

# Tutorial Letter 101/3/2018

## The Educator as Researcher, Scholar and Lifelong Learner

**EDRHODG**

**Semesters 1 and 2**

**Department of Educational  
Foundations**

**IMPORTANT INFORMATION:**

This tutorial letter contains important information  
about your module.

BARCODE

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## 1 INTRODUCTION

Dear Student

### 1.1 Welcome

We welcome you to the module **THE EDUCATOR AS RESEARCHER, SCHOLAR AND LIFELONG LEARNER (EDRHODG)**. We hope you will find it both interesting and rewarding. The module team will also do its best to make your study experience a rewarding and enjoyable one. Please note that the key to success in an open distance learning (ODL) environment is to begin studying early in the semester, and to commit to doing and completing the assignments properly and on schedule.

Although we are an ODL institution, this does not mean that we regard you as a mere computerised number. On the contrary, each one of you is an individual learner with ideals, dreams and expectations. We understand the problems of being a part-time student who has urgent and important obligations besides your studies. We, therefore, want to assist you academically, encourage you personally and minimise the challenges you may face along the way. As your progress is important to us, we urge you to start working through your study material as soon as possible.

This tutorial letter (101) contains important information about the scheme of work and assignments for this module. In addition, the assessment standards, instructions for the completion and submission of assignments, the prescribed study material and all other resources also form part of this tutorial letter. We have also included general and administrative information about this module. Read it carefully and keep it at hand when working through the study material, doing the assignments, preparing for the examination and addressing queries to your lecturers.

Once submission of Assignment 02 has closed, you will receive Tutorial Letter 201 with revision information for Assignment 02 and examination preparation. We repeat, you should read all tutorial letters you receive in the course of the semester immediately and carefully, as they always contain important and sometimes urgent information.

You must read all the tutorial letters you receive during the semester immediately and thoroughly since they contain important and sometimes urgent information.

We hope you will enjoy this module and wish you the best of luck.

## 2 PURPOSE AND OUTCOMES

### 2.1 Purpose

The **EDRHODG** module focuses on the role of the educator as researcher, scholar and lifelong learner. The module is one of six about the different roles of the educator, namely:

1. the educator as mediator of learning
2. the educator as learning programme developer
3. the educator as assessor
4. the educator as leader, manager and administrator

5. the educator as researcher, scholar and lifelong learner
6. the educator in a pastoral role

Once you have worked your way through this module, you will be able to:

- Argue in detail that the work of the researcher and scholar is linked to lifelong learning.
- Draw up a research proposal based on a reasoned, structured argument.

As you may have noticed, these two outcomes contain the words “argue” and “reason”. These ordinary words have far-reaching implications for education, research, scholarship and lifelong learning. Let us illustrate their repercussions with an example of a practical **problem** at a school. Remember: **all research starts with a problem**.

### **Problem**

Zandile started working as a history teacher in a school in the informal settlement of Diepsloot north of Johannesburg. The first thing she did was to give her class a short diagnostic test to ascertain their level of knowledge of history. To her amazement her learners had no knowledge of the basic facts of South African history. They had heard about the word *apartheid* but they had no idea what the first multi-racial elections in 1994 meant. In addition, they were also unaware that South Africa has a constitution that is admired the world over for its emphasis on human rights and freedom for all.

The **problem** that Zandile faced was the learners’ lack of knowledge of the most essential historical facts.

Zandile’s first task was to find out why learners were so lacking in basic knowledge. That is, she had to conduct research in order to fully understand the problem she faced. Research would have required her to ask her learners to explain the reasons for their ignorance. She had to confer with the school principal, other teachers in the school as well as her learners’ parents or guardians.

Zandile’s research uncovered the following facts about her learners’ poor knowledge of South Africa’s history:

- She was the first history teacher the school ever had. The school never had the funds to employ a history teacher.
- The majority of learners in her class came from very poor homes where there were no books or any other educational resources. If their parents or guardians bought newspapers, they were usually tabloids or newspapers that focused on sports. Some learners informed Zandile that even though they watched news on television, it was on current issues. The fall of apartheid, the release of political prisoners from Robben Island, the first multi-party elections and the dawn of democracy were rarely covered.
- Her research also showed that because they hardly get the opportunity to read and write, many learners had poor reading and writing skills which made it difficult for them to learn history or any other subject.

