The School of Education is situated in the Humanities Graduate School Building, University Avenue, Upper Campus. The letter code for the Department is EDN. The Department can be contacted by email at: hum-education@uct.ac.za. Telephone Number: (021) 650 2769. Website: http://www.education.uct.ac.za.

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Emeritus Professor:
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U Hoadley, BA Natal HDE MPhil PhD Cape Town
R L Kapp, BA(Hons) MA PhD Cape Town
R C Langksch, BSc HDE Cape Town BSc(Hons) UPE MSc PhD Cape Town
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K Murris, BSc Adam BA(Hons) Leiden MA London PhD Hull
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J D Gilmour, BBusSc Cape Town MA Sussex
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S Ismail, BA HDE BEd MPhil PhD Cape Town
H Jacklin, PG Dip Cape Town BA(Hons) TTHD MEd PhD Witwatersrand
A E Muthivi, BAEd Fonda BEd(Hons) MEd PhD Witwatersrand
C Verbeek, BA Cape Town HDE Unisa BEd(Hons) Natal CELTA Cambridge PhD UKZN

Lecturers:
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J Saldanha, BA UNISA AdvDipEdAdult MPhil UWC
A W P Sardien, BSocSc Cape Town AdvDipEdAdult UWC MPhil Cape Town

Administrative Officer:
T Rala, BTech CPUT

Senior Secretary:
C Kleinsmith

Departmental Assistant (Media):
L Macleod

Undergraduate and Postgraduate programmes
The School offers the following qualifications and specialisations:

- Advanced Certificate in Education (Adult Education) [HU026]
- Advanced Certificate in Education (Education Management and Leadership Development) [HU038]
- Advanced Certificate in Education (Literacy, Numeracy and Curriculum Leadership – Foundation Phase) [HU039]
- Advanced Certificate in Education (Language, Mathematics and Curriculum Leadership – Intermediate Phase) [HU040]
- Advanced Certificate in Senior Phase Teaching specialising in English First Additional Language [EDN31] (Not offered in 2015)
- Advanced Certificate in Senior Phase Teaching specialising in Mathematics [EDN32]
- Advanced Certificate in Senior Phase Teaching specialising in Natural Sciences [EDN33]
- Postgraduate Certificate in Education (Foundation Phase Teaching) [EDN27]
- Postgraduate Certificate in Education (Intermediate Phase Teaching) [EDN26]
- Postgraduate Certificate in Education (Senior Phase and FET Teaching) [EDN28]
- Postgraduate Certificate in Education (FET Teaching) [EDN29]
- Postgraduate Diploma in Education specialising in Higher Education Studies [EDN03]
- Postgraduate Diploma in Educational Technology [EDN30]
- BEdHons [EDN01]
- MEd specialising in Adult Education [EDN02]
- MEd specialising in Applied Language and Literacy Studies [EDN23]
- MEd specialising in Curriculum Studies [EDN20]
- MEd specialising in Education Policy, Leadership & Change [EDN34]
- MEd specialising in Educational Technology [EDN30] (Not offered in 2015)
- MEd specialising in Higher Education Studies [EDN03] (Not offered in 2015)
- MEd specialising in Mathematics Education [EDN07]
- MEd specialising in Primary Education [EDN21]
- MEd specialising in Science Education [EDN08]
- Research Master’s [EDN01]
- Doctorate [EDN01]

There will be no intake of new students for following qualifications. For continuing students only:
- Advanced Certificate in Education (Mathematics) [HU027]
- Advanced Certificate in Education (Science) [HU029]
- Postgraduate Diploma in Education specialising in Adult Education [EDN02]
- Postgraduate Diploma in Education specialising in Applied Language and Literacy Studies [EDN23]
- Postgraduate Diploma in Education specialising in Curriculum Studies [EDN20]
- Postgraduate Diploma in Education specialising in Educational Administration, Planning and Social Policy [EDN19]
- Postgraduate Diploma in Education specialising in Mathematics Education [EDN07]
- Postgraduate Diploma in Education specialising in Primary Education [EDN21]
- Postgraduate Diploma in Education specialising in Science Education [EDN08]
Advanced certificates

Programme Leader: G Powell

1. Advanced Certificates in Education (ACE) (120-130 NQF credits)

The Advanced Certificate in Education is a one-year qualification usually offered part-time over a two-year period. ACEs are offered in either Adult Education or Continuing Professional Teacher Development.

Minimum requirements for readmission:
1. Except by permission of the Senate, a part-time student shall not be permitted to renew his/her registration in the Faculty unless he/she has passed:
   (a) by the end of the second year of registration, two semester courses or equivalent qualifying for the certificate;
   (b) by the end of the third year of registration, six semester courses or equivalent qualifying for the certificate.
2. Except by permission of the Senate, a full-time student shall not be permitted to renew his/her registration in the Faculty unless he/she has passed by the end of the first year of registration two semester courses or equivalent qualifying for the certificate.
3. A candidate who fails to pass a course after two years of study will be excluded from further registration for such a course.

Award of the certificate:
(a) A candidate must pass each course within his/her curriculum to be awarded the certificate.
(b) The certificate may be awarded with distinction where (i) an overall average result of at least 75% is obtained AND (ii) a minimum grade of 65% in each course of the certificate is obtained.

1.1 ACE in Adult Education
(Formerly Advanced Diploma for Educators of Adults)

Convener: Dr S Ismail

The range of work done by educators of adults is very wide. It includes development projects, workplace training, teaching in tertiary institutions, adult basic education and training (including literacy), teaching at adult education centres, art colleges, human resource development, health education, religious education, further education and training colleges, and educational programmes based in libraries and museums. An adult educator is any person with a responsibility for helping adults to learn, whether in formal or non-formal situations.

General aims of the course:
The course aims:
(1) to develop a theoretical grasp of educational practice. This includes the purposes and contexts of adult education, particularly in a South African setting;
(2) to develop knowledge and skills that will enable students to enhance their own learning and their practice in adult education;
(3) to provide the opportunity for students to build a curriculum most suited to their needs and interests.

Admission requirements:
A candidate is required to have a degree from this University or of another university recognised by Senate; or a three-year post-Matriculation qualification approved by Senate for the purpose; or a Diploma in Education from this University; or by means of assessment as may be prescribed by the Faculty Board satisfies Senate that he or she has attained a level of competence which, in Senate's opinion, is adequate for admission to the programme.

Times of classes:
Classes will be held on Wednesdays during University terms from 15h00-18h00, or at any other time determined by the Department. Additional Saturday workshops may be required, but no more than 3 per year.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3000F</td>
<td>Adult Learning and Teaching</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN3001S</td>
<td>Professional and Policy Studies</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Second year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN4184F</td>
<td>Adult Education and Development (Not offered in 2015)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4185F</td>
<td>Adult Education and the Workplace (Not offered in 2015)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN4186F</td>
<td>Literacy and Adult Basic Education (Not offered in 2015)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN4002S</td>
<td>Adult Education and Social Transformation (Not offered in 2015)</td>
<td>24</td>
<td>6</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN4120W</td>
<td>Evaluation Research Projects (Not offered in 2015)</td>
<td>24</td>
<td>6</td>
</tr>
</tbody>
</table>

The two-year programme:

Year 1 aims to enable students to grasp the discourses and practices that have shaped processes of adult learning, which in turn have structured the broad field of adult education. It will provide students with theoretical frameworks with which to view adult education practices to enable them to describe, analyse, assess and redesign these practices (where appropriate). A further aim is to enable students to increase their specialised roles in education, training and development, through building a broader repertoire of professional skills for work in the changing context provided by new policy frameworks.

Year 2 starts with a focus on theories which attempt to explain shifts in the organisation of learning and society, followed by contextual study in a site of practice with some degree of specialisation according to choice. The second semester provides a focus on research, with an introduction to evaluative research, followed by project-based research work which returns to aspects of professional practice.
1.2 Continuing Professional Teacher Development

These ACE specialisations are offered in response to demand by the Western Cape and/or national Departments of Education only. Please note that this means that applicants must normally be selected by the Western Cape Education Department (but may apply individually) in order to register for them and that they are not offered when there is no demand for them.

**Admission requirements:**
The specialisations are intended for in-service primary and secondary school teachers who hold an M+3 qualification. They are intended to upgrade their subject teaching and professional competence.

Except in the case of the ACE (Education Management and Leadership Development [School Leadership]), a person shall not be admitted as a candidate for the certificate unless he/she has:

(a) an approved three-year Teacher's Certificate or Diploma in the phase for which the ACE is offered (for General Education and Training), or the subject for which the ACE is offered, where appropriate (for Further Education and Training);

(b) at least three years approved teaching experience.
1.2.1 ACE in Education Management and Leadership Development

**Convener:** J D Gilmour

This specialisation is a professional programme based on a national curriculum developed by the Directorate: Education Management and Governance Development (EMGD) in the Department of Basic Education and is intended for practicing and aspirant principals. It is a workplace based specialisation. This impacts on the mode of delivery, the assessment methodology, and the degree of site-based assessment and support which is offered.

- **General aims of the course:**
  - empower/enable aspirant and practicing principals to develop the skills, knowledge, and values needed to lead and manage schools effectively and contribute to improving the delivery of education across the school system,
  - provide current principals with a formal professional qualification which is career related and,
  - provide an entry criterion to principalship,
  - provide leadership and management to enable the school to give every learner quality education through professional leadership and management of the curriculum and resources,
  - strengthen and support the role of principalship and develop principals who are able to critically engage and be self-reflective practitioners, and
  - enable principals to manage their schools as learning organisations and to instil values supporting transformation in the South African context.

**Admission requirements:**

(a) Priority is given to practicing principals identified by provincial departments of education or other agreed methods.

(b) Candidates must have a formal professional teacher qualification at REQV level 14. In the case of candidates who are school principals, a formal professional teacher qualification at REQV level 13 is acceptable.

(c) Have at least 3 years teaching experience.

(d) Be employed at Post Level 2 and upwards.

(e) Female educators will be given preference to address the gender equity profile in school management in the education system.

