



Tutorial Letter 101/3/2018

INCLUSIVE EDUCATION: EDUCATIONAL THEMES B ETH306W

Semesters 1 and 2

Department of Inclusive Education

This tutorial letter contains important information
about your module.

BARCODE

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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 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 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 LECTURERS AND CONTACT DETAILS

Mr. Lindokuhle Mkhuma (Primary Lecturer)

Email: mkhumi@unisa.ac.za

Tel: 012 484 1121

Office No 00-091

UNISA Sunnyside Campus

Building No. 10

Pretoria

0003

Dr. Mary Clasquin-Johnson

Tel: 012 481 2783

E-mail: clasqmq@unisa.ac.za

Address: UNISA Sunnyside Campus

Office 00-061

Building No. 10

Pretoria

0003

Ms. Kate Malahlela

Tel: 0124812755

Email: malahmk@unisa.ac.za

Address: UNISA Sunnyside Campus

Building No. 10

Office 00-096

Pretoria

0003

3.1 Contacting the Department of Inclusive Education

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

By Letter:

Department of Inclusive Education

Sunnyside Campus, University of South Africa

PO Box 392

Pretoria 0003

Should you have any queries, please follow the sequence of the steps. When raising queries, please start at STEP 1. Do not jump straight to STEP 5. Should you call and your call is unanswered, please send an email containing your query. Please also tell us when you attempted to contact the department telephonically.

Please follow the steps of the student queries process on the next page.

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 setsh@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 Nthekeyane) 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.					

- ::: Student Support officers' (Mr Madubanya and Setshedi) contact details to appear in all TUT letters detailing their roles.
- ::: This procedure (when finalized) to be posted on MyUnisa and included into TUT letters.

3.2 Contacting the University

You should direct telephonic enquiries about administrative matters to the relevant department. Please refer to the brochure, *Study @ Unisa*, which you received with your study material. The 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 RESOURCES

4.1 Prescribed Books

There is no prescribed book for this module. The study guide contains most of the information required for this module. We advise you to supplement the information in your study guide with more recent information from relevant journal articles and recommended books, below.

4.2 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.

Landsberg, E., Kruger, D. & Swart (Eds.) (2016). *Addressing Barriers to Learning: A South African Perspective*. Pretoria: Van Schaik.

Maguvhe, O. & Magano, M.D. (2015). *Disability in Context: A Socio-educational Perspective in South Africa*. Pretoria: Van Schaik.

Phasha, N.T. & Condry, J. (2015). *Inclusive Education: An African Perspective*. Cape Town: Oxford University Press SA.

4.3 Electronic Reserves (e-reserves)

There are no electronic reserves for this module. You may refer to scientific journals that could enhance your learning on aspects addressed in this module.

4.4 Library Services and Resources Information

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

5 STUDENT SUPPORT SERVICES

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

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

5.2 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

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5.3 Video Conferences

The University of South Africa organises video conferences and podcasts in Pretoria 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 Open Distance Learning tuition, which as you are no doubt aware, makes far greater demands on both students and lecturers than 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 on your cooperation.

5.4 myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information from the university. The myUnisa learning management system is Unisa's

online campus that will help you to communicate with your lecturers, other students and 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.

5.5 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.

5.6 Tutor

This module does not have a tutor. For all your enquiries related to tuition, please contact your lecturers. Sending an email is the best way to communicate with your lecturers but you can also reach us telephonically.

5.7 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 STUDY PLAN

In this module, we want to help you to 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 systematically tackle the problems that you encounter in this module. 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 your study guide and tutorial letters. Study the material provided, 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 evaluate it rationally – this will be of tremendous value to you when you write the examinations and later in your life and your career.

If you have trouble with some parts of the module at first reading, please re-read it carefully. If the difficulty persists, please e-mail us or make an appointment to see us and we will gladly assist you.

