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# University of Pretoria Yearbook 2016

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## BEdHons Teacher Education and Professional Development (09240021)

**Duration of study** 1 year

**Total credits** 128

### Additional requirements

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

### Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the head of the department, a student may not sit for an examination for the honours degree more than twice in the same module.

A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a special examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

### Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

### Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module.



## Curriculum: Final year

Minimum credits: 128

### Fundamental modules

#### Part 2: Research report 780 (CDV 780)

<b>Module credits</b>	16.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Semester 1

##### Module content

Write a short report. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.

#### Part 1: Research proposal 755 (NMQ 755)

<b>Module credits</b>	16.00
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Education Dean's Office
<b>Period of presentation</b>	Semester 1

##### Module content

Guided literature research, formulation of a conceptual framework and development of a research proposal for a supervised research project of limited scope.

### Core modules

#### Curriculum development 710 (CDD 710)

<b>Module credits</b>	16.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Semester 1 or Semester 2

##### Module content

Principles and foundations of curriculum/programme design and development. International and national models and trends in curriculum/programme development. Principles of outcomes-based programming in the SAQA context. Curriculum development models and instruments in action. Situation and task analysis needs assessment. Development. Dissemination. Implementation as a change process. Assessment and evaluation.



## Educational research methodology 745 (NMQ 745)

<b>Module credits</b>	16.00
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Education Dean's Office
<b>Period of presentation</b>	Semester 1

### Module content

The nature of educational enquiry: contexts of research, research ethics, truth, rationality, subjectivity and objectivity; Quantitative and qualitative modes of enquiry, research designs and data collection techniques. Various approaches to qualitative research including case study research, historical research, ethnographic research, and action research. Basic concepts and principles of quantitative research. Statistical techniques in the educational research process. Survey methodology and questionnaire design. Classification and graphical representation of data. Descriptive measures. Statistical inference. Data-processing procedures. Parametric versus non-parametric tests. Some test statistics (e.g. F-Test and T-test). Formulating a research methodology for a limited project.

## Assessment approaches and instruments 711 (API 711)

<b>Module credits</b>	16.00
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Semester 2

### Module content

Foundations, principles and ethics of assessment practices. International trends. Quantitative and qualitative modes of assessment and appropriate instruments. Generating evidence for assessment. Assessment and quality assurance. Techniques of computer-based assessment.

## Philosophy and social imperatives of education 711 (EDS 711)

<b>Module credits</b>	16.00
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Educational Psychology
<b>Period of presentation</b>	Semester 1

### Module content

Meta-theories in education. Empiricism; rational empiricism; critical rationalism; critical theory; phenomenology; hermeneutics; system theory; philosophies in education: traditional philosophies; indigenous (African) philosophies. The influence of modernism and postmodernism on education. Sociological imperatives for education. Theories of societal change and roles and values of education. Comparative perspectives on learning theories and their meaning for education.

## Professional development 710 (PFO 710)

<b>Module credits</b>	16.00
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**Language of tuition** Both Afr and Eng

**Academic organisation** Humanities Education

**Period of presentation** Semester 2

### Module content

Professional development as educator to optimise independence, interdependence, and self-renewal. Implementing principles of personal vision, personal leadership, personal management, interpersonal leadership, creative cooperation, and balanced self-renewal through action research.

## Elective modules

### Learning support 710 (LSG 710)

**Module credits** 16.00

**Prerequisites** No prerequisites.

**Language of tuition** Double Medium

**Academic organisation** Early Childhood Education

**Period of presentation** Semester 1

### Module content

The neurological interpretation and processing of the reading process in the brain; the impact of perception (motor, visual and auditory) on the integrated learning process; learning support strategies (sound and word recognition); reading habits, extension of eye span and reading speed; reading motivation. A practical learning support model which focuses on assessment as well as devising a supporting programme to cater for individual needs.

### Life science education 730 (LSN 730)

**Module credits** 16.00

**Prerequisites** No prerequisites.

**Language of tuition** Double Medium

**Academic organisation** Science, Maths + Techno Ed

**Period of presentation** Semester 1 or Semester 2

### Module content

The nature and structure of life science: implications for life sciences teaching; learning excellence in life sciences; development and administration of a school's life sciences department; planning of learning activities in life sciences; experimentation and research methodology; practical work, demonstrations and microscope work; management and use of organisms in the laboratory; the life sciences club; excursions and fieldwork; safety in the laboratory.