(f) Post Level 1 educators performing management tasks at P1 and P2 schools, will be considered. Their applications should be supported by a written statement, endorsed by the principal, school governing body or district official.

(g) The principal and/or school governing body should endorse all applications. Where this may not be possible candidates have the right to appeal to the appropriate/relevant accounting officer in the system.

<table>
<thead>
<tr>
<th>Compulsory (core) courses:</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4161W Basic Computer Literacy</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>EDN4162W Effective Language Skills</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>EDN4160W School Management and Leadership in the South African Context</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>EDN4164W Management Portfolio</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>EDN4165W Leading and Managing People in Schools</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>EDN4167W Policy, Planning and Governance (Not offered in 2015)</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>EDN4168W Managing Teaching and Learning (Not offered in 2015)</td>
<td>20</td>
<td>6</td>
</tr>
</tbody>
</table>

**Two electives courses chosen from the list below:**

EDN4169W Moderation of Assessment in Schools | 10 | 6 |
1.2.2 ACE in Literacy, Numeracy and Curriculum Leadership – Foundation Phase

Convener: C Kühne

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>NQF credits</th>
<th>HEQSF level</th>
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</thead>
<tbody>
<tr>
<td>EDN4172H</td>
<td>Foundation Phase Curriculum Leadership A</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>EDN4173H</td>
<td>Foundation Phase Curriculum Leadership B</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>EDN4174W</td>
<td>Learning in the Foundation Phase</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4175W</td>
<td>Teaching in the Foundation Phase</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4176W</td>
<td>Foundation Phase Numeracy</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4177W</td>
<td>Foundation Phase Literacy</td>
<td>24</td>
<td>6</td>
</tr>
</tbody>
</table>

1.2.3 ACE in Language, Mathematics and Curriculum Leadership – Intermediate Phase

Convener: K Hassan

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4178H</td>
<td>Intermediate Phase Curriculum Leadership A</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>EDN4179H</td>
<td>Intermediate Phase Curriculum Leadership B</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>EDN4180W</td>
<td>Learning in the Intermediate Phase</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4181W</td>
<td>Teaching in the Intermediate Phase</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4182W</td>
<td>Intermediate Phase Mathematics</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4183W</td>
<td>Intermediate Phase Language</td>
<td>24</td>
<td>6</td>
</tr>
</tbody>
</table>

1.2.4 ACE in Mathematics

No intake of new students in 2015. For continuing students only.

Convener: G Powell and Y Johnson

Compulsory (core) courses at the GET level:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4004H</td>
<td>GET Mathematics Curriculum A</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>AND</td>
<td>GET Mathematics Curriculum B</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>OR</td>
<td>Science and Mathematics in the New Curriculum</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4127W</td>
<td>GET Mathematics: Shape &amp; Measurement</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4128W</td>
<td>GET Mathematics: Data Handling</td>
<td>24</td>
<td>6</td>
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</tbody>
</table>

Compulsory (core) courses at the FET level:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4103W</td>
<td>Science Content A (Life Sciences)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4107W</td>
<td>Science Content B (Earth Sciences)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4109W</td>
<td>Science Content C (Physical Sciences)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4129W</td>
<td>Natural Sciences in the New Curriculum OR</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4131H</td>
<td>Teaching Natural Sciences A</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>EDN4132H</td>
<td>Teaching Natural Sciences B</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

1.2.5 ACE in Science

No intake of new students in 2015. For continuing students only.

Convener: N Mgoqi

Additional admission criteria for the Advanced Certificate in Education (Science):

(a) At the GET level: science qualifications at third year college level, or experience of teaching science at GET level;
(b) At the FET level: a pass in Physical Science at grade 12 level or experience of teaching Physical Science at FET level.

Compulsory (core) courses at the GET level:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4103W</td>
<td>Science and Mathematics in the New Curriculum</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4107W</td>
<td>Science Content A (Life Sciences)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4108W</td>
<td>Science Content B (Earth Sciences)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4109W</td>
<td>Science Content C (Physical Sciences)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4129W</td>
<td>Natural Sciences in the New Curriculum OR</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4131H</td>
<td>Teaching Natural Sciences A</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>EDN4132H</td>
<td>Teaching Natural Sciences B</td>
<td>12</td>
<td>6</td>
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</tbody>
</table>

Compulsory (core) courses at the FET level:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4140W</td>
<td>Science Content D (Physics)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4141W</td>
<td>Science Content E (Chemistry)</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4142W</td>
<td>Mathematics for Science Teachers</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4153W</td>
<td>Physical Sciences in the New Curriculum</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN4154H</td>
<td>Teaching Physical Sciences A</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>EDN4155H</td>
<td>Teaching Physical Sciences B</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>
2. Advanced Certificates in Senior Phase Teaching (120 NQF credits)

The programmes are intended for in-service primary and secondary school teachers who hold an M+3 qualification. They are intended to broaden and/or upgrade their subject teaching and professional competence.

The programmes may be offered in response to demand by the Western Cape and/or national Departments of Education. Please note that this means that applicants must normally be selected by the Western Cape Education Department (but may apply individually) in order to register for them and that they are not offered when there is no demand for them.

Admission requirements:
A candidate is required to have:
(a) A professional BEd degree; or an Advanced Diploma in Education (or a PGCE or a Higher Diploma Postgraduate); or a three-year Diploma in Education; or a three year Teachers Diploma; or a National professional Diploma in Education (NPDE – Level 5)
(b) At least three years approved teaching experience.

Minimum requirements for readmission:
1. Except by permission of the Senate, a part-time student shall not be permitted to renew his/her registration in the Faculty unless he/she has passed:
   (a) by the end of the second year of registration, two semester courses or equivalent qualifying for the certificate;
   (b) by the end of the third year of registration, six semester courses or equivalent qualifying for the certificate.
2. Except by permission of the Senate, a full-time student shall not be permitted to renew his/her registration in the Faculty unless he/she has passed by the end of the first year of registration two semester courses or equivalent qualifying for the certificate.
3. A candidate who fails to pass a course after two years of study will be excluded from further registration for such a course.

Prescribed curriculum:
Candidates must complete all the prescribed courses.

2.1 Specialising in English First Additional Language
(Not offered in 2015)

<table>
<thead>
<tr>
<th>Compulsory (core) courses:</th>
<th>NQF credits</th>
<th>HEQSF level</th>
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</thead>
<tbody>
<tr>
<td>EDN2500W English Communicative Competence SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2501W Literacies SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2502W Listening and Speaking SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2503W English FAL Assessment SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2504W Language and Grammar SP</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDN2505W English FAL Communication and Learning SP</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDN2506W English FAL Practicum SP</td>
<td>8</td>
<td>6</td>
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</tbody>
</table>

2.2 Specialising in Mathematics

<table>
<thead>
<tr>
<th>Compulsory (core) courses:</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN2507W Number SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2508W Algebra SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2509W Euclidean Geometry and Measurement SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2510W Data Handling and Statistics SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2511W Mathematics Assessment SP</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDN2512W Current research in Mathematics Education SP</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDN2513W Mathematics Practicum SP</td>
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<td>6</td>
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</table>

2.3 Specialising in Natural Sciences

<table>
<thead>
<tr>
<th>Compulsory (core) courses:</th>
<th>NQF credits</th>
<th>HEQSF level</th>
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</thead>
<tbody>
<tr>
<td>EDN2514W Natural Sciences Instruction SP</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>EDN2515W Matter and Materials SP</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>EDN2516W Energy and Change SP</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>EDN2517W Life and Living SP</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>EDN2518W Earth and Beyond SP</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>EDN2519W Natural Science Practical Work SP</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>EDN2520W Natural Sciences Practicum SP</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>
Postgraduate Certificates in Education (PGCE) (Min 120 NQF credits)

1. Foundation Phase Teaching (130 NQF credits)
The PGCE is a professional qualification for prospective teachers in South Africa. The PGCE (FP Teaching) is intended for suitably qualified graduates who wish to teach in Grades R-3.

Programme leader: Associate Professor K Murris

FGA1 Admission requirements:
1.1 A person may be admitted as a candidate for the certificate if he/she has completed the requirements of an approved 360- or 480-credit Bachelors degree of this University or of another university recognised by Senate for the purpose.
1.2 Except by the permission of Senate, a person shall not be admitted as a candidate for the certificate unless he/she has achieved a NSC/matric pass in Mathematics or Mathematics Literacy.

Note: As from 2016, preference will be given to applicants who have appropriate experience in working with five to eight year old children.

FGB2 Length of the programme:
2.1 The certificate extends over one year.
2.2 Except by permission of Senate a candidate for the certificate shall register for and attempt all courses prescribed for the diploma in a single year. Senate may permit a candidate to take individual courses to add to an existing certificate or to complete the certificate.

FGB3 Progress through the certificate:
3.1 A candidate who fails in not more than three courses of their prescribed curriculum may be permitted to retain credit for courses completed and repeat the course or courses failed.
3.2 A candidate who fails:
   (a) Three or more prescribed courses; or
   (b) EDN3221W School Experience and two courses may be required to repeat the whole year.
3.3 A candidate who fails:
   (a) four or more prescribed courses, or;
   (b) EDN3221W School Experience FP and three or more prescribed courses will not be eligible to repeat the year.
3.4 By permission of Senate a candidate may be granted credit for no more than two courses from another university.

FGB4 Further assessment upon failure to pass School Experience:
Senate may permit a candidate who fails EDN3221W School Experience FP to present himself/herself for re-assessment provided that:
(a) such assessment is completed within one calendar year of the initial teaching practice period; and
(b) a candidate who fails upon reassessment will not be able to repeat the course.