By now you should have noticed that Zandile did not start teaching with preconceived ideas and assumptions. She did not presume that her learners were lazy. Instead, she made a

commitment to establish the facts. In other words, she demonstrated what it means to be a lifelong learner.

Because of her research Zandile learned new things about her learners. In a sense, Zandile became a scholar. What does the word scholar imply?

To some people the word scholar means someone who is academically inclined or very intellectual. But that is not always the case. In fact, a scholar is simply someone who has learned a great deal about a specific subject or discipline. The dictionary definition of a scholar is *a learned or erudite person, especially someone who has an extensive knowledge of a particular subject*. It means that a scholar is someone who has a considerable knowledge, so much that he or she may be regarded as an authority on the subject or discipline in which he or she is a specialist.

Let us suppose Zandile becomes interested in ways to improve the teaching of history at her school. It will not be enough to talk to other teachers. She will need to seek the advice and knowledge of people who have studied the teaching of history and have worked in the field for a long time. In other words, Zandile will have to read the research of scholars. It is possible that most of the research was done by scholars from the United States or Europe. Nevertheless, there are equally able scholars on the African continent and in Southern Africa in particular, who have conducted research that is worthwhile studying. Zandile will need to get hold of all their results through her local library and the internet. Or she can consult lecturers at a nearby institution of higher education.

By reading widely in this field and developing an in-depth knowledge of the subject, Zandile is in the process of becoming a scholar herself. Zandile's case is a classic example of how an ordinary teacher can become a researcher, lifelong learner and scholar.

Note that American educators often refer to very young children who have learned something as "young scholars". We think that it sheds some light on the word "scholar" in that it underscores the important link between scholarship and lifelong learning.

Let us return to the two words argue and reason. Initially, Zandile's learners had a poor knowledge of recent South African history but after six months she is quite pleased with their progress. By now they know something about apartheid and when the first multi-racial and multi-party elections were held. Some of the older learners have even obtained a copy of the Constitution, which they study in detail.

But all is not plain sailing. The problem is that there are not any books on South African history for her learners. During her interview with the school principal, Zandile remarks the following:

A major challenge with regard to the teaching of history is the lack of books. Learners need to read books that have been published recently, preferably books with photographs to give them a better idea of what has happened in South Africa in the past 20 years. Some of the learners did not even know that Nelson Mandela had spent a large part of his life as a prisoner on Robben Island. Is it possible to buy some copies of Mandela's autobiography, *Long Walk to Freedom* for the school? It is a very popular book and it is also fairly cheap. Older learners should be encouraged to read it. It provides a good overall history of South Africa besides depicting the life of Mandela.

In the interview, Zandile makes a reasoned argument. She starts by defining the nature of the problem: the school needs history books. She then explains why she thinks the school should

buy recently-published books that will give learners a better idea of South African history. She strengthens her point by mentioning that when she started teaching there, many learners did not know that Mandela had been imprisoned on Robben Island. She concludes her argument by making a concrete, reasonable proposal: the school should consider buying copies of *Long Walk to Freedom* because it is a useful book for teaching South African history and it is also affordable.

We envisage that in this PGCE module you will learn to do what Zandile has done. Although the problems, research and arguments in this module are more complicated than in Zandile's case, the methodology is the same:

- First, identify a problem (conduct a diagnosis).
- Second, find out more about the problem (conduct research).
- Third, find a solution to the problem (plan how to go about it by applying your mind).

If you follow these three steps, you will become a researcher, scholar and lifelong learner. In this module, we will give problems and sometimes explain how we would solve them. Sometimes we will expect you to think about how to solve a specific problem yourself. Various activities make this module a hands-on problem-solving exercise. We will give guidance and plenty of feedback. Therefore, there is no need to panic. We leave you in no doubt that this module requires a great deal of work, but we will not leave you to your own devices.