Do not passively read your study material as this will be a waste of valuable time. As you read your study material, be systematic and make good summaries of the main points and subdivisions. Try to reduce each chapter to a solid framework (outline), which you can fill in as you study. This advice may sound trite, but it is definitely the best method of mastering a large volume of tutorial material. 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 to you 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 complete the assignments 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 not be awarded a percentage or 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 consistency 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 your study guide and tutorial letters. 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 date 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, as well as the number of the assignment, appears on the cover and at the top of every page of your answer.
- Make use of an index or table of contents and organise your answer under headings and subheadings.
- When quoting, clearly indicate the source you have consulted, for instance, “Papalia and Olds (2002:403)”, that is, author’s name, year of publication and page number or numbers.
- Bibliography: Papalia, D.E. & Olds, S.W. (2002). *Human Development*. Toronto: McGraw-Hill.

NEVER QUOTE VERBATIM WITHOUT ACKNOWLEDGING THE SOURCE.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

The module is not linked to a specific module for teaching practice or work integrated learning, but you are strongly encouraged to apply the theory and principles of inclusive education during your teaching practice.

8 ASSESSMENT

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 *Study@Unisa*, regarding requirements. Please 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: Assignment 01, 02, 03 and so forth.

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

Assignments submitted by post should be addressed to:

Assignment Section

PO Box 392

UNISA

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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 (01 and 02).
- State the module code and the assignment number when enquiring about an assignment (ETH306W Assignment 01; ETH306W Assignment 02).
- Please note that it is your responsibility to check on *myUnisa* that Unisa has received your assignment. Do this shortly after you have sent in your assignment.
- **Please make copies of all assignments before you submit them 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 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.
- The categories into which these barriers can be organised.
- A description of the effects of barriers to learning on 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 knowledge of the causes of barriers to learning benefits the teacher.
- The impairments located within the learner himself/herself (intrinsic or internal barriers to learning).
- The causes of barriers to learning related to the learner’s environment (extrinsic or external barriers to learning).
- The causes of barriers to learning related to the learner’s upbringing (extrinsic or external barriers to learning).
- The causes of barriers to learning related to the learner’s education (extrinsic or external barriers to learning).

Specific Outcome 3

Range: Families and Parents of Learners who Experience Barriers to Learning

Assessment Criteria

Students should be able to demonstrate their understanding of:

- The factors that may influence the attitudes of parents of children with physical and/or physiological impairments.

- The different patterns of the attitudes of parents of children with physical and/or physiological impairments.
- The importance of life-cycles events for learners with physical and/or physiological impairments.
- Teachers' insight into parents' attitudes towards their children as well as their behaviour towards them.

Specific Outcome 4

Range: Visual Barriers to Learning

Assessment Criteria:

Students should be able to describe:

- The manifestations of visual barriers to learning in the classroom.
- The practical support strategies to 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 barriers to learning in the classroom.
- Practical support strategies to 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.
- The causes of intellectual impairments.
- The manifestations of intellectual impairments.
- Practical strategies to teach learners with intellectual impairments.

Specific Outcome 7

Range: Physical Barriers to Learning

Assessment Criteria

Students should be able to describe:

- The various types of physical impairments including Cerebral Palsy.
- Practical strategies to provide classroom assistance to learners who experience physical barriers to learning.

Specific Outcome 8

Range: Epilepsy as a Barrier to Learning

Assessment Criteria:

Students should be able to explain:

- What epilepsy is, and identify the types of epilepsy.
- Practical strategies to provide support to a learner with epilepsy in the classroom.

Specific Outcome 9

Range: Perceptual–Motor Barriers to Learning

Assessment Criteria

Students should be able to describe:

- The various perceptual-motor barriers that learners may experience at school.
- The manifestations of perceptual-motor barriers to learning.
- Practical strategies to provide support to learners with perceptual-motor barriers to learning.

Specific Outcome 10

Range: Language as Barrier to Learning

Assessment Criteria

Students should be able to describe:

- The importance of language development in young learners.
- The manifestations of language development problems at a pre-primary level.
- Practical strategies to assist 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 explain:

- The concept 'learning difficulties'.
- The manifestations of learning difficulties.
- Some causes of learning difficulties.

