



1ST SEM. 2004/2005

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UNIVERSITY OF SWAZILAND

FINAL EXAMINATION PAPER

**PROGRAMME : BACHELOR OF SCIENCE IN HOME
ECONOMICS EDUCATION YEAR IV**

COURSE CODE : HEE 403

**TITLE OF PAPER : TEACHING & LEARNING:
PRACTICAL REASONING
APPROACH**

TIME ALLOWED : TWO (2) HOURS

**INSTRUCTIONS : ANSWER QUESTION ONE (1)
AND ANY OTHER (2) QUESTIONS**

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GRANTED BY THE CHIEF INVIGILATOR**

QUESTION 1

- (a) Identify and explain the four (4) role responsibilities of a creative problem solver. [12 Marks]
- (b) Dealing with everyday problems demands a creative way of using “knowledge as designed rather than as given.” By use of an example explain this statement. [16 Marks]
- (c) Just as creativity is dependent on supportive conditions in which an individual’s subconscious is allowed free rein, creativity can also be killed. Name and explain the four (4) creativity killers. [16 Marks]

[TOTAL MARKS = 40]

QUESTION 2

- (a) Explain the following statement:
“The relief of families from many basic responsibilities has become counterbalanced by new household work.” [18 Marks]
- (b) Solving practical problems requires that individuals engage in practical reasoning. Give a brief description of practical reasoning. [12 Marks]

[TOTAL MARKS = 30]

QUESTION 3

- (a) List and explain the six (6) principles that would guide your teaching of thinking skills. [18 Marks]
- (b) Write short notes on the following:
- i) Reflective thinking
 - ii) Critical thinking
 - iii) Structured problems [12 Marks]

[TOTAL MARKS = 30]

QUESTION 4

Students who are deprived opportunities to develop higher order thinking skills exhibit behaviours that indicate deficits in thinking.

- (a) Identify the eight (8) behaviours that are exhibited by such students. [16 Marks]
- (b) What should teachers think about (consider) in planning strategies that foster development of higher order thinking skills? [14 Mark]

[TOTAL MARKS = 30]