FGB5 Rules for distinction:
The certificate may be awarded with distinction to a candidate who obtains at least 70% each for EDN3221W School Experience FP and EDN3200W Education and an average of 75%.
**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3200W</td>
<td>Education</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>EDN3216W</td>
<td>Childhood Studies FP</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3217W</td>
<td>Life Skills FP</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3218W</td>
<td>Special Studies in FP Teaching</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3219W</td>
<td>Literacy (HL and EFAL) FP</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3220W</td>
<td>Mathematics FP</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3221W</td>
<td>School Experience FP*</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>EDN3208W</td>
<td>LoLT - English</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>SLL3114F</td>
<td>Xhosa Communication for Educators</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

A candidate may in addition complete one or more of the following courses:

- EDN3214W LoLT - Afrikaans
- EDN3215W LoLT - Xhosa

*Note: EDN3221W School Experience FP (Teaching Practice): The University does not pay or subsidise the additional travelling costs which might be involved. When placed in schools, students are expected to comply fully with instructions from both the School of Education and the school principal. They are regarded as unpaid full-time members of the staff of the school and are required to be free of all other commitments during the school day. A learning contract must be signed with the mentor teacher. A candidate who is deemed unsuited to a teaching career for reasons of a personal nature may be advised accordingly by the Director of the School of Education. Such a candidate, if withdrawing from the programme after the first period of teaching practice, will not be liable for second semester fees.

2. **Intermediate Phase Teaching (138 NQF credits)**

The PGCE is a professional qualification for prospective teachers in South Africa. The PGCE (IP Teaching) is intended for suitably qualified graduates who wish to teach in Grades 4-7.

**Programme leader:** Dr A E Muthivhi

**FGC1 Admission requirements:**

1.1 A person may be admitted as a candidate for the certificate if he/she has completed the requirements of an approved Bachelors degree of this University or of another university recognised by Senate for the purpose.

1.2 Except by the permission of Senate, a person shall not be admitted as a candidate for the certificate unless he/she has achieved a matric pass in mathematics or mathematics literacy and has completed a degree in at least two of the following subject areas, comprising in total at least five whole year (2 semester courses = 1 whole year course) qualifying courses and a minimum of 150 credits: A language(s); linguistics; mathematics and statistics; natural sciences, geography and environmental sciences; historical studies and archaeology; psychology; music; fine art; drama; dance; information systems/computer science; human movement studies.

**FGC2 Length of the programme:**

2.1 The certificate extends over one year.

2.2 Except by permission of Senate a candidate for the certificate shall register for and attempt all courses prescribed for the certificate in a single year. Senate may permit a candidate to take individual courses to add to an existing certificate or to complete the certificate.

**FGC3 Progress through the certificate:**

3.1 A candidate who fails in not more than three courses of their prescribed curriculum may be permitted to retain credit for courses completed and repeat the course or courses failed.

3.2 A candidate who fails:

   (a) Three or more prescribed courses; or

   (b) EDN3249W School Experience IP and two prescribed courses may be required to repeat the whole year.

3.3 A candidate who fails in:

   (a) four or more prescribed courses;

   (b) EDN3249W School Experience IP and three or more prescribed courses will not be eligible to repeat the year.

3.4 By permission of Senate a candidate may be granted credit for no more than two courses from another university.

**FGC4 Further assessment upon failure to pass School Experience:**

Senate may permit a candidate who fails EDN3249W School Experience IP to present himself/herself for re-assessment provided that:

   (a) such assessment is completed within one calendar year of the initial teaching practice period; and

   (b) a candidate who fails upon reassessment will not be able to repeat the course.

**FGC5 Rules for distinction:**

The certificate may be awarded with distinction to a candidate who obtains at least 70% each for EDN3249W School Experience IP and EDN3200W Education and an average of 75%.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3200W</td>
<td>Education</td>
<td>40</td>
</tr>
<tr>
<td>EDN3201W</td>
<td>English IP</td>
<td>7</td>
</tr>
<tr>
<td>EDN3202W</td>
<td>English First Additional Language IP</td>
<td>7</td>
</tr>
<tr>
<td>EDN3203W</td>
<td>Expressive Arts and Skills for Life IP</td>
<td>7</td>
</tr>
<tr>
<td>EDN3204W</td>
<td>General Method IP</td>
<td>7</td>
</tr>
<tr>
<td>EDN3205W</td>
<td>Numeracy IP</td>
<td>7</td>
</tr>
<tr>
<td>EDN3249W</td>
<td>School Experience IP*</td>
<td>7</td>
</tr>
<tr>
<td>SLL3114F</td>
<td>Xhosa Communication for Educators</td>
<td>7</td>
</tr>
<tr>
<td>EDN3208W</td>
<td>LoLT - English</td>
<td>7</td>
</tr>
</tbody>
</table>

**Plus at least two of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3209W</td>
<td>Mathematics IP</td>
<td>7</td>
</tr>
<tr>
<td>EDN3210W</td>
<td>Natural Sciences IP</td>
<td>7</td>
</tr>
<tr>
<td>EDN3211W</td>
<td>Social Sciences IP</td>
<td>7</td>
</tr>
</tbody>
</table>

**A candidate may in addition complete one or more of the following courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3212W</td>
<td>Xhosa IP</td>
<td>7</td>
</tr>
<tr>
<td>EDN3213W</td>
<td>Afrikaans IP</td>
<td>7</td>
</tr>
<tr>
<td>EDN3214W</td>
<td>LoLT - Afrikaans</td>
<td>7</td>
</tr>
<tr>
<td>EDN3215W</td>
<td>LoLT - Xhosa</td>
<td>7</td>
</tr>
</tbody>
</table>

*Note: EDN3249W School Experience IP (Teaching Practice): The University does not pay or subsidise the additional travelling costs which might be involved. When placed in schools, students are expected to comply fully with instructions from both the School of Education and the school principal. They are regarded as unpaid full-time members of the staff of the school and are required to be free of all other commitments during the school day. A learning contract must be signed with the mentor teacher. A candidate who is deemed unsuited to a teaching career for reasons of a personal nature may be advised accordingly by the Director of the School of Education. Such a candidate, if withdrawing from the programme after the first period of teaching practice, will not be liable for second semester fees.*
3. Senior Phase and FET Teaching (128 NQF credits)

4. FET Teaching (128 NQF credits)

The PGCE is a professional qualification for prospective teachers in South Africa. The PGCE (SP and FET Teaching) is intended for suitably qualified graduates who wish to teach in Grades 7 to 12. Applicants are required to offer two teaching subjects. Those who are able to offer only one teaching subject may be considered for the PGCE (FET Teaching), for Grades 10 to 12.

Programme leader: Associate Professor A Hattingh

FGD1 Admission requirements:

1.1 A person may be admitted as a candidate for the certificate if he/she has completed the requirements of an approved 360- or 480-credit Bachelors degree of this University or of another university recognised by Senate for the purpose.

1.2 Except by permission of Senate, a person shall not be admitted as a candidate for a) PGCE (SP & FET teaching) [two subjects] unless he/she has completed a degree containing two school subjects from the list of the subject method courses in List A (FGD4). Each of the subjects must have been studied in a degree for two years (two whole year courses or two semester courses per year each), comprising a minimum of 60 credits each; with the exception of Life Skills (for which three years of Psychology and a minimum of 120 credits is required) and Mathematics (for which one year of Mathematics and a minimum of 30 credits is required).

b) PGCE (SP & FET) [one subject by exception, only when two subjects have not been studied] unless he/she has completed a degree containing English or Mathematics from the list of the subject method courses in List B (FDG4). English must have been studied for three years (three whole year courses or six semester courses comprising a minimum of 120 credits). Mathematics must have been studied for at least two years (two whole year courses or four semester courses comprising a minimum of 60 credits).

c) PGCE (FET teaching) unless he/she has completed a degree containing a school subject from the list of the subject method courses in List B (FDG4). The subject must have been studied in a degree for three years (Three whole year courses or six semester courses) and comprise a minimum of 120 credits, with the exception of Mathematics (for which two years of Mathematics and a minimum of 60 credits is required).

FGD2 Length of the programme:

2.1 The certificate extends over one year.

2.2 The programme must be taken as a whole. A candidate will not be permitted to write examinations in separate courses unless it is to add to an existing certificate, or to repeat a course to complete the certificate, or by special permission of Senate.

FGD3 Progress through the certificate:

3.1 A candidate who fails in not more than three prescribed courses may be permitted to retain credit for courses completed and repeat the course or courses failed.

3.2 A candidate who fails:

(a) Three or more prescribed courses; or

(b) EDN3206W School Experience SP & FET and two prescribed courses may be required to repeat the whole year.

3.3 A candidate who fails in:

(a) four or more prescribed courses;

(b) EDN3206W School Experience SP & FET and three more prescribed courses will not be eligible to repeat the year.

3.4 By permission of Senate a candidate may be granted credit for no more than two courses from another university.

FGD5 Further assessment upon failure to pass School Experience:

Senate may permit a candidate who fails EDN3206W School Experience SP & FET to present himself/herself for re-assessment provided that:

(a) such re-assessment is completed within one calendar year of the end of the initial practical teaching period; and

(b) a candidate who fails upon re-assessment will not be eligible to repeat the course.

FGD4 Rules for distinction:

The certificate may be awarded with distinction to a candidate who obtains at least 70% each for EDN3221W School Experience FP and EDN3200W Education and an average of 75%.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3200W Education</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>EDN3206W</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>SLL3114F</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>EDN3208W LoLT - English</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

List A – Subject Methods SP & FET
Please note that this is a HEQSF level 8 exit qualification and does not constitute part 1 of the MEd or MPhil.

**Postgraduate Diploma in Educational Technology (120 NQF credits)**

**Programme leader:** Associate Professor D Ng’ambi

**Introduction:**
This qualification provides potential or practicing teachers, lecturers and corporate trainers with the opportunity to understand the evolution of technology in education globally and within Africa and to engage critically in the design, development, implementation and evaluation of educational technologies.

Please note that this is a HEQSF level 8 exit qualification and does not constitute part 1 of the MEd or MPhil.

**FGE1 Admission requirements:**
A candidate is required to hold an appropriate 360-credit Bachelor’s degree or an appropriate Advanced Diploma (HEQSF level 7). All applicants are required to pass a pre-admission test and interview.
Students

The programme comprises four courses, each of which must be completed.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4500W</td>
<td>Emerging Technologies in Education</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4501W</td>
<td>Online Learning Design</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4503W</td>
<td>Research &amp; Evaluation of Emerging Technologies</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4503W</td>
<td>Learning Teaching &amp; Emerging Technologies</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>

*NOTE: These courses are offered in block release format (i.e. 6 full days per course).