Specific Outcome 12

Range: Emotional and Behavioural Problems as Barrier to Learning

Assessment Criteria:

Students should be able to describe:

- The various causes and manifestations of emotional and behavioural problems experienced by learners, especially in the Early Childhood and Foundation phases.
- Practical strategies to 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.
- The manifestations of written language problems.
- How to support learners who experience barriers related to 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
- How 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 explain:

- What Mathematics entails.
- The development of learners' mathematical concepts.
- The manifestations of problems in Mathematics.
- How to provide basic support to learners with mathematical problems.

Specific Outcome 17

Range: White Paper 6

Assessment Criteria:

Students should be able to explain:

- The concepts 'Inclusive Education' and 'Mainstreaming'.
- Some of the pillars (principles) of Inclusive Education in South Africa.

Specific Outcome 18

Range: Pringle's Emotional Needs Model

Assessment Criteria:

Students should be able to describe:

- Eleven unmet emotional needs, which learners experience in the Intermediate, Senior and Further Education and Training phases.
- The causes of unmet emotional needs.
- How they could support learners with unmet emotional needs, especially in the Intermediate, Senior and Further Education and Training phases.

WHERE TO FIND THE RELEVANT STUDY UNITS AND APPENDICES

Section / Appendix	Topic	Page in study guide
Section A	Learners who experience barriers to learning	
Study Unit 1	Who are the learners who experience barriers to learning?	Pages 2 - 17
Study Unit 2	Causes of barriers to learning	Pages 18 - 34

Section / Appendix	Topic	Page in study guide
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 barriers to 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's emotional needs model	Page 353

8.2 Assessment Plan

Unisa is following a continuous assessment system that enables you 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 the 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 01: 15 March 2018

Assignment 02: 13 April 2018

8.4 Assignment Due Dates

FIRST SEMESTER

Assignments	Date	Exam
Assignment 01 Compulsory	15 March 2018	May / June 2018
Assignment 02 Compulsory	13 April 2018	

For detailed information on assignments, please refer to the *myStudies@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 myUnisa in PDF format as well as in a printed format.

No extension will be granted for assignments.

Please submit on or before the due date.

- 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.
- 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 document – 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

Assignment 01 is a multiple-choice assignment and counts 10% towards your semester mark.

This assignment is compulsory.

FIRST SEMESTER

Closing Date: 15 March 2018

Unique Number: 750983

INSTRUCTIONS

1. Answer this assignment on a mark-reading sheet.
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 (myStudies@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 become 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 broader 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 after all assignments have been assessed.

ASSIGNMENT 01: Multiple-Choice Questions

Fill in your answers on the mark-reading sheet.

1. Learners with ... problems find it difficult to break words into syllables or to put them together again.

- (1) Visual perception
- (2) Auditory perception
- (3) Visual-motor perception
- (4) Spatial perception

2. Learners with ... problems experience problems with coordination between eye-and-hand or eye-and-foot

- (1) fine motor perception
- (2) lateral dominance
- (3) visual-motor perception
- (4) spatial perception

3. 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

4. The term “learning problems” does not refer to ...

- (1) Learning problems, which are primarily the result of visual, hearing or motor impairments, or intellectual impairments or because 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 do mathematical calculations
- (4) Learners who have problems in acquiring certain skills, which are necessary to make a success at school.

5. Choose the correct combination of options.

Transformation in the education system with regard to learners who experience barriers to learning is vital for the following reasons:

- A. Where these learners are accommodated in ordinary schools, access to the curriculum will not be problematic.
- B. Where there is good cooperation between special schools and ordinary schools these learners will not be excluded,
- C. Approximately 70% of learners with disabilities, of whom the majority are black disabled learners in rural areas, are currently outside the formal education system.
- D. It would seem that learners who experience barriers to learning suffer a great degree of exclusion in the early childhood development phase.

- (1) A, B, C
- (2) B, C, D
- (3) A, B, D
- (4) A, C, D

6. ... is a form of receptive language

- (1) Reading
- (2) Speaking
- (3) Written language
- (4) Inner language

7. The elements of written language are:

- (1) Reading, composition, linguistics
- (2) Composition, spelling, handwriting
- (3) Spelling, phonetics, reading
- (4) Composition, handwriting, phonetics

8. Choose the correct statements about epilepsy.

- (1) Epilepsy is the discharge of abnormal electric activity in the brain.
- (2) The cause of epilepsy is in the brain and in the body.
- (3) The cause of epilepsy is not in the brain.
- (4) Epilepsy is the discharge of normal electric activity in the brain.

