Teacher C interview

**Researcher:** Why did you ask this question at the beginning of the lesson?

**Teacher:** Because we did cells in Grade 9, so it was to remind one another that

when we did them in Grade 9 what did they look like?

**Researcher:** And since you are saying you had done it in Grade 9 it’s prior

knowledge.

**Teacher:** Prior knowledge, yes.

**Researcher:** So why is it necessary to link prior knowledge to this specific topic?

**Teacher:** Because that is where we are building up from, we can’t build up on

something that they can’t even remember. Hence we need to remind

one another because they've done it and we are continuing from there.

**Researcher:** Okay. Let us move on. What is the significance of this question here?

**Teacher:** It is important because, on the structure of a cell, we are

going to deal with one of the organelles in the structure of a cell. So we

can’t just pick it, they need to recall where it is actually found inside

the cell.

**Researcher:** You just revoiced this learner’s answer, but you did not respond, why?

**Teacher:** And it was wrong for me not to respond. Since cytoplasm, I was

supposed to remind them that cytoplasm is the one found inside the

cell, not the nucleus. But I don’t know what to say.

**Researcher:** Like you were disturbed by the other learners, or it was not

intentional… something along those lines.

**Teacher:** Yes I turned a blind eye to it but not intentionally. I can hear that it was

wrong of me because he had already uttered it, so we were supposed to

correct it.

**Researcher:** Okay. (06:40)trim.. What was the purpose of this question, if you think

about it, replication is a general term used not only in Life Sciences.

But what was the significance of it specifically here?

**Teacher:** Okay, why here? So that as we continue, they’ll have this idea of

duplication, making a copy of something original.

because when they think of a copy they think of a piece of paper.

**Researcher:** Yea, but then a gain, I usually use a paper (handouts). I would take a

textbook of mine and then I take any handout that I had copied and

make my example. To say, you see this copy, it came from this

textbook. It's the same, the information you’re going to get on the other

side is similar to the information you will get on the other side.

did you ask the same question in other classes or you just asked it only

in this class to remind the learners of the development that results in

the entire organism?

**Teacher:** I did ask the same question.

**Researcher:** How did they respond? In the other classes

**Teacher:** Because it is from Grade 9, so they still remember that an organism

comes from cells, tissues, organs, and systems.

**Researcher:** So it was still a recap serving as a reminder to the learner…

**Teacher:** Yes to say you remember we said organisms are made up of cells. This

is what results in an organism.

**Researcher:** Yea. And since this is a cell division topic, the learner knew that a

group of cells forms tissues, and a group of tissues forms organs,

systems, and so forth. The learner had this idea but…

**Teacher:** They didn’t know how it occurs because cells were dividing.

**Researcher:** Yes, so you were trying to build on that so that the learner is able to

understand that this information you have… for us to get an organism,

systems or tissues we start from a single cell. That cell divides during

cell division and so forth… Why didn’t you give the

learners clues here when they gave an incorrect answer. You let them

navigate the answer on their own.

**Teacher:** If I remember correctly DNA replication was still on the board, so I

thought someone might pick it up and say it undergoes DNA

replication.

**Researcher:** So when they what was the significance of this question,

here? Generally, you could have asked the question anywhere, right?

**Teacher:** Yes, but we were busy with phases of mitosis, we had mentioned the 4

phases but before those actually occur there is

**Researcher:** The first one

**Teacher:** The first one, prepares…

**Researcher:** But, you could have phrased it differently, maybe say, name the phase

that occurs before mitosis begins. There is that phase that occurs, but

you said it prepares, were you trying to link this to the last question

you asked on DNA replication, the process that occurs, Remember the

one from the previous lesson, where you say DNA replication was still

on the board?

**Teacher:** Yes.

**Researcher:** Yes. So were you trying to link this one to that? When you say which

phase occurs in preparation for mitosis to occur when they say

interphase, were you trying to build on that so that they recall what

occurs in preparation

**Teacher:** Yes.

**Researcher:** Mhm. You didn’t respond to the learner’s answer here, again, why?

**Teacher:** What did the learner say? Making…

**Researcher:** She said to make a copy, and I think you wanted a detailed answer

**Teacher:** She said making a copy of what?

**Researcher:** She just said making a copy, only and you didn’t respond to that again

**Teacher:** I heard the learner’s response and I think it was intentional for me to

respond like that

**Researcher:** What was the intention? What did you think the learner would do?

**Teacher:** Like I'm making a copy, only, of what? Because here we are not

copying just anything… like we're saying that they just think a piece of

paper only we are specific to say we are copying DNA.

**Researcher:** So you were hoping that any learner in class will say DNA is making a

copy.

**Teacher:** Yes.

**Researcher:** Here you just revoiced and that was it

**Teacher:** Oh I can see why he said double-stranded.

**Researcher:** The learner was trying to gather his senses out loud

**Teacher:**  And as I am going through this I can that he was gathering it correctly

because it starts single-stranded and now it is double-stranded.

**Researcher:** So you didn’t give it time… so you asked the

question before teaching about the importance of mitosis, you had only

done the phases.

**Teacher:** Oh, yes.

**Researcher:** And then you asked the question to the learners why is mitosis

important, why is that? Why did you ask that question before?

**Teacher:** Before teaching the importance, because of the whole process we were

discussing, I think we had touched on it when we were busy with the

process of mitosis entirely. To see that this is important as it starts

from cells, it divides until it’s an organism. So growth was happening

all along.

**Researcher:** Oh so you were expecting them to link it up…

**Teacher:** Yes, if they could be able to see that this is growth

**Researcher:** It’s because of mitosis

**Teacher:** Mitosis.

**Researcher:** Why is it important for the learners t create these links on their own

during the lesson

**Teacher:** It’s because they should be able to link this with what they experience

on a daily bases… even if they see a child they should think that it’s

because of cell dividing, also getting damaged but at some point you

heal, tissues get repaired. (trim 28:00-29:43).