FGE3 Duration:

(a) For the award of the diploma a candidate shall be required to register for not less than one academic year of study
(b) Except by permission of Senate, a candidate registered for the diploma must complete all required work within two academic years of first registration.

FGE4 Distinction:

The diploma may be awarded with distinction to a candidate who obtains no less than 70% for each of the courses and an overall average of 75%.

Bachelor of Education (Honours) (120 NQF credits)

Programme leader: J D Gilmour

Length of programme:

Every candidate for the degree of BEdHons must be registered for at least one year. Lectures run from February to June, and from July to October. The degree may be completed in one, two or three years.

Admission requirements:

(1) Faculty requirements:

Faculty rule FH3 applies.

(2) Specialisation requirements:

(a) a degree recognised for teaching purposes of this university or of another university recognised by Senate for the purpose, and a teacher's certificate recognised by Senate; or

(b) a four-year, post-senior certificate, teacher's diploma or diplomas recognised by the Senate, and a record in the fourth year of study of an average mark of 65%, or better, and

(c) except by permission of Senate, at least two years approved teaching experience; and/or

(d) a record of professional and academic work considered by Senate to be satisfactory for the degree.

Degree requirements:

Candidates must complete the equivalent of six courses in order to obtain the degree. Candidates who do not have a university degree must pass EDN5023F Introduction to Studies in Education in order to obtain the degree.

An approved curriculum will be constructed according to the rules of the curriculum listed on the pages that follow. Not all courses are offered every year. Candidates must register for at least two courses a year, except if, for the completion of the degree, only one course is required.

Candidates may not repeat a course that they have failed.

Re-registration:

Candidates are required to renew registration annually. The renewal of registration may be refused to candidates who have not passed at least two courses in the year.

Prescribed curriculum:

The programme comprises six courses, each of which must be completed.

Students who do not have a university degree must complete EDN5023F Introduction to Studies in Education (20 NQF credits).

Elective courses – choose six:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5003F</td>
<td>Teachers/ Classrooms/ Meanings</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5012F</td>
<td>Mathematics Curriculum, Pedagogy and Society</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5018S</td>
<td>Only English</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5023F</td>
<td>Introduction to Studies in Education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5034W</td>
<td>Research Paper in School Subject Content</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5047F</td>
<td>An Invitation to Curriculum</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5051S</td>
<td>Language in South African Schooling</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5055F</td>
<td>Practical Work in Science Education</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>EDN5073F</td>
<td>Politics and History in Southern African Education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5090S</td>
<td>School Mathematics:</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5094S</td>
<td>Learning and Cognition</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5095F</td>
<td>Literacy in Theory and Practice</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5096S</td>
<td>Education, Management and Leadership</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5098F</td>
<td>Research Methods</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDN5102S</td>
<td>Primary School Learning and Cognitive Development</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>

Students may take up to 2 of the following courses with the approval of the course convener.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4500W</td>
<td>Emerging Technologies in Education</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4501W</td>
<td>Online Learning Design</td>
<td>30</td>
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<tr>
<td>EDN4503W</td>
<td>Research &amp; Evaluation of Emerging Technologies</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4503W</td>
<td>Learning Teaching &amp; Emerging Technologies</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>

Students may register for one equivalent Honours-level course in another department or faculty, provided the course relates to their teaching, or to some clearly defined aspect of education, with the approval of the Convener.
Notes:
1. Students registering for EDN5034W must have a supervisor before their registration will be formally accepted. Consult Programme Leader.
2. A course with fewer than five student registrations may not run.

MEd in Education by coursework and minor dissertation (288 NQF credits)

Programme Leader: Dr Z Davis

A new MEd comprising both coursework and research components is being offered. Please check the relevant specialist curricula below.

In 2015 there will be no intake of new students into the Part 1: Postgraduate Diploma in Education below, with the exception of the Higher Education Studies specialisation. The other specialisations have been listed for continuing students only.

The following rules govern candidates for the Part 1, Postgraduate Diploma, and should be read in conjunction with the University General rules for degrees, diplomas and certificates.

PART 1: POSTGRADUATE DIPLOMA IN EDUCATION

No intake of new students with effect from 2015. For continuing students only.

FGC1 Admission requirements:
- A candidate for the diploma is required to hold the BEdHon degree of this University, or its approved equivalent from another university, or an Honours degree in any other field that is approved, or an approved equivalent, and to have a record of professional and academic work considered by Senate to be satisfactory for this purpose. The candidate must achieve an average of not less than 60% in the Honours year to be accepted.
- Candidates who have completed the Advanced Certificate in Education (Adult Education) at this university and who have achieved an aggregate of 70% or more may be admitted to the PG Diploma in Education.
- Candidates who have completed the Postgraduate Certificate in Education at this university and who have achieved an overall aggregate of 70% or more, as well as 70% or more for both EDN4087W Education and EDN4086W Professional Studies, may be admitted to the PG Diploma in Education.
- Candidates applying for the Higher Education Studies stream who have completed a BTech degree and completed EDN5000F as an occasional student with a mark of 65% or above may apply for admission to the PGDE specialisation in HES.

FGC2 Prescribed curriculum:
A candidate for the diploma is required to complete four courses within an area of specialisation. Each course has a weighting of 25% of the final result for the diploma.

FGC3 Subjects:
The following specialised curricula may be offered:
- Adult Education
- Applied Language and Literacy Studies
- Curriculum Studies
- Educational Administration, Planning and Social Policy
- Higher Education Studies
- Mathematics Education
- Primary Education
- Science Education

FGC4 Duration:
4.1 For the award of the diploma, a candidate shall be required to register for not less than one academic year of study.
4.2 A candidate registered for the diploma must complete all required work within two academic years of first registration.

FGC5 Registration:
5.1 A candidate who fails a course may only repeat or offer a substitute course if one is available, with the permission of the Senate.
5.2 A candidate who fails more than one prescribed course will fail the diploma and will not be permitted to renew his/her registration for the Diploma.
5.3 A candidate who does not complete at least two courses in the first year will not be permitted to renew his or her registration for a second year.

FGC6 Examination:
6.1 A candidate must complete a minimum of four courses, each of which comprises 25% of the final result. The compulsory and optional courses for each specialisation curriculum will be prescribed.
6.2 A candidate who completes each of the four courses with a pass mark of 60% or more may apply for admission to the Master’s degree and shall not be awarded the diploma.
6.3 The diploma will be awarded with distinction if the candidate obtains an overall average mark of 75% or higher on the four courses that constitute the diploma and if the candidate obtains not less than 70% on each of these four courses.
SPECIALISED CURRICULAE

Note: Courses are offered subject to there being sufficient demand for them.

1. ADULT EDUCATION
   Note: No new students will be admitted to the stream in 2015.

   Co-ordinator: Associate Professor L Cooper

   General aims:
   This curriculum is designed to equip graduates with theoretical and contextual understanding necessary to engage critically with current policies and debates in the skills development field, to reflect on and enhance the quality of adult education and training practice, and to identify fruitful areas of research.
   Adult education, training and development practitioners, present or future planners, consultants or policy analysts in the field of adult education and training, leaders of community, trade union or skills development institutions, or graduates who have an interest in adult education and human resource development issues should seek admission.

   Compulsory (core) courses:
   - EDN6091F Adult Learning and Experience 36 9
   - AND at least one course from the following:
     - EDN6092S Workplace Education/Training Policy: Education & Training in S A 36 9
     - EDN6005S Knowledge, Learning and the Organisation of Work 36 9
     - EDN6006F Adult Learning in Informal Social Contexts 36 9

   Elective courses:
   - Up to two of the following:
     - EDN6001F Pedagogy, Knowledge and Society 36 9
     - EDN6076F Languages and Literacies in Theory and Use 36 9
     - EDN6079S Literacy, Work and Basic Adult Education 36 9

   Any approved course offered in the School of Education, or other Departments in the Faculty of Humanities or in any other faculty of the University.

2. APPLIED LANGUAGE AND LITERACY STUDIES
   Note: No new students will be admitted to the stream in 2015.

   Co-ordinator: Associate Professor C McKinney

   General aims:
   This specialisation aims to produce graduates with advanced knowledge, and skills in applying their knowledge of language, literacy and linguistics in leadership roles to address language, literacy and literature education-related issues such as curriculum and materials development, language planning and policy formulation.
   Languages graduates, language practitioners and educationists with a special interest in language and/or literacy in multilingual education and those wishing to apply their linguistic knowledge in multilingual and multicultural African contexts should seek admission to this stream.

   Compulsory (core) course:
   - EDN6076F Languages and Literacies in Theory and Use 36 9

   Elective courses:
   - Select three of the following:
     - AXL4301F Language Contact and Bilingualism 24 8
     - EDN6016S Emergent Literacy: Children coming to Literacy 36 9
     - EDN6070F English as an Additional Language in Schooling 36 9
     - EDN6079S Literacy, Work and Adult Basic Education 36 9
     - EDN6080S Academic Literacies 36 9

   Any approved course offered in the School of Education, by other departments in the Faculty of Humanities or in any other faculty of the University.

3. CURRICULUM STUDIES
   Note: No new students will be admitted to the stream in 2015.

   Co-ordinator: Associate Professor U K Hoadley

   General aims:
   It aims to equip educators with a range of skills to engage with curriculum policy, design, development and evaluation.
   Teachers, subject advisers, curriculum developers, present or future educational consultants and leaders in teacher and community organisations should seek admission to this stream.

   Compulsory (core) courses:
   - EDN6001F Pedagogy, Knowledge and Society 36 9
   - EDN6004S Changing Frameworks of Curriculum Policy, Implementation & Evaluation 36 9

   Elective courses:
   - Select two from the following:
     - EDN6005S Knowledge, Learning and the Organisation of Work 36 9
EDN6027F Research in Mathematics Education: Curriculum 36 9
EDN6069S Research in History Education 36 9
EDN6095S Contemporary Issues in Science Education 36 9
Any approved course offered in the School of Education, by other departments in the Faculty of Humanities or in any other faculty of the University.