9. Learners may have the following reading problems in the Foundation phase.

- (1) They do not recognise words on sight.
- (2) They add words when they read.
- (3) They vocalise words.
- (4) They do not recognise letters on sight.

10. Refraction errors can cause the following eye conditions:

- (1) strabismus, myopia, hyperopia
- (2) nystagmus, albinism, squint
- (3) hyperopia, astigmatism, myopia
- (4) astigmatism, squint, albinism

11. The following are signs of possible auditory problems. A learner ...

- (1) speaks monotonously, avoids oral activities, is often inattentive, finds it difficult to associate with friends.
- (2) speaks too quickly or too slowly, is often inattentive, refuses to participate in ball games, confuses letters of similar shape.
- (3) avoids oral activities, is prone to swiftly changing moods, relies heavily on gestures, speaks too softly or too loudly.
- (4) turns his head to listen, moves his or her head when looking at pictures, refuses to participate in ball games, speaks too loudly or too softly.

12. The term “Learning problems” does not refer to ...

- (1) Learning problems, which are primarily the results of visual, hearing or motor impairment, or intellectual impairment or because of emotional, environmental, cultural or economic circumstances.
- (2) Learning problems related to the psychological processes involved in understanding and using both spoken and written language.
- (3) An imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.
- (4) Learners who have problems acquiring certain skills, which are necessary to be successful at school.

13. A learner with ... would prefer to sit at the back of the class.

- (1) a stigmatism
- (2) myopia
- (3) hyperopia
- (4) albinism

14. Down's syndrome develops because of deviation in the genes of the ... chromosome

- (1) eighteenth
- (2) twenty-first
- (3) thirteen
- (4) a, b, and c

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 disability 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. The effective implementation of inclusive education requires ...

- (1) The conversion of special schools into resource centres.
- (2) The allocation of posts in accordance with actual educational support needs.
- (3) Public awareness and acceptance of inclusion.
- (4) All the above.

18. Choose the incorrect statement.

The mastery of basic mathematical concepts depends on the following:

- (1) Knowledge of one-to-one correspondence
- (2) An ability to classify
- (3) Emotional readiness
- (4) Seriation and ordering

19. Children subject to sudden spells of aggression, vandalism or bad temper, may suffer from ...

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

20. The following are the cognitive characteristic of a person with Down's syndrome

- (1) A weak short-term memory, good at remembering the sequence of a process, finds it difficult to transfer knowledge to a new situation.
- (2) Understands the literal meaning of words, weak long-term memory, finds it difficult to transfer knowledge to a new situation.
- (3) Good short-term memory, limited abstract thinking, understanding of verbal and written instructions is apparently better.
- (4) Limited abstract thinking, finds it difficult to remember the sequence of a process, does not understand the literal meaning of words.

21. A teacher can support a learner who has a hearing problem in class by...

- (1) speaking clearly in a normal tone of voice and at a moderate pace.
- (2) facing the learner when speaking.
- (3) making the classroom floor free of obstacles.
- (4) providing enough light in the classroom.

22. Choose the incorrect statement about HIV /AIDS.

- (1) HIV refers to human immunodeficiency virus.

- (2) Children can acquire HIV before they are born.
- (3) HIV can only be transmitted to people who are sexually active.
- (4) AIDS is the final phase of HIV infection.

23. Inclusive Education aims to ...

- (1) Address the needs of all students
- (2) Address the needs of students in full-service schools
- (3) Address the needs of students in mainstream schools.
- (4) Specifically address the needs of learners with visual and auditory impairments.

24. Barriers to learning and development can be caused by...

- (1) The family and the school only.
- (2) An inflexible curriculum only.
- (3) Both intrinsic and extrinsic factors.
- (4) A learner's gender and skin colour only.

