



Information on RWIL modules during Covid-19 lockdown

Dear Grade R student

We realise that you are concerned about the completion of your RWIL portfolios during the lockdown and that the closing of schools prevents you from collecting the necessary evidence as required to compile your portfolios. While WIL modules specifically aim to assess your practical competence we have no choice than to wait for schools to reopen so that you can implement the reflective journal, lesson observations/presentations and the WIL tasks. **The due date for submission of portfolios will therefore depend on when schools reopen.** We have however made some concessions to support the speedy completion and submission of portfolios.

To accommodate the loss of time in practice in the first semester, all students will have the opportunity to **submit two portfolios in the second semester** in order to catch up on lost time in practice in the first semester. We therefore want to urge you to plan the lessons and tasks for the portfolios that you would have submitted in both the first and the second semesters. Prepare all resources and communicate with your mentor the tasks and lessons that you will be implementing once schools reopen. This will save you valuable time and allow you to collect the necessary evidence in the second semester.

Concessions for all portfolios submitted this year:

Although further extension of the lockdown may call for even more drastic measures, the following concessions have been made to reduce the time needed to collect evidence for **ALL WIL portfolios (RWIL111, RWIL121, RWIL211, RWIL221, RWIL311, RWIL321)**

- **Only ten (10) daily reflections** (instead of 15) (use the new format requiring only one page per day only – see explanation of Gibbs' cycle and the reflective format below). (You will still do **academic module reflections** for all semester modules)
- **Only three (3) lesson observations** (RWIL111)
- **Only three (3) lesson presentations** (RWIL121, RWIL211, RWIL221, RWIL311, RWIL321)

The **marking scheme** will be revised accordingly by the respective lecturers and markers.

At this stage, you will still have to **implement the WIL tasks as explained for each RWIL portfolio in the respective study guides:**

- ✓ **Two tasks** each for RWIL111, RWIL121, RWIL211, RWIL221
- ✓ **One task** each for RWIL311, RWIL321

NB! Take note: If you have failed a portfolio and need to resubmit, remember that you are allowed to redo the sections that you have failed only **BUT** then you have to **include the marking sheet of that portfolio with the marker's comments and final mark to**

allow the marker to make the necessary adjustments to your final mark. If the marking sheet is not included, you will fail the portfolio again.

NB 3rd years:

Practical assessment: Although at that this stage the NWU is still planning to visit all third years for their practical assessment, please **ask your mentor to assign a mark out of 100 (%) for the three (3) lessons** that you need to present to your mentor. Should the lockdown hinder the practical assessment we may be able to use the mentor marks as alternative practical assessment for WIL as emergency measure. **Make sure the mentor completes the PR26 with a mark for each lesson, that the form is signed by the mentor and also stamped with the school stamp.**

All students who are left with the final portfolio (RWIL321) ONLY and who are able to complete the programme this year, have an opportunity to do a revised version of the portfolio where practical tasks are replaced with case studies. The instructions for this portfolio will form part of the Covid-19 assignments for all academic modules that will be posted on the website and also distributed to students in hard copy. These portfolios can be submitted electronically or in hard copy once the student support centres can be opened for this purpose. The process to submit electronically and in hard copy will be communicated to students shortly. This alternative portfolio does not include proof of lesson presentations. If the NWU is not able to visit your school for practical assessment, you will receive further communication regarding the way the practical mark will be accommodated.

NB! Please take note that only students who have completed and passed all 5 the other portfolios may submit this alternative version.

NB: If you are still unsure of the portfolio process or content please view the recordings of the white board presentations that were placed on the website. For resources go to <http://distance.nwu.ac.za/downloads>; use the user name **Education** and pass word **education** to access and download the presentations. The WIL Admin book is also available on the website if you need the latest formats.

Also view the **Portfolio page-through** and **WIL step-by-step videos** on the **USB** that are part of your study material. The only aspect that have now changed since the videos were recorded, is the daily reflection format. Please find the new format attached. From 2020 you only have to complete on page per day and not four pages.

NB. If a worst Covid-19 scenario requires extension of the lockdown, the RWIL lecturers will send out a follow up communique to students.

Keep safe and look after yourself and your loved ones

Regards

RWIL lecturers

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Explanation of daily reflections based on Gibb's cycle

(Note: This model has been further adapted for 3rd years who qualify to do the alternative version of the RWIL321 portfolio; please access the tutorial for Covid-19 assignments for explanation)

Professor Graham Gibbs' Reflective Cycle (1988) is particularly useful for helping people learn from situations that they experience regularly, especially when these don't go well. Using this cycle to learn from practice a teacher will ask the following questions when moving through the cycle:

Step 1: Description

- When and where did this happen?
- What happened?
- What did you do?
- What did other people do?
- What was the result of this situation?

Step 2: Feelings

- What did you feel before this situation took place?
- What did you feel while this situation took place?
- What do you think other people felt during this situation?
- What did you feel after the situation?
- What do you think about the situation now?
- What do you think other people feel about the situation now?

Step 3: Evaluation (look objectively at what approaches worked, and which ones didn't.)

- What was positive about this situation? What was negative??
- What went well? What didn't go so well?
- What did you and other people do to contribute to the situation (either positively or negatively)?

Step 4 and 5: Analysis and Conclusion (think about the situation again, using the information that you've collected so far. Then ask questions like these)

- What sense can you make of the experience?
- How could this have been a more positive experience for everyone involved?
- What skills do you need to develop, so that you can handle this type of situation better?

Step 6: Action plan

- If you were faced with the same situation again, what would you do differently?

Reflective journal - DAY: /10

Daily reflection on practice (Make 10 copies – one for each day of WIL)

Use the following steps (based on the reflection cycle of Gibbs, 1998), to reflect on one incident (experience) that happened in your class today that provided you as teacher, a valuable learning opportunity.

What happened? (Simply describe the learning experience)
Feelings (How did you feel? What did you think?)
Evaluation (What was good about the experience? What was bad? Make value judgements)
Analysis (What sense can you make of the experience? Why did it happen?)
Conclusion (What else could be done? How can you and learners benefit from your learning experience? If it happens again, what will you do? What will you do differently in future?)