### Mathematics and mathematical literacy education 730 (MCE 730)

**Module credits** 16.00

**Service modules** Faculty of Natural and Agricultural Sciences



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<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	English
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Semester 1 or Semester 2

#### **Module content**

Perspectives in the teaching and learning of mathematics. This module will focus on contemporary issues in mathematics education such as: Types of mathematical knowledge in teacher education; learning theories in mathematics education; use of technology in the teaching of mathematics; classroom research; gender; language; culture (Ethno mathematics). Mathematics in context: prospects and challenges. This module also focuses on the role of mathematics in different contexts (including real life contexts): Nature of mathematics – mathematics as a human activity; rationale for learning mathematics; the theory of realistic mathematics education; content-driven and context-driven approach in mathematics; mathematical literacy; knowledge ‘transfer’: some challenges – school mathematics vs real world.

### **Physical sciences education 730 (PHN 730)**

<b>Module credits</b>	16.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Semester 1 or Semester 2

#### **Module content**

Instructional strategies; reform in physics and chemistry education; alternative concepts.

### **Design and technology education 730 (TNO 730)**

<b>Module credits</b>	16.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Semester 1 or Semester 2

#### **Module content**

Philosophy of Technology and Design Science. Design Science is examined from an information processing point of view. The unique nature of Technology is explored and the relationships between Technology, Design and Natural Science are drawn with a particular focus on social technological understanding.

### **Multi-literacies 730 (JGL 730)**

<b>Module credits</b>	16.00
<b>Prerequisites</b>	Any undergraduate equivalent language and/or literacy module
<b>Contact time</b>	7 lectures



<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Semester 1 or Semester 2

### Module content

This module introduces the concepts of multi-literacies and multimodality highlighting the importance of these when teaching learners from diverse linguistic and cultural communities. The topics dealt with in this module should not be seen in isolation but are interrelated and are applicable to teaching in the global classroom. Topics include, among others, language and literacies; language acquisition theories; current language policies; the multilingual classroom; English as a *lingua franca*; World Englishes; globalisation and school and social literacies. The student is expected to design appropriate applications of various concepts in innovative classroom practices that reflect an advanced knowledge of key South African texts, policies and issues as addressed in this module.

## Education law and policy 730 (ELP 730)

<b>Module credits</b>	16.00
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Education Management + Policy
<b>Period of presentation</b>	Semester 1 or Semester 2

### Module content

The aim of this module is to equip students with intellectual, academic and literacy skills in the fields of Education Law and Policy. It also seeks to prepare them for further studies in these fields and to enhance their professional development at their places of work. The module will be of benefit to those who intend pursuing studies in education law or education policy; and to practitioners of policy and law at schools and other education working environments.

## Life orientation education 710 (JLO 710)

<b>Module credits</b>	16.00
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Semester 1

### Module content

The aim of this module is to develop skills, knowledge, values and attitudes that empower students to make informed decisions and to take appropriate actions in diverse educational contexts. Life orientation focuses on the self in society. As an educator it is important to realise that teaching and learning of skills, values and attitudes that occurs in the classroom must be linked to learners' everyday lives. This module aims to equip students to achieve their optimal intellectual, personal and emotional potential.

## Inclusive education 731 (ISA 731)

<b>Module credits</b>	16.00
<b>Language of tuition</b>	Both Afr and Eng



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**Academic organisation** Educational Psychology

**Period of presentation** Semester 1

**Module content**

Theoretical basis and nature of learning diversity, learning problems/barriers to learning, learning disabilities, cognitive functioning and special educational needs. Background, principles and implementation of inclusive education policy. Principles and practical application of learning support. Identification, screening, informal assessment and support to learners who display spoken and written language, mathematics, perceptions and non-verbal learning difficulties.

**Sciences curriculum 731 (SCU 731)**

**Module credits** 16.00

**Language of tuition** English

**Academic organisation** Science, Maths + Techno Ed

**Period of presentation** Semester 2

**Module content**

The nature of the natural sciences, technology and mathematics: public understanding of scientific, mathematical and technological endeavours and their impact on society. Ethical implications of practices and advances in these fields. Indigenous Knowledge Systems (IKS), ethno-mathematics and technologies and ways of knowing. Implications for teaching and learning content, and anticipated outcomes. The purpose and nature of curricula to develop scientific ways of understanding the world.

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The information published here is subject to change and may be amended after the publication of this information. The [General Regulations \(G Regulations\)](#) apply to all faculties of the University of Pretoria. It is expected of students to familiarise themselves well with these regulations as well as with the information contained in the [General Rules](#) section. Ignorance concerning these regulations and rules will not be accepted as an excuse for any transgression.