25. The sense of touch is also known as ... sense

- (1) tactile
- (2) physical
- (3) kinaesthetic
- (4) residual

Total: 25 Marks

FIRST SEMESTER

Assignment 02

Closing Date: 13 April 2018

Unique Number: 846688

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

- 1.1 Two learners with physical impairments have been admitted in your classroom: one has Cerebral Palsy and the other is in wheelchair. Your principal has requested you to speak to the staff about the support that will be provided to these learners. Prepare your speech and focus on the provision of practical support in the classroom. (20)
- 1.2 One of the focus of Inclusive Education Policy is to empower teachers in terms of early identification and support to learners in the classroom. As an inclusive education teacher, how would you provide support to learners in your class who experience difficulties due to the following:
- 1.2.1 Auditory impairments (10)
- 1.2.2 Visual impairments (10)
- 1.2.3 Physical impairments (10)
- 12.4 Epilepsy (10)
- [60]**

Question 2

ECD/FOUNDATION

2.1 Writing is one of the essential skills at school. When learners struggle to write, teachers get frustrated. However, there are specific guidelines that may assist learners to master the skills of written language. In the light of this statement, discuss seven strategies to provide support to learners to develop their writing skills. (20)

2.2 Briefly discuss five strategies to support learners with Down syndrome. (10)

[30]

OR

Question 3

INTERMEDIATE / SENIOR AND FET PHASES

3.1 Discuss the ecological factors that may cause learning difficulties to learners at school. Your discussion must focus on the following sub-headings:

3.1.1 Home Environment (5)

3.1.2 School (5)

3.1.3 Social Problems (5)

3.1.4 Cultural Environment (5)

3.2 Read pages 360-363 of your study and respond to the following questions in your own words.

3.2.1 What are the essential elements in a child's life that can give him or her security? (5)

3.2.2 What specific roles should parents and teachers play to ensure that a child feels secure at home and at school? (5)

[30]

Technical Requirements

[10]

TOTAL: 100

Rubric for the assessment of Assignment 01:	Mark allocation
Technical criteria: Title page Table of contents List of sources Referenced correctly according to Harvard/APA Facts and statement referenced Academic writing style Heading of assignment Headings/headings and numbering Neatness Introduction and conclusion	/10
Content: 1.1 Physical impairments /20 1.2.1 Auditory impairments /10 1.2.2 Visual impairments /10 1.2.3 Physical impairments /10 1.2.4 Epilepsy /10 Answer either Question 2 or Question 3 2.1 Strategies to develop writing skills /20 2.2 Strategies to support learners with Down's syndrome /10 OR 3.1.1 Home Environment /5 3.1.2 School /5 3.1.3 Social Problems /5 3.1.4 Cultural Environment /5 3.2.1 Elements for security /5 3.2.2 Role of parents and teachers /5	
TOTAL	/100

SECOND SEMESTER

Assignment 01

Closing Date: 15 August 2018

Unique Number: 871184

Multiple-Choice Questions

This assignment is compulsory. It contributes 10% towards your final semester mark.

INSTRUCTIONS

1. Answer this assignment on a mark-reading sheet.
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 (Study@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 become 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 broader 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 after all assignments have been assessed.

ASSIGNMENT 01: Multiple-Choice Questions

Fill in your answers on a mark-reading sheet.

1. Intrinsic barriers to learning DO NOT include ...

- (1) Physiological or physical impairments
- (2) Hearing impairments
- (3) Malnutrition
- (4) Autism

2. Identify the incorrect answer.

Prenatal, perinatal and postnatal brain injury could result in ...

- (1) Rebelliousness
- (2) Epilepsy
- (3) Cerebral palsy
- (4) Dyslexia

3. Select the most appropriate answer.

Partially sighted learners ...

- (1) Are not blind.
- (2) Can see.
- (3) Should combine visual with non-visual methods.
- (4) All the above.

4. Which response is NOT correct?

Signing consists of signs that deaf individuals use to communicate with one another and with other people. It includes ...

- (1) Using mainly the left hand.
- (2) Using mainly the right hand.
- (3) Manual gestures.
- (4) Systematic signs.

