

University of Pretoria Yearbook 2024

BEdHons (Curriculum and Instructional Design and Development) *Teacher Education and Professional Development* (09240029)

Department Humanities Education

Minimum duration of study 1 year

Total credits 128

NQF level 08

Admission requirements

1. Relevant bachelor's degree and a relevant Teacher's Diploma (e.g. BA + HED) **or** relevant bachelor's degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor's degree in Education (e.g. BEd) **or** relevant M+4 Teacher's Diploma and relevant Advanced Diploma in Education.

Additional requirements

For Oral Literacies in African Language Education (ALE 730) IsiZulu/IsiNdebele/Sepedi/Setswana 1, 2, 3 will be required. Beginner's courses are not acceptable.

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.

Curriculum: Final year

Minimum credits: 128

Fundamental modules

Part 2: Research report 780 (CDV 780)

| | |
|------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | NMQ 755 |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | 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)

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|------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| 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

Assessment approaches and instruments 711 (API 711)

| | |
|------------------------|--|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | No prerequisites. |
| Language of tuition | Module is presented in English |
| Department | Science Mathematics and Technology Education |
| 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 development 710 (CDD 710)

| | |
|-------------------------------|--|
| Module credits | 16.00 |
| NQF Level | 08 |
| 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 |
| NQF Level | 08 |
| 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.

Educational research methodology 745 (NMQ 745)

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|-------------------------------|--|
| Module credits | 16.00 |
| NQF Level | 08 |
| 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.

Professional development 710 (PFO 710)

| | |
|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Language of tuition | Module is presented in English |
| Department | 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

Oral Literacies in African Language Education 730 (ALE 730)

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|-------------------------------|---|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | IsiZulu/IsiNdebele/Sepedi/Setswana 1, 2, 3 (Beginners courses not accepted) |
| Contact time | 7 lectures |
| Language of tuition | IsiZulu/IsiNdebele/Sepedi/Setswana |
| Department | Humanities Education |
| Period of presentation | Semester 1 or Semester 2 |

Module content

The aim of this postgraduate module is to equip students with the advanced pedagogical knowledge and research in oral literacies in African languages. This includes among others students' conceptualisation of issues dealing with language planning and policies, literacy in African oral literature, conceptualisation of ideas to promote and intellectualise African languages to suit the demands of modern learners. The significance of this module will be to:

- provide the students with the knowledge that oral traditional literacy is fundamental to one's identity and provides a sense of community and personal value
- give students a platform to be able to explore the historical development of orality as the core and foundation of African literature
- fully understand the nature of African literature and its genres
- appreciate its value and contribution to modern society and the morality it brings to the community or nation.

Creative Arts Education 730 (CAE 730)

| | |
|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | No prerequisites. |
| Contact time | 7 lectures |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Semester 1 or Semester 2 |

Module content

The module aims to equip and develop research scholarship on interdisciplinary Creative Arts Education. Critical investigations and analysis of policy documents and existing practices will encompass formal, informal and non-formal contexts of integrated Creative Arts Education. The exploration to work academically and determining theoretical underpinnings towards the transformation of an interdisciplinary Creative Arts Education in an ever-changing local and global post-colonial research society is developed. This will include processing new information and developing critical analytical thoughts about the engagement with research that are central to Creative Arts education.

Diversity in education 720 (EDI 720)

| | |
|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | No prerequisites. |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | 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)

| | |
|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | No prerequisites. |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | 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.

Perspectives in Geography Education 730 (GEO 730)

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|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | No prerequisites. |
| Contact time | 7 lectures |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Semester 1 or Semester 2 |

Module content

This module is informed by a commitment to greater depth of Pedagogical Content Knowledge (PCK) in Geography Education. It explores the concept of PCK, and how PCK can be developed amongst Geography Teachers, to make Geography teaching and learning more effective. The module also examines 'alternate' conceptions and misconceptions in Geography; and how a stronger and more well developed PCK can empower teachers to become 'Master Teachers' of Geography. A special emphasis on the importance and value of Graphicacy and Spatial Thinking (and Spatial Technologies) will be applied to the teaching approach of this module, for Geography Education. In the process, various methodologies, policies, the CAPS document and assessment practices in more effectively teaching Geography will be unpacked, researched and explored.

History education 730 (HIE 730)

| | |
|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | No prerequisites. |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | 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)

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|-------------------------------|--|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | Any undergraduate equivalent language and/or literacy module |
| Contact time | 7 lectures |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | 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)

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|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | 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.

Physical Education and School Sport 730 (PES 730)

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|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | No prerequisites. |
| Contact time | 7 lectures |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Semester 1 or Semester 2 |

Module content

The module entails two parts PE and SS. The integration between the two parts will entail themes related to the teaching of PE, managing SS and focusing on sport as a social phenomenon. The module will judge learning experiences designed to help individuals and communities improve their health, by increasing their knowledge or influencing their attitudes, in turn, promote PE as a school subject in schools. The module aims to investigate global trends in physical activity in various national and international educational settings. The CAPS policy document and the Sport and Recreation South African policies are the focal point for the study of educational practice. This module will provide and build on the theoretical foundations of PE and SS to build the capacity to do research in these fields. The module aims to prepare students to recognise gaps in the market place for further research and investigation.

General Academic Regulations and Student Rules

The [General Academic Regulations \(G Regulations\)](#) and [General Student Rules](#) apply to all faculties and registered students of the University, as well as all prospective students who have accepted an offer of a place at the University of Pretoria. On registering for a programme, the student bears the responsibility of ensuring that they familiarise themselves with the General Academic Regulations applicable to their registration, as well as the relevant faculty-specific and programme-specific regulations and information as stipulated in the relevant

yearbook. Ignorance concerning these regulations will not be accepted as an excuse for any transgression, or basis for an exception to any of the aforementioned regulations. The G Regulations are updated annually and may be amended after the publication of this information.

Regulations, degree requirements and information

The faculty regulations, information on and requirements for the degrees published here are subject to change and may be amended after the publication of this information.

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQSF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.