



BOTSWANA COLLEGE OF DISTANCE AND OPEN LEARNING

BACHELOR OF EDUCATION – PRIMARY

INCLUSIVE PEDAGOGY

IP 221

SESSIONAL EXAMINATION

MARKS: 100

DURATION: 3HOURS

Instructions to students:

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1. The examination paper consists of **FIVE** sections: A, B, C, D and E.
2. Begin each answer to a **new section** on a new page
3. Answer all the questions according to instructions given in each section
4. Write in grammatical English
5. Complete all details as required by the answer booklet.

SECTION A : MULTIPLE- CHOICE – 10 MARKS

INSTRUCTION:

There are 10 questions in this section please answer them all. Each item has four possible responses numbered A, B, C and D. Read each item carefully then write the best possible answer in the answer booklet.

- 1.** Which of the following features is essential for successful implementation of inclusive education
 - A.** Identification and labelling
 - B.** Segregation
 - C.** School leadership and support
 - D.** Forgiveness and trust

- 2.** Which of the following is not considered as a barrier to inclusive education
 - A.** Teachers Knowledge
 - B.** Lack of equipment
 - C.** Class size
 - D.** Deinstitutionalization

- 3.** Which one is a model for inclusion?
 - A.** Parallel teaching
 - B.** Alternative teaching
 - C.** Teaming
 - D.** None of the above

4. Which of the following did the countries try before they decided to promote inclusion?
- A. Collaboration
 - B. Infusion
 - C. Integration
 - D. Authentication
5. Dyspraxia is characterized by
- A. Inattentiveness
 - B. Defect of articulation
 - C. Impulsiveness
 - D. Hyperactivity
6. Which of the following characteristic do gifted and talented students NOT exhibit?
- A. Strong feelings and opinions
 - B. Heightened levels of curiosity
 - C. Hypersensitivity
 - D. Advanced reading ability
7. Which of the following is not a sign of Attention Deficit Hyperactivity Disorder?
- A. Easily distracted
 - B. Talks excessively
 - C. Frequent interruption of others
 - D. Memory loss

- 8.** Who of the following is a proponent of social learning theory
- A.** Vygotsky
 - B.** Piaget
 - C.** Bandura
 - D.** Bruner
- 9.** Which of the following is not a characteristic that is considered when creating groupings for cooperative learning
- A.** Race
 - B.** Gender
 - C.** Ethnicity
 - D.** Disability
- 10.** Which of the following is an advantage of cooperative learning?
- A.** Enhances students social skills
 - B.** Helps students to learn how to use technology
 - C.** Enables teachers realize the unique characteristics of learners
 - D.** Allows the class to go on without interruption

SECTION B : MATCHING – 10 MARKS

INSTRUCTION:

Match the statements in column A with words that best describes them in column B. Place the letter from column B next to the number of the statement that it best describes.

Column A - Statements	Column B - Words
1. _____ specific learning difficulty which affects the development of literacy and language related skills	A. Collaboration
2. _____ doing away with segregated settings that cut off special needs students from the world.	B. Teaming
3. _____ proposes that learning is an active process	C. Constructivism
4. _____ working together with other stakeholders to achieve the goals of inclusive education	D. Critical friend
5. _____ the growing pressure on teachers to show that students with special education needs as well as those without special education needs do well academically	E. Positive student engagement
6. _____ a teaching strategy involving a special education teacher and the regular education teacher	F. Accountability
7. _____ the practice of ensuring that all students are educated together and that the educational opportunities available to them are as similar as possible.	G. Dyslexia
8. _____ focuses on developing collegial relationships	H. Constructivism
9. _____ improves student's performance	I. Deinstitutionalization
10. _____ a process where students build their knowledge or ideas based on what they already know	J. Normalization
	K. Pedagogy

SECTION C : STRUCTURED - 20MARKS

INSTRUCTION: Answer ALL questions in this section

1. 1. Explain the following concepts: **(4marks)**
 - a) Cooperative base groups
 - b) Informal cooperative learning groups
2. Highlight any two features of cooperative learning **(4marks)**
3. Identify any four practices that learner sensitive teachers ought to value **(4marks)**
4. Explain how the Premark Principle can be applied in a classroom situation **(4marks)**
5. Explain the importance of teacher education **(4marks)**

SECTION D : CASE STUDY - 20 MARKS

INSTRUCTION: Read the paragraph below and answer the questions that follow.

A poll conducted by the American Federation of Teachers (AFT) in West Virginia revealed that "78 percent of respondents think disabled students won't benefit from [inclusion]; 87 percent said other students won't benefit either" (Leo, 1994, p. 22). Citing numerous concerns expressed by many of its national membership, the AFT has urged a moratorium on the national rush toward full inclusion. Their members were specifically concerned that students with disabilities were "monopolizing an inordinate amount of time and resources and, in some cases, creating violent classroom environments" (Sklaroff, 1994, p. 7).

They further cite that when inclusion efforts fail, it is frequently due to "a lack of appropriate training for teachers in mainstream classrooms, ignorance about inclusion among senior-level administrators, and a general lack of funding for resources and training" (p. 7). One additional concern of the AFT and others (Tornillo, 1994; Leo, 1994) is a suspicion that school administration motives for moving toward more inclusive approaches are often more of a budgetary (cost-saving) measure than out of a concern for what is really best for students.

If students with disabilities can be served in regular classrooms, then the more expensive special education service costs due to additional personnel, equipment, materials, and classrooms, can be reduced. "But supporters [argue] that, while administrators may see inclusion as a means to save funds by lumping together all students in the same facilities, inclusion rarely costs less than segregated classes when the concept is implemented responsibly" (Sklaroff, 1994, p. 7).

Source (www.sedl.org)

- a)** Give two arguments against inclusive education **(4marks)**
- b)** Elaborate on any three barriers to inclusive education **(6marks)**
- c)** Do you agree with the statement that lumping together all students leads to cost savings **(2marks)**
- d)** In your opinion highlight any two advantages of inclusive education for students with special education needs **(4marks)**
- e)** How do students without special education need stand to benefit from inclusive education **(4marks)**

SECTION E: ESSAY QUESTIONS - 40 MARKS

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

- 1.** Discuss any five (5) inclusive practices that can be used when dealing with ADHD **(20marks)**
- 2.** Discuss the roles of teachers in cooperative learning **(20marks)**
- 3.** Discuss five (5) distinctive features of cooperative learning **(20marks)**