Furthermore, we will also discuss the advantages and disadvantages of traditional (libraries) and current methods (the internet) of research. We do not assume that everyone has access to the internet. But we know that the internet is no longer for the happy few. Nowadays most of us are able to access the internet by means of our cellphones. In fact, new generation smartphones qualify as hand-held computers because they can do everything that computers are capable of and even more.

At this point, it is important to clarify our aims for this module because they have a direct bearing on the very nature of this module.

## **2.2 Outcomes**

***We intend to enable you to:***

- argue, in detail, how the work of the educator as researcher and scholar is linked to lifelong learning
- draw up a research proposal based on a reasoned, structured argument

***As a learner, it is your responsibility to:***

- read and understand the contents of your study guide and tutorial letters
- apply the main ideas to the educational and social problems in your specific context and in the global sphere
- understand and explain the main concepts in the study guide

***We hope that you will ultimately be able to:***

- reflect critically on your own teaching practice
- reflect critically on contemporary issues in education and society
- explain how to solve problems in teaching and education
- explain the structure of an argument

- explain the difference between facts and values
- draw up a research proposal and formulate a problem

Each section of the study guide provides its own outcomes. You must strive to achieve them as they represent the knowledge, skills, values and attitudes needed to fulfil your task as researcher, scholar and lifelong learner. The outcome of this module is to empower you to perform this task as a beginner teacher.

### 3 LECTURER(S) AND CONTACT DETAILS

#### 3.1 Lecturer(s)

You may write to us, phone us or make an appointment to see us. We cannot overemphasise the importance of scheduling an appointment if you want to meet lecturers. Some students travel long distances to UNISA in Pretoria without making an appointment and are disappointed when they learn upon arrival that the lecturer is overseas attending a conference or at a workshop for the entire day or at a meeting elsewhere. Scheduling an appointment is the professional way of going about your business.

The **primary** lecturer for this module is:

Dr SM Matlabe  
Department of Educational Foundations  
PO Box 392  
UNISA  
Pretoria  
0003

E-mail: [matlasm@unisa.ac.za](mailto:matlasm@unisa.ac.za)

Tel: 012 429 8808

#### Lecturer

Prof M Letseka  
Department of Educational Foundations  
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PO Box 392  
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0003

E-mail: [letsem@unisa.ac.za](mailto:letsem@unisa.ac.za)

Tel: 012 429 8507

You should use these contact details. Take note that letters addressed to lecturers may not be enclosed with your assignments. Letters should be sent by e-mail. You may also contact us through the discussion forum on myUnisa.

#### 3.2 Department

You can contact the administrative assistant responsible for EDRHODG in the Department of Educational Foundations.

Office Number 6-82  
**AJH van der Walt Building**  
Tel: 012 429 6009  
E-mail: ndaladn1@unisa.ac.za

### 3.3 University

You should direct telephonic enquiries about administrative matters to the relevant department. Please refer to the brochure Study @ Unisa which you should have received with your study material. **This brochure explains how to contact the University (eg whom you can write to regarding different enquiries, 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.

Take note that **all administrative enquiries** should be directed to:

- Fax (RSA only): 012 429 4150
- Fax (international): +27 12 429 415
- E-mail: [study-info@unisa.ac.za](mailto:study-info@unisa.ac.za)

## 4 RESOURCES

The Despatch Department should supply you with the following study material for this module:

- *Tutorial Letter 101/3/2018*. This tutorial letter contains the assignments for the module.
- *Tutorial Letter 201/2018* which you will receive after submission of Assignment 02 has closed.
- *Tutorial Letter 201/2018* will contain feedback on assignments and examination guidelines.

**Remember that you can also view and download the study guides and tutorial letters for your modules on the University's online campus, myUnisa, at <http://my.unisa.ac.za>.** Do not wait months after registration for a postal package with the study material. To get an early start, log on to myUnisa and look for your module. In the left-hand menu, open the window for "Official Study Material" and get under way. **THE SOONER YOU START, THE BETTER.**

**Go to the myUnisa web page for this module and look under "Resources".**

### 4.1 Prescribed books

There are no prescribed books for this module; only the study guide.

### 4.2 Recommended books

To broaden your knowledge, it is recommended that you read widely on critical rationalism in books such as Higgs, P & Smith, J. 2012. *Rethinking our world*. 3rd edition; Higgs, P & Smith, J. 2015. *Rethinking our world*. 4th edition; or Higgs, P. 1995. *Metatheories in philosophy of education*.

