

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**FIRST SEMESTER EXAMINATION PAPER: DECEMBER 2014**

**TITLE OF PAPER: RESEARCH ON TEACHING**

**COURSE CODE : EDC 609**

**STUDENTS : M.ED YEAR I, M.ED YEAR II**

**TIME ALLOCATED: THREE (3) HOURS**

- INSTRUCTIONS:**
- 1. ANSWER QUESTION ONE (1) AND ANY TWO (2) OTHER QUESTIONS.**
  - 2. QUESTIONS CARRY MARKS AS INDICATED**
  - 3. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**
  - 4. MARKS SHALL BE DEDUCTED FOR INCORRECT AND SLOPPY PRESENTATION.**

### **QUESTION 1 (COMPULSORY)**

Discuss and exemplify Medley's assertion that research on teacher effectiveness indicated a gradual evolution in the researchers' conception of that effectiveness'(Medley, 1979; p.11) from past, present and future studies.

(40 marks)

### **QUESTION 2**

Discuss the connections between the presage variables, the context variables and the process variables as revealed in the model for the study of classroom teaching suggested by Dunkin and Biddle (1974).

Total = 30 marks

### **QUESTION 3**

Good and Brophy (1989) argue that, despite the many situational differences in classroom observation, "there are some general principles to bear in mind when looking in classrooms"(p.71).

Discuss these general principles and explain their effects on classroom observation.

Total = 30 marks

### **QUESTION 4**

Describe the rationale and procedures for observing and coding the following classroom behaviours using the Emmer Observation System:

- |       |                     |      |            |
|-------|---------------------|------|------------|
| (i)   | Level of attention; | (10) |            |
| (ii)  | Task orientation;   | (10) |            |
| (iii) | Clarity             | (10) | (30 marks) |

### **QUESTION 5**

Discuss the strengths and weaknesses of each of the following methods of collecting data using classroom observations as suggested by Dunkin and Biddle (1974)

- |       |   |      |
|-------|---|------|
| (i)   | Informal observation;                     | (10) |
| (ii)  | Rating scales;                            | (10) |
| (iii) | Live observation (participant observation | (10) |

Total = 30 marks

**END OF PAPER**