BEdHons Teacher Education and Professional Development (Distance Education) (09240022)

Duration of study	2 years
Total credits	120

Admission requirements

A candidate can be admitted if he/she holds one of the following qualifications:

• a Bachelor's degree and a teacher's diploma/Postgraduate Certificate in Education (eg BA + HED); or

• a four year composite degree in Education (eg BEd, BAEd); or

• an M+4 appropriate teacher's diploma, subject to specific approval; or

• an appropriate Advanced Diploma in Education; or

• another academic qualification and appropriate prior learning, considered equivalent by the Dean for admission to a specific package.

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: Block 1

Minimum credits: 32

Core modules

Educational research methodology 734 (NMQ 734)

Module credits	16.00
Language of tuition	English
Academic organisation	Education Dean's Office
Period of presentation	Semester 1 or Semester 2

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.

Philosophy and social imperatives of education 733 (EDS 733)

Module credits	16.00
Language of tuition	English
Academic organisation	Education Management + Policy
Period of presentation	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.

Curriculum: Block 2

Minimum credits: 32

Core modules

Curriculum development 733 (CDD 733)

Module credits	16.00
Language of tuition	English
Academic organisation	Education Dean's Office
Period of presentation	Semester 1

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.

Assessment approaches and instruments 733 (API 733)

Module credits	16.00
Language of tuition	English
Academic organisation	Education Dean's Office
Period of presentation	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.

Curriculum: Block 3

Minimum credits: 32

Fundamental modules

Research proposal 735 (NMQ 735)

Module credits	16.00
Language of tuition	English
Academic organisation	Education Dean's Office
Period of presentation	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.

Elective modules

Multi-literacies 733 (JGL 733)

Module credits	16.00
Language of tuition	English
Academic organisation	Early Childhood Education
Period of presentation	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.

Curriculum: Block 4

Minimum credits: 32

Core modules

Research report 781 (CDV 781)

Module credits	16.00
Language of tuition	English
Academic organisation	Curriculum Studies
Period of presentation	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.

Professional development 733 (PFO 733)

Module credits	16.00
Language of tuition	English
Academic organisation	Education Dean's Office
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.

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.