### 4.3 Electronic reserves (e-reserves)

From time to time there will be an announcement on myUnisa if an e-reserve is available

#### 4.4 Library services and resources information

For brief information, go to [www.unisa.ac.za/brochures/studies](http://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](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 information on the various student support systems and services available at UNISA (eg student counselling, tutorial classes and language support), consult the brochure Study @ Unisa.

### 6 STUDY PLAN

The brochure Study @ Unisa contains valuable information about where to begin with your studies.

We suggest that you look at the due dates of assignments and compile a study plan for each module accordingly. Use the following as a guideline for planning your **EDRHODG** studies:

Period	Activity
January/February 2018 ( <b>first semester</b> )	Familiarise yourself with the study material by studying Tutorial Letter 101 and scanning through the study guide. Introduce yourself to me and your fellow students via the discussion forum on myUnisa.
July/August 2018 ( <b>second semester</b> )	Also complete the compulsory orientation assignment ( <b>Assignment 01</b> ) and submit it before or on <b>2 March 2018</b> (first semester) or <b>30 August 2018</b> (second semester). <b>No extensions are granted.</b>
March 2018 ( <b>first semester</b> )	Study the requirements for <b>Assignment 02</b> (compulsory).  Do additional reading for <b>Assignment 02</b> ; search on the internet for examples of conducting interviews, as required.
September 2018 ( <b>second semester</b> )	Remember to participate in the discussion forum on myUnisa <b>at least</b> once this month.  Attend group discussions or video conferences if applicable.

	Do the compulsory assignment ( <b>Assignment 02</b> ) and submit it before or on <b>3 April 2018</b> (first semester) or <b>27 September 2018</b> (second semester). No extensions are granted.
April/ May 2018 ( <b>first semester</b> )	Study the tutorial letter with examination guidelines and the feedback on Assignment 02.
September/October 2018 ( <b>second semester</b> )	Remember to participate in the discussion forum on myUnisa <b>at least</b> once this month.  Make a thorough study of all the relevant concepts discussed in this module. Prepare for and write the examination.

## 7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

No practical work is required for this module. But note that the module requires that you look for relevant information and develop sound argumentation and problem-solving skills. Either the schools in your area or the school where you teach would be the most important source of information. Assignment 02 requires you to identify a critical issue that adversely affects teaching and learning in your own school or in schools nationally. You are expected to reflect on how it can be resolved through evidence-based research. More information about this is provided in the section that deals with Assignment 02 below.

**For information on the teaching practice required for this qualification, please consult Tutorial Letter 301 and the relevant teaching practice modules.**

## 8 ASSESSMENT

For general information about and the requirements for assignments, see the brochure Study @ Unisa.

### 8.1 Assessment criteria

You can deduce the assessment criteria from the module outcomes. Keep the outcomes in mind when you prepare for the examination.

- Explain the concepts in the context of education.
- Explain the connection between concepts.
- Describe and apply the steps in problem-solving.
- Formulate a problem statement for a research proposal.
- Argue a point.
- Explain the difference between value and factual statements.
- Explain and apply the research process.

### 8.2 Assessment plan

Assignment 01 for both semesters should be answered on one of the mark-reading sheets you received with your study material. Study the brochure Study @ Unisa for information on how to complete a mark-reading sheet. This assignment is marked on a specific date by a computer

and **NO EXTENSIONS** of the submission date can be given. Clearly mark your answers using an HB pencil. Ensure that you also fill in on the mark-reading sheet the number of the assignment (01, 02 or 03) as well as the unique assignment number. You have to study the contents of your study guide in detail to be able to answer the assignment questions which are designed to test your overall knowledge.

