

APPENDIX 37

REFLECTION & EVALUATION OF PSPL301 BY MODULE COORDINATOR

Course Description: Recognition for Prior Learning in Mathematics and Science

Course Code : PSPL301

Lecturer : Mr André du Plessis

Introduction

This report reflects on my encounters during 2007 for the PSPL301 SENIOR and FET Phase students in Port Elizabeth.

Quantitative Info

I had 28 students in total. We had 4 meetings during the year. The first was in April.

Impact and Change

It became clear that students still struggle to do planning related to work schedules and learning programmes, despite the training they received from the Department of Education. Students stated that this module assisted them to have greater clarity about the planning. That students do struggle became clear when they submitted their final portfolios in August 2007. I noted that the work was not on the standard anticipated. As a result, a session was arranged and a letter was drafted to make them aware of the general shortcomings. This assisted them to rectify the problem areas. The resubmitted portfolios in September were much better organized and neater. Students had definitely improved their organizational and presentational skills during this module as a result of the intervention.

4. Transfer of learning

The module was portfolio based. Students had to complete an initial task to ascertain what their current capabilities are regarding lesson planning, learning programme and work schedule design. They were then provided with feedback at a formal session and had to continue with the tasks to be completed.

5. Challenges encountered

Students were sometimes late,

Initially students struggled in writing formal assignments according to expected university standards, but the letter assisted them (see section 3)

Not all handed in their initial tasks

Some students submitted their portfolios late

The module needs a bit of more substance

6. Recommendations

The module should be adjusted to include aspects to provide a deeper learning experience
The rubrics for the portfolio driven assignment should be accordingly adjusted

7. Implementation of recommendations

The module **was upgraded** to include the following aspects with a view to provide an even deeper learning experience:

- Linking PSPL301 with PSED305 (Research Component)
- Linking the issues to be explored in PSED305 to the BURNING ISSUES identified for PSPL301
- Decide upon a BURNING ISSUE(S) in Mathematics or Science AND do a Case Study on this issue or issues
- Identify different ways, approaches or strategies of how you could teach the BURNING ISSUE(S). Write what each strategy entails.
- Provide evidence that this is a burning issue.
- The inclusion of a written reflection based on stipulated issues, on the preparation and implementation of each lesson that have been taught.
- Write the report to provide advice to teachers who would have to teach this content/topic that you have taught.
- Report back on you as a teacher before you started the BEd course and report back on the value of the BEd course.
- Report back on assessment at their school

The rubrics for the portfolio driven assignment have been adjusted accordingly to included the added elements

8. Conclusion (Lesson learnt and Way-forward)

I have learned a lot of new things since my appointment at the NMMU and have tried to use these learning experiences to improve my teaching, learning, planning and module design. I am extremely happy to be a part of this dynamic department.