

The National University of Lesotho
Language and Social Education Department (LASED)
Faculty of Education

SED 3313 Principles and Theories of Teaching Development Studies

June Examination

100 marks

Internal examiner: Lekhanya, N.D. (Mr.)

Time: 3hrs

Information to candidates:

This paper consists of seven (7) questions in all

These are all essay questions.

Instructions.

Candidates are advised to answer only four (4) questions

Answers should be 1 ½ to 2 pages in length including the introduction and conclusion paragraphs.

All essays must have a title/ topic

Question one

Outline the benefits and constraints of the banking concept of education vs the problem posing model as articulated by Paulo Freire. [25]

Question two

Explain the roles of a constructivist teacher vs a constructivist student in DS pedagogy. Your explanations should reflect on how a constructivist classroom organisation differs from a traditional classroom. [25]

Question three

Choose and discuss a teaching approach you deem appropriate for DS pedagogy and provide reasons for picking it ahead of others from the following list. [25]

- Project method
- Simulations
- Field trips
- Classroom discussion
- Dramatization

Question four

Outline the civil competencies required for a student to assume “*the office of citizens*” and in the process explain why DS as a subject is perfectly positioned to equip students with such competencies/skills considering its content and desired pedagogy. [25]

Question five

Evaluate the benefits of a horizontal approach to teaching and learning as opposed to a predominantly vertical approach in DS pedagogy. [25]

Question six

Compare and contrast qualitative vs quantitative approaches in research stating which one you would consider ideal for data collection on classroom practices and why? Your comparison should clearly reflect on characteristic features of each approach. [25]

Question seven

Discuss William Purkey’s invitational framework of teaching and learning putting into perspective its four pillars and qualities of the invitational instructor. [25]