



BOTSWANA OPEN UNIVERSITY (BOU)

BACHELOR OF EDUCATION – PRIMARY

INCLUSIVE PEDAGOGY

IP 221

SESSIONAL TEST

SEPTEMBER 2018

MARKS: 100

DURATION: 2HOURS

Instructions to students:

1. The examination consist of **Five Sections**: A, B, C, D, and E
2. Begin each answer to a new question on a new page
3. Answer all the questions according to instructions given in each section
4. Write answers in the answer booklet provided
5. Write in grammatical English

SECTION A: MULTIPLE- CHOICE -**10 MARKS**

INSTRUCTION: Answer ALL questions in this section. Choose the correct answer and write it in the answer booklet provided.

1. The following are essential features for promoting the implementation of inclusive education except
 - A. School leadership and support
 - B. Positive teacher attitude
 - C. Distance from school
 - D. Inclusive curriculum

2. Which one of these is not considered a barrier to inclusive education?
 - A. Teacher preferences
 - B. Teachers' workload
 - C. Teachers' knowledge
 - D. Teachers' attitudes

3. The following are advantages of inclusive education to the regular classroom except
 - A. Teacher's salaries are likely to go up
 - B. Teachers come to realise that students have unique characteristics
 - C. Teachers also develop their creativity
 - D. Teachers also learn to work collaboratively with other professionals

4. The theory of multiple intelligences was developed by
 - A. Vygotsky
 - B. Gardner
 - C. Piaget
 - D. Erikson

5. The following are dimensions of inclusive education **except**
- A. It is student centered
 - B. All children can learn and they learn from one another
 - C. All children have the right to education
 - D. All children can learn at the same pace
6. _____ is an example of lack of social imagination by learners who have autism.
- A. Inability to understand jokes
 - B. Inability to form social bonds
 - C. Avoiding eye contact
 - D. Limited play skills
7. In which method does each student become an expert in one topic and then teaches it to the group?
- A. Learning together
 - B. Inside-out-circle
 - C. Jigsaw
 - D. Three steps interview
8. One of these methods is good for resolving classroom disputes except:
- A. Group intervention method
 - B. Learning together
 - C. Jigsaw
 - D. Three steps interview
9. The following are ways of organizing co-teaching except:
- A. Station teaching
 - B. Consultant teaching
 - C. Alternative teaching
 - D. Team teaching

- 10.** Which one of these clearly indicated in 1994 that all students have the right to be part of their school community?
- A.** Salamanca Statement
 - B.** World Declaration on Education for All
 - C.** Child's Right Convention
 - D.** UNESCO Declaration on Education for All

SECTION B: MATCHING ITEMS**10 MARKS**

INSTRUCTION: On the blank spaces before the following statements, place the letter of each the words given below that match each statement.

1. Right and equality.	A. Dyspraxia
2. Human behavior is learned through modelling from observing others.	B. Piaget
3. It was thought that children with special needs could not benefit from education.	C. Exclusion
4. Believes cognitive development results in learning.	D. Hymer and Michel
5. Proposed various strategies for educating gifted and talented students.	E. Rationale for inclusion
6. A common disorder affecting fine and or gross motor coordination.	F. Dyslexia
7. Students with special educational needs were excluded from normal students.	G. Integration
8. Some students, depending on their special educational needs, were allowed into normal schools, provided that too much adjustment was not required in the school compound and the classroom.	H. Attention Deficit Hyperactivity Disorder (ADHD)
9. Cannot stay on task.	I. Segregation
10. Specific learning difficulty which mainly affects the development of literacy and language related skills.	J. Social learning theory
	K. Exclusion

SECTION C: STRUCTURED QUESTIONS

20 MARKS

INSTRUCTION: Answer all questions in this section in the booklet provided.

1. Define inclusive pedagogy. **(2marks)**
2. Briefly explain the three (3) principles of inclusion. **(6marks)**
3. Outline any five (5) features needed for the successful implementation of inclusive education. **(5marks)**
4. List four (4) strategies that a teacher can use to address the needs of a learner who has ADHD. **(4marks)**
5. Explain the importance of using constructivism in the classroom. **(2marks)**
6. How can a learner sensitive teacher benefit from the use of technology? **(1mark)**

SECTION D: CASE STUDY**20 MARKS**

INSTRUCTION: Read the scenario below and answer all the questions that follow.

Case study 1

Lesego finds class boring. She cannot stay seated for more than a few minutes. She walks about in the class whenever she wants. She does not complete her tasks. She talks a lot and does not allow other pupils to express themselves. She is loud and rowdy and does not pay attention to what is asked of her. She becomes very violent when she does not receive the teacher's attention or when she feels that other pupils are getting more attention than her. She is impulsive and can be disrespectful towards the teacher and at times even challenges the teacher in front of the whole class. (*Adapted from IP 221 Manual p.24*)

Questions

- a) Identify Lesego's special need. **(2marks)**
- b) List any six classroom strategies that may be helpful to Lesego. **(6marks)**
- c) State the three key characteristics of this special needs area. **(3marks)**
- d) Explain why it is necessary to communicate with Lesego's parents about this issue. **(2marks)**
- e) Give reasons why it is necessary for a teacher to have
 - (i) Knowledge and (ii) training about this problem. **(4marks)**
- f) Suggest any three reasons you think Lesego finds class boring. **(3marks)**

SECTION E: ESSAY QUESTIONS

40 MARKS

Choose any TWO (2) questions in this section and answer in the booklet provided.

Question 1

Explain any five (5) barriers to inclusive education. **(20marks)**

Question 2

Discuss any five (5) benefits of cooperative learning. **(20marks)**

Question 3

Describe any five (5) cooperative learning methods that a teacher may use in an inclusive classroom. **(20marks)**