University of Pretoria Yearbook 2019

BEdHons Learning Support (09240046)

Minimum duration of study	1 year
Total credits	128
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Programme information

The BEdHons in Learning Support is aimed at Foundation Phase (Grade 1-3) and Intermediate Phase (Grade 4-7) teachers.

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 BA(Ed)]; or
- an M+4 appropriate teacher's diploma, subject to specific approval and 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 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 (LSG 780)

Module credits	16.00
Prerequisites	NMQ 755
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

Supervised research project of limited scope. Application of quantitative and/or qualitative research methods. Writing a research report and presenting a research paper in a team.

Part 1: Research proposal 755 (NMQ 755)

Module credits	16.00
Language of tuition	Module is presented in English
Department	Humanities Education
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.

Core modules

Curriculum development 710 (CDD 710)

Module credits	16.00
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	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)

Module credits	16.00
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Educational Psychology
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.

Identification and assessment of learners' needs 720 (ILN 720)

Module credits	16.00
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 2

Module content

The NCS document; curriculum modification; alternative assessment procedures; multi-level teaching; designing a multi-level lesson; assessment for school readiness and foundation phase.

Early intervention in numeracy and literacy 730 (JGS 730)

Module credits	16.00
Prerequisites	No prerequisites.
Contact time	1 lecture per week
Language of tuition	Module is presented in English
Department	Early Childhood Education
Period of presentation	Semester 1 or Semester 2

Module content

This module will equip students with theoretical knowledge and practical skills in dealing with numeracy and literacy in Early Childhood Education and Foundation Phase. It is inquiry-based and takes on a critical stance on issues raised globally and nationally on the mediation and facilitation of literacy and numeracy in the Foundation Phase classroom. Students will be able to assist learners in the acquisition of mathematical and literacy concepts, skills and processes

Learning support 710 (LSG 710)

Module credits	16.00
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	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.

Educational research methodology 745 (NMQ 745)

Module credits	16.00
Language of tuition	Module is presented in English
Department	Science Mathematics and Technology Education
Period of presentation	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.

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.