UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER: DECEMBER 2013

TITLE OF PAPER: RESEARCH ON TEACHING

COURSE CODE: EDC 609

STUDENTS   :   MASTER OF EDUCATION, YEAR ONE

TIME ALLOWED :   THREE (3) HOURS

INSTRUCTIONS:
1. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS.

2. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY OR FULL STATEMENTS WHERE REQUIRED.

3. QUESTION CARRY MARKS AS INDICATED.

QUESTION 1 (COMPULSORY)

Describe the four major context variables suggested by Dunkin and Biddle (1974) in their classical model for the study of classroom teaching and discuss their relevance to research on teaching in the context of Swaziland schools. (40 marks)

QUESTION 2

"Teachers not only educate (in a more narrow sense) through modelling, they also socialize their students by modelling attitudes and values about behaviour". (Good and Brophy, 1989; p.205)
Write brief critical notes on how teachers could model the following in order to foster desirable attitudes and behaviours among pupils in and outside the classroom.

(i)	Respect for others;	(10 marks)
(ii)	Good listening and communication habits;	(10 marks)
(iii)	Emotional control	(10 marks)

Total= 30 marks

QUESTION 3

Good and Brophy (1989) indicated various sources of error in classroom observational research. Define each one of the following sources of error and explain briefly how each could distort classroom observational data:

(i)	Logical errors;	(5 marks)
(ii)	Primary and recency effects;	(5 marks)
(iii)	Failure to acknowledge self;	(5 marks)
(iv)	Failure to consider perspective of the observed;	(5 marks)
(v)	Failure to account for context or situation;	(5 marks)
(vi)	Reactions of the observed	(5 marks)

Total = 30 marks

QUESTION 4

Discuss the main features of the ecological approach to research on teaching and critically evaluate the utility of the approach for the understanding of classroom environments.

Total=30 marks