

Bachelor of Education (Honours) (120 HEQF credits)

(Formerly Bachelor of Education)

Programme leader: Dr J Hardman

Length of course:

Every candidate for the degree of BEd (Hons) must be registered for at least one year. Lectures run from February to June, and from July to October. The degree may be completed in one, two or three years.

Admission requirements:

(1) Faculty requirements:

Faculty rule FH3 applies.

(2) Programme requirements:

- (a) a degree recognised for teaching purposes of this university or of another university recognised by Senate for the purpose, and a teacher's certificate recognised by Senate; or
- (b) a four-year, post-senior certificate, teacher's diploma or diplomas recognised by the Senate, and a record in the fourth year of study of an average mark of 65%, or better, and
- (c) except by permission of Senate, at least two years approved teaching experience; and/or
- (d) a record of professional and academic work considered by Senate to be satisfactory for the degree.

Degree requirements:

Candidates must complete the equivalent of six courses in order to obtain the degree. Candidates who do not have a university degree must pass EDN5023F Introduction to Studies in Education in order to obtain the degree.

An approved curriculum will be constructed according to the rules of the curriculum listed on the pages that follow. Not all courses are offered every year. Candidates must register for at least two courses a year, except if, for the completion of the degree, only one course is required.

Candidates may not repeat a course that they have failed.

Re-registration:

Candidates are required to renew registration annually.

The renewal of registration may be refused to candidates who have not passed at least two courses in the year.

Curriculum:

1. Students *who do not have a university degree* must register for EDN5023F Introduction to Studies in Education (20 HEQF credits).

In addition to the above course, FIVE further one-semester courses from the list below must also be completed. Only three of these courses may be taken in the same year as EDN5023F.

2. Students *who do have a university degree* must register for SIX courses from the list below.

		HEQF credits	HEQF level
EDN5003F	Teachers/ Classrooms/ Meanings	20	8
EDN5012F	Mathematics Curriculum, Pedagogy and Society	20	8
EDN5018S	Only English	20	8
EDN5034W	Research Paper in School Subject Content	20	8
EDN5047F	An Invitation to Curriculum	20	8
EDN5051S	Language in South African Schooling	20	8
EDN5055F	Practical Work in Science Education	20	9
EDN5073F	Politics and History in Southern African Education	20	8
EDN5090S	School Maths: The Construction of Knowledge & Identity		
	in School	20	8
EDN5094S	Learning and Cognition	20	8

EDN5095F	Literacy in Theory and Practice	20	8
EDN5096S	Education, Management and Leadership	20	8
EDN5098F	Research Methods	20	8
EDN5101S	Online Learning Design	20	8
EDN5102S	Primary School Learning and Cognitive Development	20	8
EDN5103S	Assessment for Learning	20	8

Students may register for one equivalent Honours-level course in another department or faculty, provided the course relates to their teaching, or to some clearly defined aspect of education, with the approval of the programme convener.

Notes:

1. *EDN5101S will be timetabled in block form. Contact convener for details.*
2. *Students registering for EDN5034W must have a supervisor before their registration will be formally accepted. Consult Programme Leader.*
3. *A course with fewer than five student registrations may not run.*

EDN5000F LEARNING AND TEACHING IN HIGHER EDUCATION

HEQF credits: 36 at level 8.

Course conveners: Dr J Jawitz (CHED) and Dr J Case (Department of Chemical Engineering).

Entrance requirements: PGDE admission criteria.

Course outline: This course provides participants with explanatory frameworks (theories and concepts) for understanding student learning and critically examining and improving their practice as educators in the HE context. It provides an introduction to aspects of practice (e.g. course and task design, assessment, teaching method) which will be explored in greater depth in elective courses. The course will draw on the experience of participants as well as case studies which focus on the learning and teaching challenges generated by educationally, linguistically and culturally diverse classrooms.

DP requirements: At least 80% attendance record and submission of all assignments and projects.

