

# **UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**SEMESTER 1 FINAL EXAMINATION PAPER (DECEMBER 2010)**

**COURSE TITLE : TEACHING PRINCIPLES AND PRACTICE**

**COURSE CODE : IDE-EDC 100/EDC 100**

**STUDENTS : B.ED 1 AND PGCE**

**TIME : 3 HOURS**

**INSTRUCTIONS : 1. There are a total of EIGHT (8) questions in this paper  
2. Answer Question 1 and any three (3) other questions  
3. All questions carry equal marks [25]**

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INVIGILATOR**

**Compulsory. Question 1**

The Scheme of work and the lesson plan are both vital tools in the teaching of individual subjects.

- a) Justify the importance of the above statement to show why the teacher needs both documents. (13)
- b) Describe the essential differences in structure and function of these two components (12) **[25 Marks]**

**Question 2**

Gagne (1965), in his book *The Conditions of Learning*, identified the mental conditions for learning. He also identified the nine events of instruction. Using a topic from one of your teaching subjects, prepare a lesson plan to demonstrate the nine events of instruction outlined below:

1. Gain Attention
2. Inform learners of objectives
3. Stimulate recall of prior learning
4. Present the content
5. Provide "learning guidance"
6. Elicit performance (practice)
7. Provide feedback
8. Assess performance
9. Enhance retention and transfer to new situation. **[25 marks]**

**Question 3**

1. With practical examples, differentiate between Goals and Objectives in teaching and learning. (5)
2. Discuss the role played by Benjamin Bloom in the classification of objectives (15)
3. Why is it difficult to formulate objectives in the affective domain? (5) **[25 Marks]**

**Question 4**

Effective classroom management, according to Maphumulo and Vakalisa (1996), involves the following activities:

1. Planning the curriculum;
2. Organizing classroom procedures and resources;
3. Arranging the teaching-learning environment to maximize efficiency;
4. Monitoring pupil progress;
5. Anticipating potential problems, and
6. Thinking about how to deal with problems if and when they occur.

Explain ANY five of the above activities with relevant examples (5x5=25) **[25 Marks]**

**Question 5**

Instructional strategy refers to the process used by a classroom teacher in his/her teaching. It involves what the teacher does in the course of sharing information, skills, values and ideas with students. Discuss the following strategies using relevant examples.

- 1 Direct Instruction;
- 2 Indirect Instruction;
- 3 Interactive Instruction;
- 4 Experiential Learning, and
- 5 Independent Study.

[25 marks]

**Question 6**

Select any five (5) of the following methods and 1) explain the method, 2) discuss how it is or can be used in a classroom, 3) provide a practical example to support your discussion.

1. Discussion Method
2. Question and Answer Method
3. Demonstration Method
4. The Project Method
5. Study Trips
6. Inquiry Learning/problem-solving
7. Cooperative Learning
8. Case Study
9. Simulation

[25 marks]

**Question 7**

Motivation is an important component in the learning process; give a brief discussion of the following statements while supporting it with an example on what exactly happens.

1. Internal motivation is long lasting and more self-directive than external motivation
2. Learning is most effective when an individual is ready to learn
3. Motivation is enhanced by the way in which the instructional material is organized.
4. All behaviour is motivated. All individuals are motivated but not in the same direction;
5. One must feel successful to be motivated

[25 marks]

**Question 8**

In individualised instruction, there are common variables to be considered. Explain the following variables while providing a practical example.

1. Pace or amount of time given to a student to learn the content,
2. Method or the way instruction is structured and managed,
3. Content or the materials to be learned. (8X3 = 24) + 1 MARK]

[25 marks]

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**END OF EXAMINATION**

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