4. EDUCATIONAL ADMINISTRATION, PLANNING AND SOCIAL POLICY

Note: No new students will be admitted to the stream in 2015.

Co-ordinator: J D Gilmour

General aims:
The primary objective of the course is to produce graduates who have an interest in the process of change in education and who are able to both understand and apply policy with respect to this change. The course rationale is that educational systems require policy makers who have a broad and critical understanding of the complexities involved in the choice, design, implementation and evaluation of educational policy.

Educational planners, policy analysts, school administrators, office-holders in community and teacher organisations should seek admission to this stream.

Compulsory (core) course:  
EDN6037F Education and Development 36 9

Elective courses:
Select three of the following:
EDN6004S Changing Frameworks of Curriculum Policy, Implementation & Evaluation 36 9
EDN6038S Economics, Equity and Educational Policy 36 9
EDN6055F Educational Reform 36 9
EDN6058F Educational Management and Leadership 36 9
Any approved course offered in the School of Education, by other departments in the Faculty of Humanities or in any other faculty of the University.

5. HIGHER EDUCATION STUDIES

Co-ordinator: Dr A Cliff

Note: The Postgraduate Diploma in Education Specialising in Higher Education Studies will be offered to new students for the last time in 2015, to be replaced by a new qualification in 2016.

General aims:
This curriculum aims to provide educators in higher education with a sound background in the national and international trends in teaching and learning in higher education, including contemporary theory and practice in curriculum, assessment and the use of educational technology. Participants are invited to consider these issues in their own context of practice.

Academic staff in higher education institutions with an interest in issues of teaching and learning, and who wish to strengthen their professional base as educators should seek admission to this stream.

Compulsory (core) courses:  
EDN5000F Learning and Teaching in Higher Education 36 9
And at least one of the following:
EDN6100S Assessment and Evaluation in Higher Education 36 9
EDN6101F Curriculum, Knowledge and Policy in Higher Education 36 9

Elective courses:
EDN6005S Knowledge, Learning and the Organisation of Work 36 9
EDN6080S Academic Literacies 36 9
Subject to approval by the HES co-ordinator and Head of Department, an elective offered by a cognate department may replace one or more of the listed electives.

Please consult the list at the end of each departmental entry for descriptions of elective courses.

6. MATHEMATICS EDUCATION

Note: No new students will be admitted to the stream in 2015.

Co-ordinator: Dr Z Davis

General aims:
The mathematics education specialisation is structured to give students either a Curriculum or Teaching emphasis. The aim is to cater for those who wish to focus on curriculum issues as well as those who prefer to focus on their practice. In both cases the primary objective is to produce skilled researchers in mathematics education who are able to impact on the development of teaching and learning of mathematics at different levels of education and in different institutional settings.

All mathematics teachers from pre-primary to tertiary education (including adult education), as well as others who wish to study in the field of mathematics education should seek admission to this stream.

Compulsory (core) courses:  
EDN6000S Research in Mathematics Education: Classroom Mathematics 36 9
The remaining two courses to be selected from electives offered in the Faculty in consultation with the stream leader.

7. PRIMARY EDUCATION

Note: No new students will be admitted to the stream in 2015.

Co-ordinator: Dr A E Muthivhi

General aims:
This specialised curriculum will focus on teaching and learning in relation to the curriculum and in relation to the social and institutional context of primary schools. The aim is to enable educators to bring these insights to bear on understanding primary education, and improving it at all levels within a range of institutional settings.

Those who wish to bring research based insights to bear on practices in the primary school sector. This would include teachers, leaders, curriculum developers, teacher educators, administrators and researchers should seek admission to this stream.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6103F</td>
<td>Learning &amp; Cognitive Development (in the Primary School)</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6104F</td>
<td>Teaching, Curriculum &amp; Research (in the Primary School)</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Elective courses:

Students will be required to select one of the following PAIRS of courses:


OR

Any approved courses offered in the School of Education, by any other Departments in the Faculty of Humanities or in any other faculty of the University.
8. SCIENCE EDUCATION

Note: No new students will be admitted to the stream in 2015.

Co-ordinator: Associate Professor R Laugksch

General aims:
The main outcomes of the curriculum will be the development of skilled practitioners in science education who are able to impact on the development of teaching and learning of science, the ability to engage with current issue in the field as evidenced by participation in coursework, and a capability to conduct high quality research as evidenced by seminar papers and publications.

All teachers involved in science education from primary to tertiary education (including adult education), teacher educators and curriculum advisors, as well as others wishing to study in the field of science education should seek admission to this stream.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6094F</td>
<td>Learning and Teaching in Science Education</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6095S</td>
<td>Contemporary Issues in Science Education</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Elective courses:
Select two from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6001F</td>
<td>Pedagogy, Knowledge and Society</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6004S</td>
<td>Changing Frameworks of Curriculum Policy, Implementation &amp; Evaluation</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6027F</td>
<td>Research in Mathematics Education: Curriculum</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Any approved course offered in the School of Education, by any other Departments in the Faculty of Humanities or in any other faculty of the University.

PART 2: MEd AND MPhil

Note:
(a) This route is applicable only to students who registered for the PGDE in or before 2014.
(b) Rules for Part 2 should be read in conjunction with the University and Faculty rules for the degree of Master’s.

General Master’s Admission:

FGC7 A candidate who does not meet the special entrance requirements for the MEd, but wishes to work in subject areas in which members of the academic staff have expertise, shall register for the MPhil degree, provided that the candidate’s fieldwork is relevant to Education.

FGC8 A candidate for the MEd or MPhil in Education by coursework must register for the Postgraduate Diploma in the first year of study.

FGC9 Prescribed curriculum:
A candidate must complete the following two courses in Part 2 of the Master’s:

9.1 EDN6015F or EDN6015S Advanced Educational Research Design and Methods (compulsory, non-credit bearing course).

NOTE: In particular circumstances, students may be granted permission by the Master’s programme leader to register for EDN6015F or EDN6015S before having completed all four PGDE courses.

9.2 EDN6057W Minor Dissertation (144 NQF credits)
FGC10 Distinction:
The degree will be awarded with distinction if the candidate obtains a minimum mark of 70% for each course in Part 1, a minimum mark of 70% for Part 2 (the minor dissertation), and an average of 75% for Parts 1 (constituting the average of the four courses) and 2 (the minor dissertation).

MEd (180 NQF credits)

Admission requirements:
(a) Faculty rules FM3 and University General Rules apply.
(b) Acceptance is on the recommendation of the Head of Department.

MEd specialising in Adult Education (180 NQF credits)

Convener: Associate Professor L Cooper & Dr J Gamble

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>T-Level</th>
<th>NQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
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</tr>
<tr>
<td>EDN5502F</td>
<td>30</td>
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Elective courses (two from the list below)

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</tr>
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<td>EDN5503F</td>
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</tr>
<tr>
<td>EDN5504S</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader 30 9

MEd specialising in Curriculum Studies (180 NQF credits)

Convener: Associate Professor U Hoadley

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>T-Level</th>
<th>NQF Credits</th>
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</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
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<td>9</td>
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<tr>
<td>EDN5505S</td>
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<tr>
<td>EDN5506F</td>
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</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader 30 9

MEd specialising in Education Policy, Leadership & Change (180 NQF credits)

Convener: J D Gilmour

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>T-Level</th>
<th>NQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
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Elective courses (three from the list below)

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<th>Course Code</th>
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<tbody>
<tr>
<td>EDN5524S</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5525F</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5526F</td>
<td>30</td>
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</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader 30 9

MEd specialising in Education Technology (180 NQF credits)

(Not offered in 2015)

Convener: Associate Professor D Ng`ambi

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>T-Level</th>
<th>NQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5507F/S</td>
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<td>9</td>
</tr>
<tr>
<td>EDN5508F/S</td>
<td>30</td>
<td>9</td>
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<tr>
<td>EDN5509F/S</td>
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</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader 30 9

MEd specialising in Higher Education Studies (180 NQF credits)

(Not offered in 2015)

Convener: Dr A Cliff

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>T-Level</th>
<th>NQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4504F/S</td>
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<tr>
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One 30 credit elective course offered in the School of Education chosen in consultation with stream leader 30 9

Elective course (one from the list below)

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<thead>
<tr>
<th>Course Code</th>
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<td>8</td>
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<tr>
<td>EDN4505F/S</td>
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<td>8</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>NQF Credits</td>
</tr>
<tr>
<td>-------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>EDN5507F/S</td>
<td>Emerging Technologies &amp; Educational Practices</td>
<td>30</td>
</tr>
<tr>
<td>EDN5520S</td>
<td>Academic Literacies</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>One 30 credit elective course offered in the School of Education chosen in consultation with stream leader</td>
<td>30</td>
</tr>
</tbody>
</table>

**MEd specialising in Language & Literacy Studies (180 NQF credits)**

**Convener:** Associate Professor C McKinney

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
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<td>9</td>
</tr>
<tr>
<td>EDN5517F</td>
<td>Language &amp; Literacy in Theory &amp; Practice</td>
<td>30</td>
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</table>

**Elective course (two from the list below)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5518F</td>
<td>Language in Multilingual Schools, OR</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5519S</td>
<td>Early Literacy in School &amp; at Home, OR</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5520S</td>
<td>Academic Literacies, OR</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5521S</td>
<td>Literacy at Work &amp; in Adult Education</td>
<td>30</td>
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</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

<table>
<thead>
<tr>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>9</td>
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</tbody>
</table>
MEd specialising in Mathematics Education (180 NQF credits)

**Convener:** Dr Z Davis

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDN5522F</td>
<td>Research in Mathematics Education: Curriculum</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5523S</td>
<td>Research in Mathematics Education: Teaching &amp; Learning</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

MEd specialising in Primary Education (180 NQF credits)

**Convener:** Dr E Muthivhi

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDN5527F</td>
<td>Primary School Learning &amp; Development</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5528S</td>
<td>Teaching in the Primary School</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

MEd specialising in Science Education (180 NQF credits)

**Convener:** Associate Professor R Laugksch

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF credits</th>
<th>HEQSF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDN5529F</td>
<td>Learning Science Education &amp; Teaching</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5530S</td>
<td>Contemporary Issues in Science Education</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

Research Master's [MEd/MPhil] (180 NQF credits)

EDN6000W EDUCATION (Class number 6463)

**Convener:** Dr H Jacklin

PhD (360 NQF credits)

EDN7000W (Class number 6464)

**Convener:** Associate Professor D Ng’ambi

**Admission requirements:**

(a) Faculty Rule FM3, FDA1-6 and University General Rules apply.