Assessment: 6,000-word essay or the equivalent.

EDN5003F TEACHERS/CLASSROOMS/MEANINGS

HEQF credits: 20 at level 8.

Course convener: N Bakker.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: This course looks carefully at teachers and what they do. It will study what influences teachers; how teachers are perceived; how power is negotiated between teachers and students in classrooms; and how teachers can become engaging and transforming in a modern/post-modern world. Also studied will be teachers and their relationship with language, and how language creates and reinforces beliefs, understandings and cultural stereotypes.

Assessment: Tests, examinations 50%, coursework 50%.

EDN5012F MATHEMATICS CURRICULUM, PEDAGOGY AND SOCIETY

HEQF credits: 20 at level 8.

Course convener: S Jaffer.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: The general problem addressed in this course focuses on accounts of the differential distribution of school mathematics knowledge across different social class groups in society. The course explores the complex nature of the relations between socio-economic and political factors and curriculum and pedagogy in schooling, with specific attention on the reproduction of school mathematics. Literature from the field of sociology of mathematics education serve as the central resources used on the course to explore theories that attempt to explain the differences in performance in school mathematics across social class groups. Throughout the course exemplars of empirical studies are considered in the light of the theoretical resources

discussed.

DP requirements: At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments.

Assessment: Tests, examinations 33%; coursework 67%.

EDN5018S ONLY ENGLISH

HEQF credits: 20 at level 8.

Course convener: N Bakker.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: This course is an investigation into the English language: its current status as an (the) international language; its differences as significant languages in South Africa and The United States; its attempts to clean itself up and be less gender specific; the wonderful ways it has of being poetic and of providing a stunning vocabulary for swearing; its ability to grow, take on and make up thousands of words every decade; and, inevitably, its future. Any student with an interest in, or a love of, the English language may register, though the emphasis will on occasion be towards education and the importance of English as a language of education. Assignments will be tailored to suit individual students' involvements and interests where possible.

DP requirements: Submission of all coursework.

Assessment: Coursework 60%; an examination 40%.

EDN5023F INTRODUCTION TO STUDIES IN EDUCATION

HEQF credits: 20 at level 9.

Course convener: Dr A E Muthivhi.

Entrance requirements: BEd(Hons) admission criteria. Students with a university degree may not register for this course.

Course outline: This course, which contains both practical and theoretical components, introduces learners to educational studies. The "Introduction to Studies in Education" module will provide a foundation for further studies in education and offers structured opportunities for learning important ideas in the discipline of education and important skills for engaging in university study.

DP requirements: At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments.

Assessment: Examination 50%; coursework 50%.

EDN5034W RESEARCH PAPER IN SCHOOL SUBJECT CONTENT

HEQF credits: 20 at level 8.

Course convener: Associate Professor R Siebörger.

Entrance requirements: PGCE or BEd(Hons) admission criteria.

Course outline: The writing of a paper on the relevance and application of an approved area of specific content knowledge to the school curriculum. The paper will be supervised by a supervisor(s) working in that area.

(NOTE: The paper should not concern the pedagogical/subject method implications of teaching the subject.)

DP requirements: Submission of a 7,000 word paper by due date. Candidates are accepted subject to the identification and availability of a suitable supervisor.

Assessment: Paper 100%.

EDN5047F AN INVITATION TO CURRICULUM

HEQF credits: 20 at level 8.

Course convener: Dr U K Hoadley.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: This course will provide an introduction to the study of curriculum. It will be

organised into three segments. The first segment will examine **knowledge** in society: what kinds of knowledge are there? How is knowledge produced? How does it grow? The second segment will examine **pedagogy**: how is knowledge transformed into curriculum? What are the different ways in which it can be packaged? The third segment will examine pedagogic **identity**: what kinds of identities do learners get from the curriculum? How are these identities distributed? These three segments, knowledge, pedagogy and identity, will be examined in the context both of South Africa's curricular reforms and in the light of global changes.

