

# University of Pretoria Yearbook 2016

## BEdHons Mathematics Education (09240001)

**Duration of study** 1 year

**Total credits** 128

### 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: Final year

Minimum credits: 128

### Fundamental modules

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

<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

##### Module content

Write a research report; Small-scale action research in the teaching/training situation. Research proposal development; Use quantitative and/or qualitative 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.

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

<b>Module credits</b>	16.00
<b>Service modules</b>	Faculty of Natural and Agricultural Sciences
<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.

## 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)

**Module credits** 16.00

**Language of tuition** Both Afr and Eng

**Academic organisation** 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.

## 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.

## Elective modules

### Mathematics education 730 (MCE 730)

**Module credits** 16.00

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

**Prerequisites** No prerequisites.

**Language of tuition** English

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

**Period of presentation** 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.

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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.