(b) Applicants must have the required academic background and submit an acceptable research proposal for which supervision is available. Research degrees are encouraged where the field of research is clearly defined, and the student wishes to concentrate on a specific research topic and has demonstrated the ability to do so.
Degree structure:
Examination is by dissertation/thesis alone. A Master’s dissertation should not exceed 50,000 words in length. A Doctoral thesis should not exceed 80,000 words in length.

Course Outlines:

EDN2500W ENGLISH COMMUNICATIVE COMPETENCE SP
(Not offered in 2015)
NQF credits: 24 at HEQSF level 6
Convener: N Parsotam
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course is designed to enhance the communicative competence and knowledge of the English language of teachers whose first language is not English. It will develop speaking, listening, reading and writing skills, knowledge of language and discourse structure and the ability to analyse literary texts. Emphasis will be on developing effective and appropriate oral expression, the comprehension and critical reading of different texts and the development of written discourse for different academic and professional genres. The course will also focus on the phonological and syntactic structures of the English language as well as its morphological, semantic and pragmatic features. Emphasis will be placed on using analytical approaches that link structure to meaning and explicate how texts work. Upon completion, teachers’ level of oral and written comprehension and production should be at an advanced level and they should be able to demonstrate comprehensive knowledge of the structure of the language at syntactic/clause and discursive/textual levels.
DP Requirements: Completion and submission of all assignments; at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2501W LITERACIES SP
(Not offered in 2015)
NQF credits: 24 at HEQSF level 6
Convener: N Parsotam
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on the development of reading and writing within the framework of multi-literacies and critical literacy. Teachers will develop process and text-based approaches to teaching reading and writing and will learn how to develop these skills using a variety of genres. Teachers will be guided on how to choose appropriate texts to help learners develop strategies for comprehension, and how to set questions that cover surface and deeper level meanings. Aspects of critical literacy will be examined. The course also explores the issues of decoding, fluency, understanding at structural level, teaching written conventions, spelling and punctuation. Teachers will be introduced to strategies to help learners with reading and writing difficulties, as well as with dealing with multimodal texts, reading texts and writing across the curriculum. The course will deal with strategies for nurturing writing creativity, using quick writes, writing frames, mind maps and the genre and modelling approaches to writing. Activities for promoting reading for pleasure and reading English literature, with a focus on developing ways of understanding the imaginative, literary, figurative, ideological and symbolic uses of language, will be covered. Teachers will learn how to help learners recognize how writers construct, create, manipulate and rearrange texts.
DP Requirements: Completion and submission of all assignments; at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.
EDN2502W LISTENING & SPEAKING SP
(Not offered in 2015)
NQF credits: 24 at HEQSF level 6
Convener: N Parsotam
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course is grounded in the theoretical framework of listening and speaking using bottom-up, top-down and interpretive processes, involving prior knowledge and schema in comprehension and production. Teachers will learn about the integrated nature of listening and speaking and the relationship between the two in terms of communicative competence. Listening comprehension as a three-stage process will be examined, and practical exercises for pre-listening, during-listening and post-listening will be covered. Other aspects such as listening for specific information, for critical analysis, evaluation and appreciation, and how to implement different kinds of listening activities in the classroom, will be dealt with. The course will also deal with barriers to listening, the process of decoding, strategies for developing listening skills and how to aid first additional language learners with listening and comprehension, using vocabulary walls and visual resources. In terms of speaking, teachers will be introduced to the concepts of register, style and voice, audience, purpose, theme and context. Different oral genres such as negotiating, persuading, and evaluating, amongst others, will be examined. Other components of the course are language structures, the pragmatics of oral communication, vocabulary development, fluency, expression, role-plays, pair/group work, peer and classroom interactions and Critical Language Awareness.
DP Requirements: Completion and submission of all assignments; at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2503W ENGLISH FAL ASSESSMENT SP
(Not offered in 2015)
NQF credits: 24 at HEQSF level 6
Convener: D Hendricks
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: The course is grounded in the theoretical framework of competencies in terms of competence in the structure of the language as well as rules of language use and strategic competence in being able to use language creatively and for different purposes. Teachers will be introduced to the main approaches to assessment and testing used by the Departments of Education. Methods of both informal and formal assessment will be covered. Informal assessment will include how to use self-assessment and peer-assessment and how to give feedback to learners. The use of proficiency tests, diagnostic tests and how to measure the four skills as well as thinking and reasoning will be covered. Measuring vocabulary size and language grammar will be taught. Designing test questions, internal validity and the challenges of assessing language development in general will be addressed. Assessment criteria, assessment rubrics and how to use assessment effectively for learning will also be covered. The relation of formative and summative testing and its impact on learning will also form part of this course. How to assess writing and different approaches to writing assessment, including the 6 traits of writing and writing assessment rubrics will be explored. Different methods of summative and formative assessment will be introduced including writing conferencing with peers and teachers. How to assess listening and speaking skills will also be addressed.
DP Requirements: Submission of all assignments and at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.
EDN2504W LANGUAGE AND GRAMMAR SP
(Not offered in 2015)
NQF credits: 8 at HEQSF level 6
Convener: N Parsotam
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: The course will draw on the theoretical frameworks of functional grammar and critical language awareness by taking as its main approach the development of ways of teaching language usage that focus on how language structure works to create meaning. Teachers will learn how to teach grammar in meaningful contexts with authentic texts. Emphasis will be placed on how structure works at both clause and text level and how language structures and conventions vary depending on different genres. Approaches to teaching language structures will emphasize how they function within social contexts and how structure links to pragmatic meaning. This approach will involve teachers in developing ways of teaching structure for meaningful social purposes. Teachers will also be introduced to theories about the relationship between learning a first and second language and how to draw on learners’ existing linguistic resources in acquiring competence in another language.
DP Requirements: Completion and submission of all assignments; at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2505W ENGLISH FAL COMMUNICATION & LEARNING SP
(Not offered in 2015)
NQF credits: 8 at HEQSF level 6
Convener: N Parsotam
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course will look at classroom communication from intrapersonal, instructional, and interpersonal perspectives. Teachers will look at the role communication plays in the classroom and to relational/intrapersonal development and its impact on learning. Racial and gender biases in classroom interactions will be explored. The role of language, gesture, nonverbal communication and classroom materials will be explored in relation to language learning and cognitive development. Classroom strategies for encouraging communication that enhances learning will also be investigated. The use of questioning and the various types and levels of questions will be explored, as will the notion of ‘wait time’.
DP Requirements: Completion and submission of all assignments; at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2506W ENGLISH FAL PRACTICUM
(Not offered in 2015)
NQF credits: 8 at HEQSF level 6
Convener: N Parsotam
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: Situational learning and WIL are constituted by assessments of how learnt knowledge is translated into classroom activities of teaching and learning. Classroom visits during every semester across the two years, observations of lessons and reflections, by both the teacher and the lesson observer, are key components of this course. Two visits per teacher per term are envisaged.
DP Requirements: Completion and submission of all assignments.
Assessment: Portfolio counts for 100%.
EDN2507W NUMBERS SP
(Not offered in 2015)
NQF credits: 24 at HEQSF level 6
Convener: Y Johnson
Course entry requirements: Acceptance for the Advanced Certificate in Education
Course outline: The course develops course participants’ knowledge of the structure of the Real number system, as a foundation for work in Algebra. In this regard, the focus is on developing a meaningful appreciation of the properties and relations between different sets of numbers, emphasising the properties of commutativity, associativity, distributivity, identity and inverse. Course participants will engage with the academic debates relating to the teaching and learning of the content and, in so doing, analyse pupil difficulties and develop appropriate pedagogic strategies that will inform both the transmission and acquisition of the content in the classroom. Assessment, as a means of evaluation and to inform future teaching, will be addressed.
DP Requirements: Completion and submission of all assignments and at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2508W ALGEBRA SP
Class number: 10894
NQF credits: 24 at HEQSF level 6
Convener: R MacKay
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course draws on the concept development of the Number course and develops course participants’ knowledge of the notion ‘Algebra as generalised arithmetic’. In this regard, the focus is on developing a meaningful appreciation of the variable, algebraic expressions and algebraic equations. In addition to actual knowledge of the content, appropriate pedagogic strategies relating to the transmission and acquisition of the content in the classroom are explored, and assessment, as a means of evaluation and to inform future teaching, will be addressed. The course content includes an exploration of the notion of FUNCTION, an exploration of number patterns leading to an algebraic rule, an exploration of operations on algebraic expressions, solving algebraic equations and inequalities, and graphical representation of different functions.
DP Requirements: Completion and submission of all assignments and at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2509W EUCLIDEAN GEOMETRY & MEASUREMENT SP
Class number: 10895
NQF credits: 24 at HEQSF level 6
Convener: Y Johnson
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on introducing participants to the content and to appropriate pedagogic strategies that will enable the teaching and learning of the content in a more formal way. The emphasis of the course is on the relations between propositions and how these propositional relations could be deployed to solve geometry problems. While construction and measurement will not be discounted, the proofs of particular propositions will necessarily also be developed using already established propositions. The course therefore uses Euclidean and transformational geometric methods to investigate properties of geometrical shapes and objects. The course addresses in particular the geometry of lines, angles and triangles, and the work relating to area, perimeter, volume and surface area of various 2D and 3D shapes, and other content relating to measurement. Participants will engage with the practice of diagnosing pupil difficulties and with forms of assessment to both evaluate pupil performance and to inform future teaching.
DP Requirements: Completion and submission of all assignments.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2510W DATA HANDLING & STATISTICS SP
Class number: 10896
NQF credits: 24 at HEQSF level 6
Convener: R MacKay
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on developing and/or strengthening students’ knowledge of collecting, organising, summarising, representing and analysing data (discrete and bivariate). This includes knowledge of using appropriate tools (e.g. questionnaires, interviews), tables, summaries and charts (including bar graphs, pie charts, histograms, line graphs, scatter plots, box-and-whisker plots, ogives). Students will apply their acquired knowledge in various real-life contexts. In this regard, they will be expected to conduct a related project in their own contexts. To facilitate quantitative analyses, students will explore various statistical measures (mean, median, mode, range, quartile, inter-quartile range). Participants will engage with the practice of diagnosing pupil difficulties and with forms of assessment to both evaluate pupil performance and to inform future teaching.
DP Requirements: Completion and submission of all assignments.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2511W MATHEMATICS ASSESSMENT SP
Class number: 10897
NQF credits: 8 at HEQSF level 6
Convener: A Roberts
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: Teachers will be introduced to the main approaches to assessment and testing used by the department of education. Methods of both informal and formal assessment will be covered. Informal assessment will include how to use self-assessment and peer assessment and how to give feedback to learners. Formal assessment will include knowing how to use tests, examinations, assignments, projects, investigations and homework activities to assess pupils’ performance. So, the relation of formative and summative testing and its impact on learning will also form part of this course. How to assess pupils in order to improve instruction, diagnose pupil difficulty, determine remediation needs and identify errors in thinking using assessment criteria, assessment rubrics and marking memoranda will also
be covered. The focus is on the assessment of learning and on assessment for learning.

