UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF LITERATURE LANGUAGE AND MEDIA (SLLM)

PROFESSIONAL PRACTICE: APPLICATIONS OF DYNAMIC SOFTWARE

FOR SECONDARY MATHEMATICS TEACHERS

Group Assignment Feedback and Marks

Examiners: Luci Abrahams, Erna Lampen, Alwyn Olivier

Total Marks: 30 marks for content of slides and quality of slide presentation and verbal presentation

General comment for all groups:

xxx

Group 1:	
Participants	
Assessment	
Responsiveness (addressing the questions, application of concepts, critical engagement, and presentation)	**Subject knowledge (x/6)** Proof reasoning integrated with investigation and/or extending the investigation to engage with other concepts **Pedagogic knowledge (x/6)** Awareness of what learners tend to struggle with and how dynamic investigation can assist **Pedagogic content knowledge of the technology (x/8)** Only demonstration → Use of dynamic change to stimulate investigation and hypothesizing **Technology knowledge (x/8)** Only basic constructions, but pass the drag test → Appropriate use of labelling and colour to promote focus → Creative use of software, e.g. use of sliders, measurement tools. **Group integration (x/2)** All group members get opportunity to contribute meaningfully
Mark	**xx/30**

Group 2:	
Participants	
Assessment	
Responsiveness (addressing the questions, application of concepts, critical engagement, and presentation)	**Subject knowledge (x/6)** Proof reasoning integrated with investigation and/or extending the investigation to engage with other concepts **Pedagogic knowledge (x/6)** Awareness of what learners tend to struggle with and how dynamic investigation can assist **Pedagogic content knowledge of the technology (x/8)** Only demonstration → Use of dynamic change to stimulate investigation and hypothesizing **Technology knowledge (x/8)** Only basic constructions, but pass the drag test → Appropriate use of labelling and colour to promote focus → Creative use of software, e.g. use of sliders, measurement tools. **Group integration (x/2)** All group members get opportunity to contribute meaningfully
Mark	**xx/30**

PTO

Group 3:	
Participants	
Assessment	
Responsiveness (addressing the questions, application of concepts, critical engagement, and presentation)	**Subject knowledge (x/6)** Proof reasoning integrated with investigation and/or extending the investigation to engage with other concepts **Pedagogic knowledge (x/6)** Awareness of what learners tend to struggle with and how dynamic investigation can assist **Pedagogic content knowledge of the technology (x/8)** Only demonstration → Use of dynamic change to stimulate investigation and hypothesizing **Technology knowledge (x/8)** Only basic constructions, but pass the drag test → Appropriate use of labelling and colour to promote focus → Creative use of software, e.g. use of sliders, measurement tools. **Group integration (x/2)** All group members get opportunity to contribute meaningfully
Mark	**xx/30**

Group 4:	
Participants	
Assessment	
Responsiveness (addressing the questions, application of concepts, critical engagement, and presentation)	**Subject knowledge (x/6)** Proof reasoning integrated with investigation and/or extending the investigation to engage with other concepts **Pedagogic knowledge (x/6)** Awareness of what learners tend to struggle with and how dynamic investigation can assist **Pedagogic content knowledge of the technology (x/8)** Only demonstration → Use of dynamic change to stimulate investigation and hypothesizing **Technology knowledge (x/8)** Only basic constructions, but pass the drag test → Appropriate use of labelling and colour to promote focus → Creative use of software, e.g. use of sliders, measurement tools. **Group integration (x/2)** All group members get opportunity to contribute meaningfully
Mark	**xx/30**

Group 5:	
Participants	
Assessment	
Responsiveness (addressing the questions, application of concepts, critical engagement, and presentation)	**Subject knowledge (x/6)** Proof reasoning integrated with investigation and/or extending the investigation to engage with other concepts **Pedagogic knowledge (x/6)** Awareness of what learners tend to struggle with and how dynamic investigation can assist **Pedagogic content knowledge of the technology (x/8)** Only demonstration → Use of dynamic change to stimulate investigation and hypothesizing **Technology knowledge (x/8)** Only basic constructions, but pass the drag test →Appropriate use of labelling and colour to promote focus → Creative use of software, e.g. use of sliders, measurement tools. **Group integration (x/2)** All group members get opportunity to contribute meaningfully
Mark	**xx/30**

Group 6:		
Participants		
Assessment		
Responsiveness (addressing the questions, application of concepts, critical engagement, and presentation)	**Subject knowledge (x/6)** Proof reasoning integrated with investigation and/or extending the investigation to engage with other concepts **Pedagogic knowledge (x/6)** Awareness of what learners tend to struggle with and how dynamic investigation can assist **Pedagogic content knowledge of the technology (x/8)** Only demonstration → Use of dynamic change to stimulate investigation and hypothesizing **Technology knowledge (x/8)** Only basic constructions, but pass the drag test →Appropriate use of labelling and colour to promote focus → Creative use of software, e.g. use of sliders, measurement tools. **Group integration (x/2)** All group members get opportunity to contribute meaningfully	
Mark	**xx/30**	

Assessment rubric			
Technology knowledge	10	Only basic constructions, but pass the drag test (1 – 3) Appropriate use of labelling and colour to promote focus (4 – 6) Creative use of software, e.g. use of sliders, measurement tools.	
Pedagogy: content and technology	10	Only demonstration (1 – 3) Use of dynamic change to stimulate investigation and hypothesizing (4 – 7) Proof reasoning integrated with investigation and/or extending the investigation to engage with other concepts (8 – 10)	
Group work	10	All group members get opportunity to contribute meaningfully	