5. The following are NOT included in extrinsic barriers to learning.

- (1) Poor stimulation.
- (2) Visual impairment.
- (3) Inadequately trained teachers.
- (4) An inflexible curriculum.

6. Identify the incorrect answer.

Parental attitudes towards children with impairments may sometime include the following emotions.

- (1) Denial
- (2) Happiness
- (3) Rejection
- (4) Guilt

7. Which of the following does not cause barriers to learning?

- (1) Socio-economic circumstances such as a lack of access to basic services.
- (2) Discriminating attitudes that negatively influences a learner's self-image.
- (3) A lack of parental involvement.
- (4) A range of learning support strategies.

8. Select the most accurate definition of INTELLIGENCE from the options provided below. An intelligent learner is able to ...

- (1) Complete activities quicker than expected.
- (2) Ask continuous questions.
- (3) See connections and master new learning content.
- (4) Participate in activities even if not really interested.

9. Cerebral palsy is very common, particularly in regions where pregnant women do not receive adequate medical care. Causes of cerebral palsy excludes ...

- (1) Deformed limbs.
- (2) The under-development of parts of the brain concerned with movement.
- (3) Pre-natal factors.
- (4) Oxygen deprivation.

10. Hidden or disguised epilepsy does not include ...

- (1) No outward symptoms.
- (2) Sudden spells of bad temper.
- (3) Vandalism.
- (4) Convulsions.

11. Learners who experience perceptual-motor problem will not benefit from ...

- (1) Memory games.
- (2) Activities that promote speed.
- (3) Games that incorporate motor movements.
- (4) Occupational therapy.

12. Which of the following is not part of language?

- (1) Speech
- (2) Spoken language
- (3) Listening
- (4) Reading

13. Sensorineural hearing loss is not caused by ...

- (1) Hereditary factors.
- (2) Antenatal injury to the auditory cells.
- (3) A pregnant mother suffering from congenital syphilis.

(4) X-rays during pregnancy.

14. Learners with intellectual barriers to learning and development will benefit from ...

- (1) Activities that are organised into small manageable learning units.
- (2) Continuous individual attention.
- (3) Motivation and praise.
- (4) All the above.

15. Which of the answers provided is correct?

Hemiplegia is a form of cerebral palsy and affects ...

- (1) Only one limb of a learner.
- (2) Only one side of the learner's body.
- (3) Only the lower limbs.
- (4) All four limbs.

16. Learning difficulties is an umbrella term that is used to refer to any difficulties that learners may encounter related to learning. The causes exclude ...

- (1) Inadequate learning opportunities.
- (2) Lack of motivation.
- (3) Special educational needs.
- (4) Boredom.

17. Learners who experience tonic-clonic epileptic seizure should not be ...

- (1) Turned onto one side to allow excessive saliva not to clog the air passages.
- (2) Prevented from falling.
- (3) Prevented from biting their own tongues by inserting an object into their mouths.
- (4) Made comfortable by loosening tight clothing, around the neck and waist.

18. Manifestations of learning difficulties related to Mathematics could be caused by ...

- (1) The inability to analyse and solve word sums.
- (2) Difficulty in understanding mental arithmetic.

- (3) Overdependence on concrete learning aids.
- (4) Inattentiveness during teacher-led presentations.

19. With one exception, Inclusive Education recognises education as ...

- (1) A human right.
- (2) A mechanism to advance social justice.
- (3) A way of limiting diversity.
- (4) A strategy to ensure that all people reach their full potential.

20. Identify the INCORRECT answer.

Religious beliefs may influence parents' reactions to the birth of a special needs child. Parents may ...

- (1) Believe that the child is part of a divine plan.
- (2) Regard the child as a religious responsibility.
- (3) View the child as a special gift placed in their care.
- (4) Reject the child because God has disappointed them.

21. Refraction errors are associated with the following visual barriers to learning. This excludes...

- (1) Cataracts
- (2) Myopia
- (3) Hypertonia
- (4) Astigmatism

22. The effective implementation of Inclusive Education critically depends on ...

- (1) Adequately trained teachers.
- (2) Positive attitudes towards diversity.
- (3) Support for all learners.
- (4) All the above.

