

National University of Ireland, Galway

Summer Examinations 2005

HIGHER DIPLOMA IN EDUCATION EXAMINATION

PAPER THREE
SKILLS OF TEACHING 2 (ED197) AND
SPECIAL TEACHING METHODOLOGIES

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Time allowed: Three hours

Answer **two** questions from Part I **and one** question in each of the two sections from Part II (Special Teaching Methodologies) in which you have specialised. Please use **separate answerbooks** for each section.

Part I: Skills of Teaching 2 (ED197)

Answer **two** questions from Part I. Each question carries 25 marks.

Q. 1. Critically evaluate the strategies that you have used **in your teaching practice and observed in your school** to create and maintain a positive learning environment in the classroom. In your answer, refer to the main theoretical concepts, perspectives and approaches relating to classroom and behavioural management which underpin these and any alternate strategies you may propose.

Q. 2. 'Effective communication is more about how you say it than what you say'.
(Cohen *et al*, 2003)

Critically discuss the importance of developing good communication skills for the individual teacher. In the case of any one skill, for example listening, explore the elements of 'best practice' that aid teaching and learning in the classroom.

Q. 3. The increased emphasis on the integration of Information and Communication Technologies (ICT) into the practice of teaching and learning demands a greater adherence to the constructivist model of learning.

Critically discuss this statement and its implications for **your practice as a second level teacher** in Ireland today. Do not hesitate to support your argument with relevant reflections from your own experiences or observations of using ICT in the classroom.

Q. 4. The mixed ability class is becoming a more common feature in schools today, especially at Junior Certificate level. Outline your approach to unit and lesson planning for differentiated learning. What teaching and learning methodologies are most appropriate to and best match this approach? In the case of one of these teaching methodologies, critically explore what factors need to be considered at the planning, preparation and implementation stages.

PART II: SPECIAL TEACHING METHODOLOGIES

Answer **two** questions from Part II in the subjects which you are registered for. Each question carries 25 marks. Please use **separate answerbooks** for each section

SECTION A: BUSINESS STUDIES (ED140)

- Q. 5. Publication of League Tables – a guide to parental decision-making in modern Ireland or the reduction of schools to merely consumer product status.

Analyse the above statement in the context of the Business teacher in the classroom.

- Q. 6. Prepare an introductory lesson plan on a Business-related topic (Junior Certificate Business Studies, Leaving Certificate Business, Leaving Certificate Accounting) on **one** of the following:

- (a) Insurance
- (b) Balance Sheet
- (c) Labour Relations Commission

- Q. 7. The practicality of the Business subjects makes teaching easier as students can relate better to practice than theory. Analyse this statement in the light of your own teaching experience.

SECTION B: ECONOMICS (ED141)

- Q. 8. Prepare a lesson plan for a first lesson of forty minutes duration on any **one** of the following topics:

- (a) International Trade
- (b) Elasticity
- (c) Supply

- Q. 9. With reference to your own teaching experience, describe methods that would encourage students to think for themselves and actively participate in the teaching of a unit from the Economics course.

- Q. 10. Discuss ways by which you would ensure that the setting and recording of class and assessment materials throughout the teaching of the Economics course are adequate.

SECTION C: CATECHETICS (ED142)

- Q. 11. When teaching teenagers about the Bible, some approaches and strategies are more effective than others. Comment.

- Q. 12. There are many aspects to successful Religious Education in the classroom. Comment.

- Q. 13. The parables of Jesus in the Bible demonstrate the praxis approach to Religious Education. Comment.

SECTION D: CIVIC, SOCIAL AND POLITICAL EDUCATION (ED147)

- Q. 14. "Pupils should be aware of the interrelatedness of all human life at the individual, community, national and global levels", *CSPE Syllabus*. Discuss with particular reference to the concept of interdependence.
- Q. 15. Briefly outline the key elements in planning an Action Project in CSPE.
- Q. 16. Discuss the relevance of the terms *participatory citizenship* **and** *experiential learning* for the CSPE teacher.

SECTION E: ENGLISH (ED143)

- Q. 17. (a) What strategies would you use to enable your students to respond effectively to visual texts?

and

- (b) Write an informative note on the teaching of spelling.

- Q. 18. (a) Describe the strategies you would use to enable your students to comprehend and enjoy unseen poetry.

and

- (b) What are the main guidelines you would give your students to enable them to write good news stories?

- Q. 19. Write a critical essay on the teaching of drama to students in second-level schools.

ROINN F: GAEILGE (ED144)

- Q. 20. Déan cur síos ar an gcaoi ina mhúinfeá scéal do rang le daltaí a mbíonn deacrachtaí foghlama acu san ardeist gnáthleibhéal.
- Q. 21. *Seasann na ceithre scileanna mar bhunsraith leis an gcur chuige cumarsáideach. An ráiteas sin a phlé maidir leis an Siollabas sa Teastas Sóisearach?*
- Q. 22. Déan cur síos ar an gcaoi ina mhúinfeá téama ar cheoil do rang sa chéad bhliain.

