

UNIVERSITY OF FORT HARE

MES 321

DEGREE EXAMINATIONS

OCTOBER/NOVEMBER 2024

Time: 3 Hours

Subject: Economic & Management Science
Marks 100

This paper consists of 6 pages including the cover page

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INSTRUCTIONS

1. Answer all questions in this paper
2. Start each question on a new page
3. Number your questions correctly
4. Write neatly

QUESTION 1: **TEACHERS ETHICAL BEHAVIOUR**

50 Marks

CASE STUDY

Reflect on the case study below and respond to the questions that follow.

Yolanda is a twenty something teacher teaching Accounting and Economics in a rural high school. The classroom size is between 45 and 60. She is very strict, and students know that they only speak when spoken to. They do their homework without fail and are always punctual. The class is always orderly even when students are involved in group activities. Yolanda does not accept jokes in her class, nor does she tell students jokes. Her students know that when they are late for the class, make noise, and do not follow the instructions they get punished. The punishment includes a student being ridiculed in front of the class; she shouts at the students, ask them to sit outside for the duration of the lesson. Students who do good are hardly praised. Yolanda does not call her students by name but simply “student” or “you in a white jacket”. She says she is not really interested in knowing them. She is there to make them pass the subjects. In the past five years she has registered between 75% and 90% pass rates in both subjects.

Burden (1995) stated that the most useful organizer for classroom management is the degree of control that teacher exerts on the students and the classroom. Burden (1995) stated that a teacher does not have to be unethical in disciplining his/her students, but the most ethical organizer is the degree of control that teacher exerts on the students.

Based on the above case study, explain how the Interacting **Model interventions**, which are medium-control and ethical approaches to discipline can be applied in Yolanda’s class.

- 1.1.1 Logical Consequences (6)
- 1.1.2 Cooperative Discipline (6)
- 1.1.3 Positive Classroom Discipline (6)
- 1.1.4 Non-coercive Discipline (6)
- 1.1.5 Discipline with Dignity (6) and
- 1.1.6 Judicious Discipline. (6)

1.2 Identify any FOUR barriers of learning in this class and relate on how these barriers can demotivate learners when relating to Maslow’s hierarchy of needs (8)

1.3 Compare THREE basic differences between Alfie Kohn and Skinner theories of teaching. (6)

QUESTION 2: BLENDED LEARNING [25]

2.1 Design a lesson plan to show how you would plan an EMS grade 9 blended learning lesson using direct instructional model. Your lesson plan should clearly indicate the following.

- 2.1.1 FOUR lesson objectives that capture (Skills, Values, Knowledge and Attitude) (8)
- 2.1.2 Prior Knowledge (4)
- 2.1.3 Lesson development (5)
- 2.1.4 Resources that show blended learning (4)
- 2.1.5 Different assessment strategies (4)

Question 3: CLASSROOM MANAGEMENT [25]

3.1 Name the theorist who is the author of

- 3.1.1 Classical conditioning,
- 3.1.2 Operant Conditioning and
- 3.1.3 Behavior modelling (3)

3.2 Using Pavlov's theory as one of suggested solutions to a chaotic class, design a role play and show how Pavlov's theory can be used to create a conducive learning environment. Focus on the following:

- 3.2.1 Design the role play (10)
- 3.2.2 Unconditioned stimulus (3)
- 3.2.3 Unconditioned response (3)
- 3.2.4 Neutral stimulus (3)
- 3.2.5 Conditioned response (3)