### 8.3 Assignment numbers

<b>SEMESTER 01</b>		
<b>Assignment 01</b>	<b>Unique Number:</b>	<b>635374</b>
<b>Assignment 02</b>	<b>Unique number:</b>	<b>698305</b>
<b>SEMESTER 02</b>		
<b>Assignment 01</b>	<b>Unique number:</b>	<b>831780</b>
<b>Assignment 02</b>	<b>Unique number:</b>	<b>584666</b>

### 8.4 Assignment due dates

<b>SEMESTER 01</b>		
<b>Assignment 01</b>	<b>Submission date:</b>	<b>2 March 2018</b>
<b>Assignment 02</b>	<b>Submission date:</b>	<b>3 April 2018</b>
<b>SEMESTER 02</b>		
<b>Assignment 01</b>	<b>Submission date:</b>	<b>30 August 2018</b>
<b>Assignment 02</b>	<b>Submission date:</b>	<b>27 September 2018</b>

### 8.5 Submission of assignments

You may submit written assignments and assignments done on mark-reading sheets by mail or electronically via myUnisa. **ASSIGNMENTS MAY NOT BE SUBMITTED BY FAX OR E-MAIL.** Remember to allocate exactly the same number to an assignment as the one provided in the tutorial letter: 01, 02, 03 and so on. For example, if Assignment 02 is the first assignment that you submit for the year, you must still number it 02 and not 01.

**WARNING:** Although postal submission is one of the valid options for submitting assignments, take note that the postal service can sometimes be hampered by strikes which will delay the delivery of your assignment. Your mailed assignment may miss the

**deadline by arriving at Unisa long after you have mailed it. Therefore, we encourage you to submit your written assignment through myUnisa which is always reliable. But take care to submit your assignment on time. Remember that the system will shut down after the closing date and your submission will not be accepted.**

**To submit your assignment via myUnisa:**

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on “Assignments” in the left-hand menu on your screen.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.
- **Submit a PDF document.**

For detailed information on assignments, please consult Study @ Unisa. Assignments submitted by mail should be addressed to:

Assignment Sections  
PO Box 392  
UNISA  
Pretoria  
0003

## **8.6 The assignments**

### **FIRST SEMESTER**

#### **ASSIGNMENT 01 – ORIENTATION (COMPULSORY)**

<b>Submission</b>	<b>02 March 2018</b>
<b>Unique number</b>	<b>635374</b>

### **INSTRUCTIONS FOR THE USE OF THE OPTICAL MARK-READING SHEET**

Revise the study guide for this module and answer the following questions. Select the correct or most suitable option and fill in the number on the optical mark-reading sheet.

**Complete the sentences below by selecting the correct answer.**

- 1. Argumentation, research, scholarship and learning are ...**
  1. Interlinked.
  2. Interconnected.
  3. inter-disconnected.
  4. Interrelated.
  
- 2. Educator researchers have to be aware of values because ...**
  1. a researcher needs to be objective.
  2. there is nothing invalid about values.
  3. facts and values are the same.
  4. values are of no use in research.
  
- 3. One of the problems, we believe, is that contemporary, western-dominated society has lost sight of wisdom and ...**
  1. Learners.
  2. Research.
  3. Technology.
  4. Dominance.
  
- 4. Any research and investigation involve ...**
  1. writing and thinking.
  2. reading and thinking.
  3. thinking and brainstorming.
  4. brainstorming and writing.
  
- 5. All human beings are educators and ...**
  1. lifelong learners.
  2. is interested in history.
  3. wants to find out whether a statement or belief is false.
  4. works in disorderly classrooms.
  
- 6. ... are experts who place bugging devices in unsuspected places in order to record the conversations of suspects.**
  1. Researchers
  2. Scholars
  3. Intelligence officers
  4. Intellectuals

- 7. Our ... are not unchangeable, unquestionable truths given to us by God.**
1. customs
  2. cultures
  3. writings
  4. values
- 8. ... tend(s) to yield unexpected discoveries.**
1. Mixed methods
  2. Qualitative and quantitative research
  3. Quantitative research
  4. Open-ended research
- 9. Learning in Bible College was mostly ... and recall.**
1. a statement of facts
  2. argumentation
  3. memorisation
  4. the reading of scriptures
- 10. Argumentation is based on ...**
1. using a statement or set of statements to prove that something else is true or false.
  2. proving that statements written by researchers are true.
  3. proving that statements written by educators are false.
  4. None of the above.
- 11. ... can take one down the road less travelled.**
1. Reading
  2. Travelling
  3. Sightseeing
  4. Research
- 12. An educator is defined as someone who ...**
1. imparts knowledge.
  2. reads a great deal.
  3. gives instruction.
  4. 1 and 3.
- 13. The best way to understand what values are, is to say that they are the opposite of ...**
1. a statement
  2. an argument
  3. a fact
  4. an assumption

**14. It is crucial to situate critical rationalism theory in the ...**

1. scholar.
2. researcher.
3. lifelong learner.
4. classroom.