SECTION G: GEOGRAPHY (ED145)

- Q. 23. Discuss the value of fieldwork in the teaching of Geography. Illustrate with reference to appropriate examples.
- Q. 24. Outline briefly how you would deal with the interpretation of Ordnance Survey Maps at Leaving Certificate level.
- Q. 25. An in-depth study of Physical Geography is vital in understanding the economic well-being of a region. As a prospective teacher of Geography, discuss this statement using specific examples.

SECTION H: HISTORY (ED146)

- Q. 26. Draw up a memorandum for a "syllabus committee", outlining the advantages of introducing Local History into the classroom.

Show how Local History can be used in the present curriculum.

- Q. 27. Discuss the educational advantages of the Project Method as identified by Ferguson.
- Q. 28. What do you consider to be the chief problems you have encountered in the teaching of History?

Indicate how you would overcome these difficulties.

SECTION I: MATHEMATICS (ED149)

- Q. 29. The concept of an effective Mathematics teacher is a problematic one. Nevertheless, research identifies critical areas of concern ranging from skill acquisition to teaching style.

With reference to the above statement, describe the characteristics needed to be an effective Mathematics teacher.

- Q. 30. The teaching of mathematical concepts to children who have learning difficulties is more likely to succeed if it is based on a knowledge of how children come to learn about the world and how they modify their conceptions of the world in the light of experience.

With reference to the above statement, describe the main teaching methodologies used by teachers when teaching Mathematics to children who experience learning difficulties.

- Q. 31. The revised syllabus in Junior Certificate Mathematics, first examined in 2003, formalised the use of the calculator as a teaching and learning tool at this level. Describe the reasons for and benefits from introducing calculators at this level.

SECTION J: MODERN LANGUAGES (ED150)

- Q. 32. Autonomy is “essentially a matter of the learner’s psychological relation to the process and content of learning” (*Little, D.*). Discuss.

In your discussion, outline key principles that underpin the development of learner autonomy in the context of language learning, and explain why autonomous learning is necessary in order to develop target language proficiency. Illustrate, with examples from your teaching experience, how you would attempt to develop learner autonomy and language proficiency.

- Q. 33. ‘Developing target language proficiency on the part of the learner is the goal of language learning, but it is not supported by the formal assessment process’. Discuss.

In your answer, show how target language proficiency is intended to be developed and make reference to the types of activity envisaged by the syllabus. Comment on the current formal assessment process of the Junior Certificate and/or Leaving Certificate (Established), and the possible effects they might have on classroom teaching and learning.

- Q. 34. An integrated approach is encouraged in the teaching of the common modern language syllabus of the Leaving Certificate (Established). Outline the main strands of the syllabus and give reasons for using an integrated approach in teaching. Give examples of types of intended classroom activities that the syllabus envisages.

SECTION K: BIOLOGICAL SCIENCES (ED153)

- Q. 35. A variety of innovative models of teaching and learning have been tried and tested in our Science classrooms in recent years, including: the Staged Self-Directed Learning Model, Peer Instruction, Constructivism, Varying Teaching Modes of Demonstration, Investigative Teaching, Just in Time Teaching, etc.

Choose **two** of these models/methodologies and explain briefly how you would implement them in your Biology class.

- Q. 36. In recent years, new science curricula have been introduced at both Junior and Senior level. Part of the key rationale of these curricula is to entice students into the Sciences, and maintain and increase their interest, in an attempt to motivate them to continue in the Sciences beyond the scope of second level.

Explain how Senior level Biology targets these issues of motivation.

- Q. 37. The Leaving Certificate Biology curriculum requires that an observation and scientific study are conducted of a chosen ecosystem. Identify an ecosystem, and discuss your preparation and on-site activities, taking into account general safety practices in fieldtrip excursions.

SECTION L: PHYSICAL SCIENCES (ED152)

- Q. 38. Educational research holds benefit for both the Science teachers and, consequently, their students. Discuss, including an outline of the steps that you would take in initiating an action research project in your Physics/Chemistry classroom.
- Q. 39. According to George Bodner of Purdue University, "*There is no conduit from one brain to another. All teachers can do is disturb the environment ... Knowledge is constructed by the learner.*" Students come to the Science classroom with a wide variation of learning abilities and established notions of the world around them.

Taking into account the Constructivist Model of Learning, describe how you would target this issue of mixed ability differentiated teaching, so that your Physics/Chemistry students achieve meaningful learning.

- Q. 40. Safe practices in school laboratories reduce the risk of accidents and offer students safer places to experience the excitement of practical Science. You have just been appointed as a Physics/Chemistry teacher. Outline the main safety measures that you would take, with respect to either Physics or Chemistry, to ensure safe practices in your laboratory.