



# University of Pretoria Yearbook 2020

## BEdHons Teacher Education and Professional Development (09240021)

**Minimum duration of study** 1 year

**Total credits** 128

**NQF level** 08

**Contact** Dr Y Woest [yolandi.woest@up.ac.za](mailto:yolandi.woest@up.ac.za) +27 (0)124205532

### Admission requirements

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

- Bachelor's degree and a Teacher's Diploma/Postgraduate Certificate in Education [e.g. BA + HED]; or
- a four-year composite degree in Education [e.g. BA(Ed)]; or
- an M+4 appropriate Teacher's Diploma subject to specific approval and an appropriate Advanced Diploma in Education.

### 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 relevant head of 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>	NMQ 755
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Humanities Education
<b>Period of presentation</b>	Semester 2

#### Module content

Supervised research project of limited scope. Use qualitative and/or quantitative methods. Writing a short report.

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

<b>Module credits</b>	16.00
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Humanities Education
<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

#### Assessment approaches and instruments 711 (API 711)

<b>Module credits</b>	16.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Science Mathematics and Technology Education
<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.

#### Curriculum development 710 (CDD 710)



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<b>Module credits</b>	16.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Science Mathematics and Technology Education
<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.

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

<b>Module credits</b>	16.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</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.

### **Educational research methodology 745 (NMQ 745)**

<b>Module credits</b>	16.00
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Science Mathematics and Technology Education
<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.



## Professional development 710 (PFO 710)

<b>Module credits</b>	16.00
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Humanities Education
<b>Period of presentation</b>	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

### Diversity in education 720 (EDI 720)

<b>Module credits</b>	16.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Humanities Education
<b>Period of presentation</b>	Semester 1

### Module content

Visions of education for a multicultural society strive for equity of opportunity to learn, largely through the convergence of three practices: heterogeneous grouping, highly interactive instruction that appeals to a wide variety of learning styles, and inclusive curricula. A constructivist understanding of education, in which learners are active architects of meaning, permeates this collaborative vision of education. From a multicultural perspective, all students should receive an education that continuously affirms human diversity; one that embraces the history and culture of all racial groups and that teaches people to take charge of their own destinies.

### Gender in education 730 (GEE 730)

<b>Module credits</b>	16.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Humanities Education
<b>Period of presentation</b>	Semester 1 or Semester 2



## Module content

This module is informed by a commitment to gender equality and gender justice. It explores the concept of gender in various educational settings. It entails the intersecting relationships between gender, curriculum and identity by including related topics such as feminism and its origins, masculinity and femininity in the classroom and LGBTI issues in education among other. The module further explores topics such as gendered relationships between dominant and marginalised subjects, gender curriculum and young children as well as sexuality and the curriculum. It aims to develop a gendered awareness of how the curriculum operates in terms of curricula policies, classroom practices and materials and how this influences the construction of gendered identities.

## History education 730 (HIE 730)

<b>Module credits</b>	16.00
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Humanities Education
<b>Period of presentation</b>	Semester 1 or Semester 2

## Module content

The module aims to examine and debate the nature of African History and how it manifests itself within African and non-African school contexts. Selected issues related to the teaching of African History such as Eurocentrism; African scepticism; Gender; Racism; African indigenous historical knowledge; postcolonialism; decolonisation and the nature of historical evidence on Africa will be engaged with. In the process methodologies, policies and theories to teach African History effectively will be explored.

## 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>	Module is presented in English
<b>Department</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.

## Life orientation education 710 (JLO 710)

<b>Module credits</b>	16.00
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<b>Language of tuition</b>	Module is presented in English
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<b>Department</b>	Humanities Education
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<b>Period of presentation</b>	Semester 1
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### **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.

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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.