23. The teacher can deal with problem behaviour by employing behaviour modification techniques. This does NOT include...

- (1) reinforcement
- (2) anticipating
- (3) ignoring
- (4) re-direction

24. Signs of possible visual barriers to learning do not include ...

- (1) crossed eyes.
- (2) recurring sties.
- (3) inflamed eyes.
- (4) sleepiness.

25. Disability discrimination does not involve ...

- (1) systematic, societal and individual discrimination against people with disabilities.
- (2) undermining the human dignity of people with disabilities.
- (3) recognising diversity as natural.
- (4) biases and stereotypes that discriminate against people with disabilities.

Total: 25 Marks

SECOND SEMESTER

Assignment 02

Closing Date: 14 September 2018

Unique Number: 701706

Question 1:

- 1.1. Discuss the meaning of the concept “learners who experience barriers to learning”. (5)
- 1.2 Distinguish between internal and external barriers to learning. (10)

Question 2:

- 2.1 Describe the manifestations of visual barriers to learning in the classroom. (5)
- 2.2 Discuss how you will apply practical support strategies to assist the learner with auditory impairments in your classroom. (5)
- 2.3 Describe the manifestations of perceptual-motor barriers to learning. (5)

Question 3:

- 3.1 Explain the importance of language development in young learners. (5)
- 3.2 Describe practical strategies to assist learners to overcome language problems. (10)

Question 4:

- 4.1 Describe the various manifestations of emotional and behavioural problems experienced by learners, especially in the Early Childhood and Foundation phases. (5)
- 4.2 Suggest practical strategies to support to learners who experience emotional and behavioural problems at school. (10)

Question 5:

- 5.1 Describe the manifestations of Mathematics problems. (5)
- 5.2 Explain how you would support learners who experience barriers related to written language. (10)

Question 6:

Discuss the pillars (principles) of Inclusive Education in South Africa as contained in White Paper 6 (2001). (15)

Technical requirements (10)

TOTAL [100]

Rubric for the assessment of Assignment 02:	Mark allocation
<p>Technical criteria:</p> <p>Title page</p> <p>Table of contents</p> <p>List of sources</p> <p>Referenced correctly according to Harvard/APA</p> <p>Facts and statement referenced</p> <p>Academic writing style</p> <p>Heading of assignment</p> <p>Headings/headings and numbering</p> <p>Neatness</p> <p>Introduction and conclusion</p>	/10
<p>Content:</p> <p>1.1 Concept of learners who experience barriers to learning /5</p> <p>1.2 Internal and external barriers to learning /10</p> <p>2.1 Visual barriers to learning /5</p> <p>2.2 Practical strategies to support learners with auditory barriers to learning /5</p> <p>2.3 Manifestations of perceptual-motor barriers to learning /5</p> <p>3.1 Importance of language development /5</p> <p>3.2 Practical strategies to overcome language problems /10</p> <p>4.1 Manifestations of emotional and behavioural problems /5</p> <p>4.2 Practical support strategies for learners who experience emotional and behavioural problems /10</p> <p>5.1 Manifestations of Mathematics problems /5</p> <p>5.2 Support strategies for learners who experience problems related to written language /10</p> <p>6. Principles of Inclusive Education /15</p>	

TOTAL	/100
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8.7 Other Assessment Methods

There will be no other assessment methods.

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**

The examination paper will be written for 2hours for 100 marks in October/November 2017. It is your responsibility to check the venue and the time table. In terms of scope or provision of the format for the examination questions, the College of Education has issued a statement which prohibits lecturers from issuing any scope or format of the examination paper. Refer to the statement below.

DEMARCATION OR SCOPING OF EXAMINATIONS AND ASESSMENT

NB: A College decision has been made that lecturers are not to demarcate scope specific work for examination purposes, but that examination questions should be based on the entire work covering the notional hours of the modules. Lecturers should encourage students to learn everything.

Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201. According to Assessment Procedure Manual 2013 point number 4.5.2 (e), the examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

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!

Your Lecturers

Mr. Lindokuhle Mkhuma, Dr. Mary Clasquin-Johnson and Ms. Kate Malahlela