DP requirements: At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments.

Assessment: Tests, examinations 33%; coursework 67%.

EDN5051S LANGUAGE IN SOUTH AFRICAN SCHOOLING

HEQF credits: 24 at level 8.

Course convener: Dr C McKinney.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: This course addresses key challenges in the field of language in education in South African schooling. It explores the complex possible relationships between language and failure from socio-political, sociolinguistic as well as psycholinguistic perspectives. The course is structured in three parts: (i) the language of learning and teaching debate and the theoretical and empirical work underpinning this; (ii) the sociolinguistic and language policy context in SA; and (iii) language and learning in the classroom.

DP requirements: 80% attendance and submission of all assignments.

Assessment: Coursework 67%; an examination (or test) 33 %.

EDN5055F PRACTICAL WORK IN SCIENCE EDUCATION

HEQF credits: 20 at level 9.

Course convener: Associate Professor R Laugksch.

Entrance requirements: BEd(Hons) admission criteria. Previous subject specialisation in science or technology, plus recent teaching experience at the primary, secondary or tertiary level in science and technology.

Course outline: This course presents research findings on the effectiveness and value of science/biology/technology practical work in the laboratory, classroom, workshop, museum and field, at primary, secondary and tertiary levels. It examines the processes and skills involved in different forms of practical work and their limitations. Many specific examples and applications are illustrated and discussed indoors and outdoors.

DP requirements: At least 80% attendance, including practical fieldwork tasks where required.

Assessment: Tests, examinations 33%; coursework 67%.

EDN5073F POLITICS AND HISTORY IN SOUTHERN AFRICAN EDUCATION

HEQF credits: 20 at level 8.

Course convener: TBA.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: The focus of the course is the educational history of South Africa. Major issues examined in the course include race, class, gender and culture in education and schooling.

DP requirements: At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments.

Assessment: Tests, examinations 33%; coursework 67%.

EDN5090S SCHOOL MATHEMATICS: THE CONSTRUCTION OF KNOWLEDGE AND IDENTITY

HEQF credits: 20 at level 8.

Course convener: Dr Z Davis.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: This course focuses on how evaluation and pedagogic judgement are implicated in the construction of school mathematics and pedagogic identity. More specifically, the course will address the structuring of pedagogic discourse with reference to Curriculum 2005 and the notions of mathematics and identity that emerge from and in response to it as teachers and students attempt to reproduce school mathematics.

DP requirements: At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments.

Assessment: Tests, examinations 33%; coursework 67%.

EDN5094S LEARNING AND COGNITION

HEQF credits: 20 at level 8.

Course convener: Dr J Hardman.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: This course investigates the inter-related issues of learning and cognitive change. The course focuses on theories of learning and cognition, introducing course members to the theories of Vygotsky, Piaget and Feuerstein. The course is structured around the following core themes:

- Cognition: How can we theorise about learning?
- What theoretical issues underlie learning today?
- Learning and development: Learning how to think and learn.
- Scaffolding: Models for learning and teaching.

At the end of the course, students should be able to:

- Learn to identify and follow a line of argument.
- Examine practical applications of learning theories.
- Use theory to construct understandings of cognitive change.

DP requirements: At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments.

Assessment: Tests, examinations 33%; coursework 67%.

EDN5095F LITERACY IN THEORY AND PRACTICE

HEQF credits: 20 at level 8.