**15. A fact is a statement ...**

1. about the rights of everything in the world
2. that tells us something neutral and objective about the world
3. about the natural, biological world
4. 2 and 3

**16. To argue well depends on your ability to ...**

1. explain the structure of an argument.
2. explain hidden assumptions.
3. laugh at your opponents.
4. 1 and 2.

**17. Values are the same as ...**

1. facts.
2. morals.
3. rights.
4. statements.

**18. Which of these statements can be classified as expressions of value?**

1. Women ought to have equal rights.
2. It is wrong to tell lies.
3. Many people die of HIV/Aids every day.
4. 1 and 2

**19. Research requires ...**

1. talking to other people.
2. going to the library.
3. spying on people.
4. 1 and 2.

**20. The researcher needs to look out for and challenge words such as the following in arguments:**

1. always
2. sometimes
3. 1 and 2
4. None of the above

## First Semester ASSIGNMENT 02 – ESSAY (COMPULSORY)

Submission	03 April 2018
Unique	698305

We want you to focus on a specific problem that is relevant to your own educational context.

### The problem

**There is evidence that corporal punishment is still widely practised in most public schools in South Africa despite the fact that it was abolished a decade ago.**

**Teachers in different parts of the country have been reported on different media platforms for violently beating learners who didn't do their homework.**

As a school principal, you are advised to do a desktop research on how to discipline learners without using corporal punishment and to discuss your results with your staff. (35)

Provide a heading of your research. (3)

Write your problem statement. (5).

Discuss the types of corporal punishment that are commonly used by teachers. (20)

What are the consequences of corporal punishment? (15)

The essay will be marked out of 100 (2 marks are to be awarded for a cover page with your name, the name of your lecturer, the submission date, the unique number of the assignment and the module code;3 marks for the table of contents;5 marks for a detailed introduction that sufficiently states the central argument or outlines the body of the essay;70 marks for a detailed and well-argued body and 10 marks, for a suitable conclusion that highlights key arguments and points to areas that might be researched to improve the argument and lastly 10 marks are for the list of references. **The length of this essay should not exceed six (6) typed pages.**

## Second Semester

### ASSIGNMENT 01 – ORIENTATION (COMPULSORY)

#### INSTRUCTIONS FOR THE USE OF THE OPTICAL MARK-READING SHEET

#### Assignment 01 Multiple-choice questions

Submission date	30 August 2018
Unique number	831780

Revise the study guide for this module and answer the following questions. Select the correct or most suitable option and fill in the number on the optical mark-reading sheet.

**Select only the correct answer to complete the following sentences.**

- 1. ... tend(s) to yield unexpected discoveries.**
  1. Mixed methods
  2. Open-ended research
  3. Qualitative and quantitative research
  4. Quantitative research
  
- 2. ... are experts who place bugging devices in unsuspected places in order to record the conversations of suspects.**
  1. Researchers
  2. Scholars
  3. Intelligence officers
  4. Intellectuals
  
- 3. In a research report ...**
  1. the researcher must act in an ethical way
  2. the sources of information must be acknowledged
  3. the researcher should add a reference list
  4. All of the above.
  
- 4. In an argument the researcher needs to ...**
  1. distinguish between factual and value statements.
  2. avoid inconsistency and false reasoning.
  3. avoid generalisation of information.
  4. All of the above.
  
- 5. Which of these statements can be classified as expressions of value?**
  1. Women ought to have equal rights.
  2. Many people die of HIV/Aids every day.
  3. It is wrong to tell lies.
  4. 1 and 3
  
- 6. When compiling a research proposal, the researcher ...**
  1. needs to identify a problem in practice and formulate a research problem.
  2. states the aims of the research project.
  3. identifies the most suitable research methods to investigate the problem.
  4. All of the above.

