



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION : DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING : TRAINER	
QUALIFICATION CODE: 06DTVT	LEVEL: 6
COURSE CODE: CWM510S	COURSE NAME: CLASSROOM AND WORKSHOP MANAGEMENT
SESSION: JULY 2024	PAPER: THEORY (PAPER 1)
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	MRS. J. EISEB
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<p style="text-align: center;">INSTRUCTIONS</p> <ol style="list-style-type: none">1. Answer ALL the questions.2. Read the questions carefully before answering.3. Number the answers clearly.4. Please ensure that your writing is legible, neat, and presentable

THIS QUESTION PAPER CONSISTS OF _6_ PAGES (Including this front page)

Question 1

When trainers authoritatively present themselves, it helps them gain the respect and trust necessary to lead the class. Mention **five (5)** things trainers can do to present themselves as authority figures in the classroom or workshop. [5x2=10]

Question 2

Frank Avella mentions **three (3)** types of class disruptions. Complete questions 2.1, 2.2 and 2.3 based on his views listed in the video on classroom and workshop management. [30]

2.1. Minor disruption

- a) Define what is a minor disruption. (2)
- b) Provide **two (2)** examples of minor disruptions. (2x2=4)
- c) How to address minor disruptions. (4)

2.2 Chronic disruption

- a) Define what is a chronic disruption. (2)
- b) Provide **two (2)** examples of chronic disruptions. (2x2=4)
- c) How to address chronic disruptions. (4)

2.3. Major disruption

- a) Define what is a major disruption. (2)
- b) Provide **two (2)** examples of major disruptions. (2x2=4)
- c) How to address major disruptions. (4)

Question 3

Mention the **three (3)** main learning theories and provide a brief explanation of each one. [(3x2) + (3x2) = 12]

Question 4

Read the following statements and answer true if you agree, and false if you do not agree with them. [10x2=20]

- 4.1. A good understanding of the various management styles would enable trainers to handle discipline and misbehaviour among trainees more effectively. (2)
- 4.2. It is important to reflect on your own belief systems before you can successfully change the behaviours of your trainees. (2)
- 4.3. Three belief systems influence trainers' approach to classroom and workshop management, these are beliefs about trainee motivation, the general conception of teaching and learning, and the ability to teach. (2)
- 4.4. The way a classroom/workshop and school setting are organised affects the nature of classroom/workshop management. (2)
- 4.5. Classroom organisation is evident in a room even if no one is present. (2)
- 4.6. Similarly, great instructional skills will help if trainees in the classroom are disengaged or out of control. (2)
- 4.7. If the rules are focused on what to do, it will be easier to teach the behaviours and reward trainers for following the rules. (2)
- 4.8. No classroom/workshop should have a "strike out" policy. (2)
- 4.9. Trainers can use proactive strategies, sometimes termed corrective strategies in the literature. (2)
- 4.10. Understanding the diversity of the trainees by using cultural knowledge, previous experiences, knowledge structures, and the performing styles of trainees make their learning experiences more relevant and efficient. (2)

Question 5

Choose the best option (a, b, c, or d) for each statement. Write only the letter of the answer. [10x2=20]

- 5.1. What would be the first thing to consider when implementing an action plan for effective classroom and workshop management? (2)
 - a) To do what is right
 - b) To think about what is right for the trainees.
 - c) To consider what is right for the institution.
 - d) To focus on what is right.

- 5.2. Researchers and scientists are beginning to understand positivity in greater detail. When you focus on positivity, you see more positivity. Some call it the nature or law of intent. One process that you can utilise is called “reframing.” Reframing is ... (2)
- a) changing the shape of the curriculum.
 - b) changing classroom and workshop rules.
 - c) how the trainer reacts to your trainees.
 - d) the action of changing the lens through which you see a situation.
- 5.3. The process of learning and growing requires children to expand their communicative abilities. Therefore, communication is also ... (2)
- a) behaviour.
 - b) constructive.
 - c) necessary to pass the grade.
 - d) required to teach effectively.
- 5.4. For the entire school career of most children and adolescents, they are still developing. (2)
- a) Along with that development comes the practice of learning how to ask for what is wanted or needed.
 - b) How to identify feelings, and how to let another person know about internal thoughts or feelings,
 - c) How to express likes and dislikes.
 - d) All of the above answers.
- 5.5. There are some tools that can be used to help trainees make a link between what they are feeling and what they may need or want. These tools are ... (2)
- I) a wheel of emotion.
 - II) creating an image of a blank cartoon body, to show where it hurts.
 - III) a feeling log.
 - IV) the practice of mindfulness.
- a) I and II
 - b) III and IV
 - c) I, II, III and IV
 - d) II, III and IV
- 5.6. An environment in the classroom and in the school that is focused on,,,, the ability for growth and the like can be beneficial for both trainees and staff. (2)
- a) positivity, hope, optimism, strengths,
 - b) good teaching methods, curriculums, class rules, clear expectations,
 - c) fair testing, fair mark distribution, classroom engagement, rules
 - d) trainer’s skills, qualifications, workshops, and equipment

- 5.7. The ideal ratio is four positives to every one negative or neutral statement. The positive statements and behaviours should also be ... , ... , ... , and (2)
- genuine, observable, and focused on the punishments and rewards.
 - specific, observable, and focused on progress.
 - genuine, specific, observable, and focused on progress.
 - specific, measurable, observable, and realistic.
- 5.8. Data collection for problem-solving is not a one-man band. Data collection and making data-based decisions require a team process. The four-step-problem solving method is, ... (2)
- Identify the problem, analyse the problem, create a plan, and determine if the plan is effective.
 - Identify the problem, find suitable resources, reach out to key stakeholders, and get the necessary funding.
 - Identify the problem, meet with the trainees, meet with key stakeholders, and implement a plan.
 - Identify the problem, address the head of the institution, develop a strategy, and implement the plan.
- 5.9. Selflessness is one of many amazing traits that trainers seem to intrinsically possess. You have to practice being more conscious of yourself and your needs. Some helpful ways to build thankfulness and gratitude toward yourself. (2)
- Count to three and ask, "Is it good for me?" and flip your thoughts.
 - Count to three and ask, "Is it good for me?", be mindful and meditative, flip your thoughts, and keep a gratitude journal.
 - Flip your thoughts, be mindful and meditative, and journal daily.
 - Keep a gratitude journal, compliment your colleagues, and be mindful of the needs of the trainees.
- 5.10. What are some of the personal plans that you have to implement in order to take charge of your class or workshop? (2)
- Changing the trainees' behaviour, better time management, and conflict resolution skills.
 - Avoiding burnout, developing a personal behaviour plan, and being the best me in a group of we.
 - Personal behaviour plan, changing your own behaviour, time management.
 - Better time management, collaboration skills, and problem-solving skills.

Question 6

Mention **four (4)** challenging behaviours that trainers will face in classrooms and workshops. [4x2 = 8]

[100 MARKS]

END OF PAPER