Course convener: Associate Professor M Prinsloo.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: The course will develop an inter-disciplinary perspective to consider the major contemporary ways of thinking about literacy. First, we will review studies of the practices of reading and writing across diverse social settings, as well as in teaching settings. Then we will aim to develop and revise approaches to literacy and literacy teaching, with possible focuses for the course being:

- how adults without schooling engage with and interpret literacy in diverse ways. We will think about this in relation to forms of provision of literacy training for adults, including the emergence of a national Adult Basic Education and Training system in South Africa;
- the beginnings of literacy learning and development in young children: the concepts of 'situated literacies' and 'situated learning' will be developed to understand the ways that young children from a range of language and home backgrounds become (different kinds of) readers and writers;
- literacy and teacher strategies in schools. There will be a special focus on the processes of

inclusion and exclusion and on the role that language (both spoken and written) plays in these processes in multilingual environments.

DP requirements: At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments.

Assessment: Tests, examinations 33%; coursework 67%.

EDN5096S EDUCATION, MANAGEMENT AND LEADERSHIP

HEQF credits: 20 at level 8.

Course convener: J D Gilmour.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: The intention of this course is to provide present and prospective school leaders and principals with an introduction to the analysis of the conceptual and human resource skills associated with administrative, management and leadership responsibilities in the school. A focus of the course is understanding the local and global dynamics of the context in which leaders work and providing students with the tools to analyse and respond to the strategies available to leaders seeking to improve their schools.

DP requirements: At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments.

Assessment: Tests, examinations 50%; coursework 50%.

EDN5098F RESEARCH METHODS

HEQF credits: 20 at level 8.

Course convener: Associate Professor A Hattingh.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: The focus of the course is on basic conceptual and methodological issues concerned with the nature of educational research enquiry. More specifically, the course focuses on enabling students to:

- formulate research questions;
- read critically and make sense of (be able to explain) published educational research;
- engage with methodological and ethical issues; and
- develop competencies in the use of methods and techniques applied in educational research.

DP requirements: At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments.

Assessment: Tests, examinations 33%; coursework 67%.

EDN5101S ONLINE LEARNING DESIGN

HEQF credits: 20 at level 8.

Course convener: Associate Professor C Hodgkinson-Williams.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: This module requires students to critically appraise various models of online learning design by examining their underlying ontological, epistemological, psychological (learning theory) and pedagogical assumptions and their associated learning strategies. Students will be required to argue for and implement a particular approach to online learning design suitable within a particular social and cultural context focusing on specific content and process requirements using selected learning technologies.

The module is structured around the following inter-related themes:

- Design and development of online learning: Design models and informing theories
- The exploration phase: Planning and analysing the context, the content and the process for online learning
- The enactment phase: Design, development and implementation of online learning
- The evaluation phase: Formative and summative evaluation of the online learning intervention and the formative and summative assessment of students' learning from the online intervention

DP requirements: At least 80% attendance record and submission of all assignments/projects.
Assessment: 40% group work and 60% independent work.

EDN5102S PRIMARY SCHOOL LEARNING AND COGNITIVE DEVELOPMENT
HEQF credits: 20 at level 8.

Course convener: Dr A E Muthivhi.

Entrance requirements: BEd(Hons) admission criteria.

Course outline: This course examines classroom learning at primary school level in South Africa and explores the consequences of the different modes of teaching and learning on learners' cognitive development and concept acquisition. The course uses the contributions of contemporary theories and research on learning and child development to examine the challenges that the South African primary school system is currently experiencing. Students will reflect on the problems of teaching and learning in diverse South African primary school classrooms and use contemporary research contributions to explore theoretically sound and effective ways of teaching and learning that contribute to learners' cognitive development.

DP requirements: At least 80% lecture attendance, seminar presentation and assignment submission.

Assessment: Coursework 50%; an examination (or test) 50%.

EDN5103S ASSESSMENT FOR LEARNING

HEQF credits: 20 at level 8.

Course convener: Associate Professor R Siebörger.

Course outline: The course is a practical and experiential introduction to assessment for learning. Its focus is on the school curriculum and the use of assessment by teachers to enhance learner achievement. It will include theory of formative assessment and will involve students in researching aspects of the practice of assessment, with a view to their improvement.

DP requirements:

Assessment: Coursework 67%; class tests 33 %.