**7. Intelligence is about the secret world of ...**

1. spying.
2. espionage.
3. manipulation.
4. critical thinking.

**8. To engage in the Socratic activity is to engage in ...**

1. self-correction.
2. self-interrogation.
3. self-examination.
4. self-questioning.

**9. A statement that expresses a fact is a statement about the natural or ... world.**

1. European
2. African
3. educational
4. physical

**10. Values are the same as ...**

1. facts.
2. morals.
3. rights.
4. statements.

**11. The best way to understand what a value is, is to name its opposite, namely ...**

1. a fact.
2. an argument.
3. an assumption.
4. a statement.

**12. Our ... are not unchangeable, unquestionable truths handed down to us by God.**

1. customs
2. cultures
3. writings
4. values

**13. The principle of falsification is relevant when the researcher ...**

1. is a lifelong learner.
2. is interested in history.
3. wants to find out whether a statement or belief is false or not.
4. works in classrooms.

**14. Research requires ...**

1. spying on other researchers.
2. talking to other people.
3. going to the library.
4. 2 and 3

**15. Learning in Bible College was mostly ... and recall.**

1. Memorisation
2. stating facts
3. arguing
4. reading scripts

**16. ... can take one down the road less travelled.**

1. Research
2. Reading
3. Travelling
4. Sightseeing

**17. We all live according to certain values and, therefore, we need to ...**

1. respect our values because they are unchangeable.
2. respect values because a value is an unquestionable truth.
3. acknowledge our values when we do research.
4. All of the above.

**18. Educator researchers have to be aware of values, because ...**

1. there is nothing invalid about values.
2. the researcher needs to be objective.
3. facts and values are the same.
4. values have no role to play in research.

**19. An educator is defined as someone who ...**

1. entertains learners.
2. reads a lot.
3. imparts knowledge.
4. 2 and 3.

**20. Argumentation, research, scholarship and learning are interlinked. Argumentation is based on ...**

1. using a statement or set of statements to prove that something else is true or false.
2. proving that statements written by researchers are true.
3. proving that statements written by educators are false.
4. None of the above.

## ASSIGNMENT 02 – ESSAY (COMPULSORY)

Submission date	27 September 2018
Unique number	584666

We want you to focus on a specific problem that is relevant to your own educational context.

### The problem

**Teachers are under pressure to produce high pass rates in schools and have resorted to corporal punishment if learners did not do their homework. In some cases learners have even died or have become paralysed because of it.**

As a school principal, you are advised to do research on the development of a culture of learning at schools.

Discuss what strategies you can introduce to foster a culture of learning and achieve high pass rates without resorting to corporal punishment.

In conclusion, indicate how you feel about the violent and brutal incidents of corporal punishment that are reported in the media.

The essay will be marked out of 100. 2 Marks for a cover page with your name, the name of your lecturer, a submission date, the unique number of the assignment and the module code; 3 marks for the table of contents; 10 marks for a detailed introduction that sufficiently states the central argument or outlines the body of the essay; and 10 marks for a statement of the problem. 70 Marks are awarded for a detailed and well-argued body and 10 marks for a suitable conclusion that highlights your key arguments and points to areas that might be researched and 5 marks for the list of references. **The length of this essay should not exceed six (6) typed pages.**

Information on e-tutoring at UNISA

Dear Student

Please be informed that since 2015 UNISA offers online tutorials (e-tutoring) to students registered for modules at National Qualification Framework (NQF) levels 5, 6 and 7 which include qualifying first-year and second-year modules. Please ask your module leader if any of the modules you have registered for fall in this category.

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interact during the tuition period as well as an e-tutor who will be your tutorial facilitator. Thereafter you will receive an SMS informing you about your group, the name of your e-tutor and instructions on how to log on to myUnisa in order to receive further information on the e-tutoring process.

Online tutorials are conducted by qualified e-tutors who are appointed by UNISA and whose services are offered free of charge. All you need to participate in e-tutoring is a computer with internet connection. If you live close to a UNISA regional centre or telecentre contracted with UNISA, please visit it and access the internet. E-tutoring takes place on myUnisa where you are expected to connect with other students in your group. Your e-tutor will guide you through your study material during this interaction process. To make the most of online tutoring, you need to participate in the online discussions that the e-tutor will facilitate.

