

Tutorial Letter 201/2/2017

Inclusive Education B
(Educational Themes 306)

ETH306W

Semester 2

Department of Inclusive Education

IMPORTANT INFORMATION

This Tutorial letter contains important information about your module.

BAR CODE

Dear Student

This tutorial letter contains the following information:

Section A: Focus of the module Inclusive Education B: Educational Themes

Section B: Feedback on Assignment 2

Section C: Information on the October/November Examination

Section A: Focus of the module Inclusive Education B: Educational Themes

Please refer to page 19 in your study guide.

Section B: Feedback on Assignment 2

Question 1

1. Define the following terms:

1.1 Inclusive Education (8)

Refer to page 319 in your study guide and the Video Conference PowerPoint presentation of 21 July 2017.

1.2 Discriminating Attitudes (7)

Refer to pages 18-19 in your study guide.

2 Education is an applied science. This means that teachers are expected 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)

Refer to pages 194-200 in your study guide.

2.2 Cerebral Palsy (10)

Refer to pages 174-180 in your study guide.

2.3 Autism Spectrum Disorder (10)

Refer to pages 13-16 in Tutorial Letter 102.

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.

(15)

Refer to page 211, 223-224

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)

Refer to pages 289-301 in your study guide.

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)

Refer to pages 302-305 in your study guide.

Additional references: 10 marks + Technical requirements: 10 marks = TOTAL: 100 marks

Section C: Information on the October/November Examination

The information contained in this tutorial letter is NOT in any way intended to provide an examination scope. Instead, this tutorial letter contains feedback on Assignment Two for the second semester of 2017. Read the information in the box below which has been extracted from the Assessment Policy of the University of South Africa, regarding examination scope.

DEMARCATION OR SCOPING OF EXAMINATIONS AND ASSESSMENT

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

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

We wish you every success in the examination!

Best regards

Your lecturers

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