**DP Requirements:** Completion and submission of all assignments.

**Assessment:** Assignments count for 100%.

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**EDN2512W CURRENT RESEARCH IN MATHEMATICS EDUCATION SP**

Class number 10898  
**NQF credits:** 8 at HEQSF level 6  
**Convener:** A Roberts  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** The purpose of the course is to introduce teachers to various perspectives on mathematics teaching and learning. The central question guiding our reading of the literature is that of what gets constituted as mathematics, and how, in the pedagogic situations of schooling. In addition, the course will also engage with work on mathematical knowledge for teaching (incorporating subject matter knowledge and pedagogical content knowledge), as well as examine perspectives on the use of the conceptual-procedural distinction in mathematics education.

**DP Requirements:** Completion and submission of all assignments.

**Assessment:** Assignments count for 100%.

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**EDN2513W MATHEMATICS PRACTICUM SP**

Class number 10891  
**NQF credits:** 8 at HEQSF level 6  
**Convener:** R MacKay  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** Mathematics practicum is constituted by assessments of how learnt knowledge is translated into classroom activities of teaching and learning. Classroom visits during every semester across the two years, observations of lessons and reflections, by both the teacher and the lesson observer, are key components of this course. Two visits per teacher per term are envisaged.

**DP Requirements:** Completion and submission of all assignments.

**Assessment:** Portfolio counts for 100%.

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**EDN2514W NATURAL SCIENCES INSTRUCTION SP**

Class number 10892  
**NQF credits:** 4 at HEQSF level 6  
**Convener:** N Mgqosi  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course will provide the students with an important foundation for all that they are going to be taught in the Adv. Cert. Senior Phase Natural Sciences programme. The following questions are posed: What is science? And why teach science? The answer to these will help clarify why science is included as a basic requirement of the SP school curriculum. The course will provide the students with a framework to organize the direction and nature of science instruction in their classrooms. The following aspects will be included: Science as a human endeavour, historical perspectives, and nature of scientific knowledge. These aspects are designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. The course will also include in-depth discussions of what distinguishes science from other academic disciplines as well as the visions of the current reforms in science education.

**DP Requirements:** Submission of all assignments and at least 80% attendance record.

**Assessment:** Assignments count for 100%.

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**EDN2515W MATTER & MATERIALS SP**

Class number 10892  
**NQF credits:** 26 at HEQSF level 6  
**Convener:** G Kay  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course will focus on the properties and classification of matter, the particle model of matter and the nature of different chemical reactions. It explores the uses and environmental impact of the production and disposal of different materials, including metals and non-metals. The classification of matter deals with the differences between elements, compounds and mixtures, the structure of the atom and how this links to the position of the metals, non-metals and metalloids in periodic table. The focus on the particle model of matter is brief and is followed by an in-depth look at chemical reactions; including chemical bonding, different ways of representing chemical reactions and a focus on redox and acid-base reactions. By exploring these concepts, broader issues such as the nature of science (NOS), a Science – Technology – Society (STS) approach to teaching, the use of ICT in teaching and learning, general scientific literacy and the importance of reflective teaching practice will also be highlighted. At the same time students will be given the opportunity to develop some of the process and cognitive skills required for doing science practical work.

**DP Requirements:** Submission of all assignments and at least 80% attendance record.

**Assessment:** Assignments and tests count for 50%, the examination counts for 50%.

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**EDN2516W ENERGY & CHANGE SP**

Class number 10900  
**NQF credits:** 26 at HEQSF level 6  
**Convener:** G Dolo  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course will introduce a number of key physics principles and will provide opportunities to explore and refine understanding, to develop skills and update strategies for teaching physics. It will address the properties of physical matter, physical quantities, and their relationships. Through a variety of activities, the subject knowledge necessary to support effective teaching will be covered, as well as the use of stimulating practical activities and demonstrations to excite and enthuse students. ICT-based resources will also be explored.

**DP Requirements:** Completion and submission of all assignments and at least 80% attendance record.

**Assessment:** Assignments and tests count for 50%, the examination counts for 50%.
EDN2517W LIFE & LIVING SP

Class number 10901
NQF credits: 26 at HEQSF level 6
Convener: N Mgqi

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline: Life and living leads on to the knowledge strand of Life Sciences in the FET band. The Life and Living course is geared to encourage students to deepen their understanding of the biological sciences. The following concepts will be addressed in the course: the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive response. Further, unifying concepts and provide a context for teaching content and process skills outcomes/goals. Focus on the unifying concepts of science will also help students understand the constant nature of science across the disciplines: • Systems, order and organization • Evidence, models, and explanations • Constancy, change, and measurement • Evolution and equilibrium • Forms and function. The description summary of the topics which demonstrate these unifying concepts will be included in the course guide to help students develop understanding the broader view of science context.

DP Requirements: Submission of all assignments and at least 80% attendance record.
Assessment: Assignments and tests count for 50%; the examination counts for 50%.

EDN2518W EARTH & BEYOND SP

Class number 10902
NQF credits: 26 at HEQSF level 6
Convener: A Petersen

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline: The course covers subject knowledge in the earth sciences. Earth systems science is used as a unifying concept and the course begins by exploring the birth of the universe and geological structures and processes on earth. The fundamentals of geology and palaeontology are explored which is followed by mining and sustainability. The course also includes astronomy, climatology, meteorology, at a level appropriate to support the teaching of these topics in the SP.

DP Requirements: Completion and submission of all assignments and at least 80% attendance record.
Assessment: Assignments and tests count for 50%; the examination counts for 50%.
EDN2519W NATURAL SCIENCES PRACTICAL WORK SP
Class number 10903
NQF credits: 4 at HEQSF level 6
Convener: G Kay
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: The course provides the laboratory focus for all the Science courses. It is common to all four courses offered in the Adv. Cert. Senior Phase Natural Sciences programme. The purpose of the course is to develop the students’ practical laboratory skills to use these practical skills in the other courses of the programme. The links between the investigation process, cognitive skills and the outdoor classroom activities are explored for their implications for teaching and assessment. Students should be familiar with the content of this course before beginning the core courses in the programme.
DP Requirements: Submission of all assignments and at least 80% attendance record.
Assessment: Assignments and tests count for 100%.

EDN2520W NATURAL SCIENCES PRACTICUM SP
Class number 10893
NQF credits: 8 at HEQSF level 6
Convener: N Mgqoq
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: Situational learning and work integrated learning are constituted by assessments of how learnt knowledge in translated into classroom activities of teaching and learning. Classroom visits during every semester across the two years, observations of lessons and reflections, by both the teacher and the lesson observer, are key components of this course. Two visits per teacher per term are envisaged.
DP Requirements: Completion and submission of all assignments.
Assessment: Portfolio counts for 100%.

EDN3000F ADULT LEARNING AND TEACHING
Class number 7917
NQF credits: 24 at HEQSF level 6
Convener: Dr S Ismail
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course, taught in the first semester, will provide an advanced introduction to contrasting theories of how adults learn, and to different approaches to teaching adults. It will explore the philosophical foundations of adult education, and the history of how different theoretical approaches have found practical expression, in South Africa and elsewhere.
DP Requirements: Completion and submission of all assignments.
Assessment: Assessment is by submission of a portfolio and an oral presentation. The portfolio includes weekly summaries of the readings (15%); reflections in a ‘Learning Journal’ (25%); an essay (40%) and an oral presentation (20%).

EDN3001S PROFESSIONAL AND POLICY STUDIES
Class number 8845
NQF credits: 24 at HEQSF level 6
Convener: Dr S Ismail
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course, taught in the first semester, will consider adult education practitioner development against the background of current policy initiatives. It will provide the opportunity to describe, theorise and assess practitioner role expectations and enactments in the context of different sites of adult education practice.
Through a selection of specialised courses, students will be given the opportunity to develop applied competence within a particular practitioner role, for example, design, assessment, evaluation.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: By assignment and project.

EDN3200W EDUCATION
Class number 9734
NQF credits: 40 at HEQSF level 7
Convener: Dr J Hardman
Course entry requirements: Acceptance for a PGCE.
Course outline: This core course addresses the foundations of education and professional studies. Starting with the moment of practice (when a teacher in front of a class decides what to do), the course addresses six questions in different courses across three teaching blocks, intentionally interspersed with school experience. 1. What is knowledge? (The intended curriculum and CAPS; Debates on knowledge; Curriculum theory.) 2. What is pedagogy? (Curriculum and pedagogy; Teaching for learning; Authentic learning environments.) 3. How do we understand learners and learning? (Learning and development; Social positioning of learners and social justice; Inclusive Education and barriers to learning.) 4. How do we understand teachers and teaching? (Ethical decision-making; Teacher professionalism and professional learning communities.) 5. How do we understand schools and the contexts within which we teach? (Schooling in South Africa; The policy context, SACE.) 6. How do we understand language acquisition and learning? (Language and literacy development; Language and literacy across the curriculum.)
DP requirements: Submission and satisfactory completion of all assignments.
Assessment: Assignments and tests count 100%.