There are certain modules that students fail repeatedly. Tutors have been assigned to these modules and tutorial classes will take place at UNISA's regional centres. These tutorial classes are offered free of charge. It is important that you register at your nearest UNISA regional centre to secure attendance of these classes.

### 8.7 Other assessment methods

N/A

### 8.8 The examination

The duration of the examination paper is **two** hours and counts 100 marks. The paper contributes 80% towards your final mark. Therefore, the final results are weighted in favour of the examination, which is critical to your success in this module. After your examination script has been marked, your examination and semester marks are combined to calculate your final marks. To prepare for the examination, you have to read the study guide and tutorial letters thoroughly.

**Previous examination papers are made available. We advise you not to focus too much on old question papers because the module content changes from time to time resulting in changes to examination papers.**

Take note that the examination questions will be similar to the questions that form part of the activities in your study guide. Rest assured that there will be no surprises in the examination.

Please study Study @ Unisa for general examination guidelines and examination preparation guidelines.

In order to prepare for the examination, you should submit all the assignments. However, you will be admitted to the examination only if you completed and submitted Assignment 01 before or on the due date. The duration of the examination paper is two hours and the mark allocation is 100. Study the study guide, tutorial letters and your assignments in preparation for the examination. You will receive a tutorial letter that will explain the format of the paper and set out what material you have to study for examination purposes.

## 9 FREQUENTLY ASKED QUESTIONS

The brochure Study @ Unisa is an A-to-Z guide and a source of the most relevant information.

Frequently asked questions in this module are:

Question: May I have more time to complete my assignment?

Answer: It is not possible to extend the due date by more than a week. If your circumstances compel you to hand in one of the essay-type assignments late, you

have to ask for permission to do so **before** the due date. No extensions are granted for multiple-choice question assignments.

Question: What if I do not have internet access?

Answer: You can access the internet at all Unisa regional offices.

Question: When will the group discussions be presented?

Answer: The dates and venues will be provided in a tutorial letter.

Question: Will the examination paper include multiple-choice questions?

Answer: No.

Question: Will I gain admission to the examination if I submit only Assignment 02?

Answer: No. Examination admission is based on the submission of Assignment 01.

Question: Does Assignment 01 contribute to my year mark?

Answer: No. Assignment 02 contributes 20% to your final mark for the module.

Question: Do I have to write six pages in total on a problem identified for Assignment 02?

Answer: No. You have to write six pages on two problems; in other words, three pages on each one of the problems (a total of six pages).

Question: What do I have to study for the examination?

Answer: Study all concepts explained in the study guide. See the relevant tutorial letter with examination guidelines.

### **Important e-mail addresses that you might need.**

- [info@unisa.ac.za](mailto:info@unisa.ac.za) for general enquiries
- [study-info@unisa.ac.za](mailto:study-info@unisa.ac.za) for application and registration related enquiries (prospective and registered students)
- [assign@unisa.ac.za](mailto:assign@unisa.ac.za) for assignment enquiries
- [exams@unisa.ac.za](mailto:exams@unisa.ac.za) for examination enquiries
- [despatch@unisa.ac.za](mailto:despatch@unisa.ac.za) for study material enquiries
- [finan@unisa.ac.za](mailto:finan@unisa.ac.za) for student account enquiries
- [gaudeamus@unisa.ac.za](mailto:gaudeamus@unisa.ac.za) for graduation enquiries
- [myUnisaHelp@unisa.ac.za](mailto:myUnisaHelp@unisa.ac.za) for assistance with myUnisa
- [myLifeHelp@unisa.ac.za](mailto:myLifeHelp@unisa.ac.za) for assistance with myLife email accounts

## **10 IN CLOSING**

Please feel free to contact your e-tutor. Participate in the myUnisa discussion forums should you encounter any major challenges or feel the need to discuss any matters related to the philosophy of education. We hope that you will enjoy this module and wish you the best of luck with your studies.

## **11 ADDENDUM**

N/A