible.
- Use of additional references will be an advantage.
- Reference all the sources you have consulted.
- Comment on the sources you include: Do you agree with the author, or not? Motivate your viewpoint.

1. Define the following terms:

1.1 Inclusive Education (p. 319) (8)

1.2 Discriminating Attitudes (p.19) (7)

2 Education is an applied science. This means that teachers are expect to implement theory in their classroom practice. Using **practical examples**, **describe how you will implement inclusive teaching practices** for learners who experience the barriers below:

2.1 Perceptual-Motor Problems (10)

2.2 Cerebral Palsy (10)

2.3 Autism Spectrum Disorder (10)

3. Discuss the manifestations of mathematics problems and then hints for how a teacher could assist learners who encounter barriers learning Mathematics. Your answer must be appropriate for your phase specialisation.
(p. 211, 223-224) (15)

4. Language question: Answer either 4.1 or 4.2, according to your phase of specialisation.

4.1 Foundation Phase:

Using relevant practical activities, discuss how you would implement learning support for Foundation Phase learners who experience difficulties with reading coding and reading comprehension. (20)

OR

4.2 Intermediate Phase:

Discuss how you would support your learners to progress from “learning to read” to “reading to learn”. Provide practical examples from your teaching practice observations and experiences. (20)

Additional references: 10 marks + Technical requirements: 10 marks

= TOTAL: 100 marks

Assessment Rubric		
Academic presentation of assignment	Accurate interpretation of instructions and coherent discussion.	80 marks
	Extension of discussion in study guide through the appropriate use of additional references	10 marks
Technical presentation of assignment	Technical requirements (table of contents, in text referencing, bibliography)	10 marks
Total		100 marks

8.7 Other assessment methods

You will find self-evaluation questions in the study guide. Do all those questions to prepare yourself for the examination.

8.8 The examination

How the examination system works:

- **Examination admission**

The Department of Education requires the university to prove that a student has been active during the period of tuition before the student will be subsidised by the Department of Education. The 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. The credit system has been abolished and examination admission is solely dependent on submission of Assignment 01, irrespective of the mark you obtain and whether you have passed or failed. However, should you fail this assignment; your year mark will be influenced.

During this semester, you will be assessed on your assignments, which count for 20% of your final mark, and on the examination, which counts for 80% of your final mark.

As explained above you need to qualify to write the examination since there is no automatic admission. In order 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 closing date. We are aware that this closing 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.

HOW TO CALCULATE YOUR SEMESTER MARK:

Each assignment will be calculated out of 10% of your year mark. The total year mark will be 20%. For example:

Assignment one you get 65% in assignment number one, your year mark will be 65 divided by 100 X 10 = 6.5 and assignment two you get 45 divided by 100 X 10 = 4.5. Your total year mark will be 6.5+4.5 = 11

Examination: Your examination mark 79 divided by 100 x 80 = 63

The final Mark: 11 (Year mark) + 63 (Examination Mark) = 74

NB: Your year mark will not be added to your examination if you get less than 40 marks in your examination.

- **Examination paper**

You may NOT assume that examination questions will be similar to the questions asked in the activities in your study guide and in the assignments.

- **Tutorial letter with information on the examination**

To help you in your preparation for the examination, you will receive a tutorial letter that will explain the format of the examination paper. Examples of questions that you may expect are in the study guide.

- **The examination and your final mark**

The examination will count 100 marks 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 finalised, your examination result and your semester mark will be combined.

This final mark is the mark that will be given to you by the university.

Note that, to pass this module, you are required to obtain a sub-minimum of 40% for the examination. If you achieve less than 40% in the examination, you will not be able to pass, irrespective of your semester mark. For example: If you have 100% for your semester mark but obtain 37% in the examination, your final mark will be 37%. Should you obtain 40% or more in the examination, the semester mark will contribute 20% and the examination mark 80% to your final mark.

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

- **Examination period**

This module is offered over 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 2016 and the supplementary examination will be written in October/November 2016. If you are registered for the second semester you will write the examination in October/November 2016 and the supplementary examination will be written in May/June 2017.

During the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

9 FREQUENTLY ASKED QUESTIONS

- What should I do if I cannot submit my assignment on the due date?
Contact the lecturer but this is not applicable on assignment number one.
- Where can I get examples of previous exam papers?
Previous exam papers are available on myUnisa.
- Will I pass the examination if I focus on previous exam papers/questions?
Unfortunately NO. Study the prescribed content

10 SOURCES CONSULTED

The only study guide for the module ETH306W.

11 CONCLUSION

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

Lecturer(s)

Mr. Lindokuhle Mkhuma

Tel: 012481 1121

E-mail: mkhumi@unisa.ac.za

Address: UNISA Sunnyside Campus, Building no. 10, Office 1-96, Pretoria 0003

Dr. Mary Clasquin-Johnson

Tel: 012481 2783

clasqmg@unisa.ac.za

Address: UNISA Sunnyside Campus, Building no. 10, Office 1-61, Pretoria 0003