EDN3201W ENGLISH IP
Class number 9650
NQF credits: 8 at HEQSF level 7
Convener: TBA
### Course entry requirements:
Acceptance for a PGCE.

### Course outline:
The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in:

1. Interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning.
2. Teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving.
3. Assessment and student feedback.
4. Critical and creative use of resources in highly resourced and under resourced school contexts.

### DP requirements:
At least 80% attendance record and submission of all assignments and projects.

### Assessment:
A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

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### EDN3202W ENGLISH FIRST ADDITIONAL LANGUAGE IP

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<td>9651</td>
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**Course entry requirements:**
Acceptance for a PGCE.

**Course outline:**
The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in:

1. Interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning.
2. Teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving.
3. Assessment and student feedback.
4. Critical and creative use of resources in highly resourced and under resourced school contexts.

**DP requirements:**
At least 80% attendance record and submission of all assignments and projects.

**Assessment:**
A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

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### EDN3203W EXPRESSIVE ARTS & SKILLS FOR LIFE

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**Course entry requirements:**
Acceptance for a PGCE.

**Course outline:**
The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in:

1. Interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning.
2. Teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving.
3. Assessment and student feedback.
4. Critical and creative use of resources in highly resourced and under resourced school contexts.

**DP requirements:**
At least 80% attendance record and submission of all assignments and projects.

**Assessment:**
A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

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### EDN3204W GENERAL METHOD IP

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**Course entry requirements:**
Acceptance for a PGCE.

**Course outline:**
This integrated course takes the place of the Expressive Arts and Skills for life, Natural Sciences and Social Sciences method courses in the lecture block before the first Teaching Practice. It is designed to introduce general approaches to teaching and to prepare students for the first period of teaching practice. It will include the following broad tropics:

1. An introduction to life skills for primary school learners.
2. Lesson planning and the discussion of lessons.
3. The use of the skills of drama and role play skills in teaching and learning.
4. Whole class teaching, co-operative learning and pair work.
5. Questioning, investigation and discovery as pedagogical tools.

**DP requirements:**
At least 80% attendance record and submission of all assignments and projects.

**Assessment:**
Assignments and projects count 100%.

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### EDN3205W NUMERACY IP

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**Course entry requirements:**
Acceptance for a PGCE.

**Course outline:**
This course develops students’ knowledge and understanding of numeracy underpinning the Intermediate Phase Mathematics curriculum. Students will be introduced to mathematical resources for developing their own understanding of Intermediate Phase Mathematics and for examining teaching methods used in Intermediate Phase classrooms and teaching/learning texts such as textbooks or curriculum documents.

**DP requirements:**
At least 80% attendance record and submission of all assignments and projects.

**Assessment:**
Examination counts 60% and assignments count 40%.

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### EDN3206W SCHOOL EXPERIENCE SP & FET

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<th>NQF credits</th>
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<tr>
<td>Convener</td>
<td>Associate Professor R Laugksch</td>
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**Course entry requirements:**
Acceptance for a PGCE.

**Course outline:**
This course develops students’ knowledge and understanding of numeracy underpinning the Intermediate Phase Mathematics curriculum. Students will be introduced to mathematical resources for developing their own understanding of Intermediate Phase Mathematics and for examining teaching methods used in Intermediate Phase classrooms and teaching/learning texts such as textbooks or curriculum documents.

**DP requirements:**
At least 80% attendance record and submission of all assignments and projects.

**Assessment:**
Examination counts 60% and assignments count 40%.
Course entry requirements: Acceptance for a PGCE.

Course outline: The course is in two parts: teaching practice (24 credits) and submission of a teaching portfolio (8 credits). Teaching practice involves the placement of students in schools by the School of Education under the supervision of university supervisors. It comprises two weeks of structured observation after registration and two periods of five and six weeks respectively at two differently resourced schools. Weekly tutorials prepare students for the teaching practices. The portfolio requires reflection on professional growth over the year, based upon a selection of items of evidence from teaching practice.

DP requirements: Satisfactory fulfilment of the requirements for the qualification; completion of a teaching practice journal; 80% attendance at tutorials; and submission and satisfactory completion of the portfolio.

Assessment: Students are expected to satisfy the teaching practice supervisors appointed by the School of Education, the school in which they teach and the external examiner, who will visit schools during teaching practice. The assessment is based on the supervisors' reports, confidential reports by schools, a student report and the examiner's reports. Teaching practice (70%); teaching practice portfolio (30%).

EDN3208W LoLT ENGLISH
Class number 9660
NQF credits: 0 at HEQSF level 7
Convener: TBA

Course entry requirements: Acceptance for a PGCE.

Course outline: Students registered for the PGCE programme will be assessed for proficiency in English as a language of learning and teaching in schooling. A pass (PA) indicates that the student has achieved the required proficiency in the language.

DP requirements: None.

Assessment: Assessment will include an evaluation of the use of the language during teaching practice, and oral and written tests as appropriate to inform it.

EDN3209W MATHEMATICS IP
Class number 9661
NQF credits: 10 at HEQSF level 7
Convener: S Jaffer

Course entry requirements: Acceptance for a PGCE.

Course outline: The method courses focus on developing students' knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students' knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.

DP requirements: At least 80% attendance record and submission of all assignments and projects.

Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

EDN3210W NATURAL SCIENCES IP
Class number 9662
NQF credits: 10 at HEQSF level 7
Convener: Associate Professor A Hattingh

Course entry requirements: Acceptance for a PGCE.

Course outline: The method courses focus on developing students' knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students' knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.

DP requirements: At least 80% attendance record and submission of all assignments and projects.

Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

EDN3211W SOCIAL SCIENCES IP
Class number 9663
NQF credits: 10 at HEQSF level 7
Convener: TBA

Course entry requirements: Acceptance for a PGCE.

Course outline: The method course focuses on developing students' knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students' knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.

DP requirements: At least 80% attendance record and submission of all assignments and projects.

Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

EDN3212W XHOSA IP
Class number 9664
NQF credits: 8 at HEQSF level 7

Convener: TBA
Convener: TBA

Course entry requirements: Acceptance for a PGCE.

Course outline: The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.

DP requirements: At least 80% attendance record and submission of all assignments and projects.

Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

EDN3213W AFRlKAANS IP
Class number 9665
NQF credits: 8 at HEQSF level 7
Convener: W Lategan

Course entry requirements: Acceptance for a PGCE.

Course outline: The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.

DP requirements: At least 80% attendance record and submission of all assignments and projects.

Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

EDN3214W LoLT AFRlKAANS
Class number 9668
NQF credits: 0 at HEQSF level 7
Convener: W Lategan

Course entry requirements: Acceptance for a PGCE.

Course outline: Students registered for the PGCE programme will be assessed for proficiency in Afrikaans as a language of learning and teaching in schooling. A pass indicates that the student has achieved the required proficiency in the language.

DP requirements: None.

Assessment: Assessment will include an evaluation of the use of the language during teaching practice, and oral and written tests as appropriate to inform it.

EDN3215W LoLT XHOSA
Class number 9669
NQF credits: 0 at HEQSF level 7
Convener: TBA

Course entry requirements: Acceptance for a PGCE.

Course outline: Students registered for the PGCE programme will be assessed for proficiency in Xhosa as a language of learning and teaching in schooling. A pass indicates that the student has achieved the required proficiency in the language.

DP requirements: None.

Assessment: Assessment will include an evaluation of the use of the language during teaching practice, and oral and written tests as appropriate to inform it.
### EDN3216W CHILDKHOOD STUDIES FP

- **Class number**: 9670
- **NQF credits**: 10 at HEQSF level 7
- **Convener**: Associate Professor K Murris
- **Course entry requirements**: Acceptance for a PGCE.
- **Course outline**: From a multidisciplinary perspective, the course examines shifting conceptions of Foundation Phase children and their relationships with peers, siblings, carers, parents, teachers, and other adults, and the implications for pedagogy. Children’s literature and narratives are explored as cognitive tools for imaginative engagement in the teaching of literacy, numeracy and life skills.
- **DP requirements**: At least 80% attendance record and submission of all assignments and projects.
- **Assessment**: 50% Exhibition; 25% Response Essays; 25% Reflective Journal.

### EDN3217W LIFE SKILLS SP

- **Class number**: 9671
- **NQF credits**: 10 at HEQSF level 7
- **Convener**: Associate Professor K Murris
- **Course entry requirements**: Acceptance for a PGCE.
- **Course outline**: In the context of the Life Skills curriculum the course focuses on current approaches to teaching thinking skills and general knowledge in the Foundation Phase. It develops the ability to use play-based methods, the arts and physical movement to promote independent learning, problem-solving, information processing, comprehension and moral awareness.
- **DP requirements**: At least 80% attendance record and submission of all assignments and projects.
- **Assessment**: 50% In-Depth Project; 25% Reflective Journal; 25% Creative Art Project.

### EDN3218W SPECIAL STUDIES IN FP TEACHING

- **Class number**: 9673
- **NQF credits**: 10 at HEQSF level 7
- **Convener**: Dr C Verbeek
- **Course entry requirements**: Acceptance for a PGCE.
- **Course outline**: The purpose of this course is to enable learning about teaching, for teaching and through teaching in school-based and virtual practice. Candidates learn from the practice of experienced foundation phase teachers and revisit theories and concepts in the light of this practice. The course takes the form of a range of research-based individual and small group projects (such as virtual and real outings to schools, libraries, bookshops, museums and exhibitions). Through reflection on observations of foundation phase children, teachers, curricula and settings for learning, candidates deepen their understanding of models of delivery, teaching and learning in the early years. Candidates choose one topic for in-depth project study.
- **DP requirements**: At least 80% attendance record and submission of all assignments and projects.
- **Assessment**: 50% Service Learning Project; 50% School-based Assignments.

### EDN3219W LITERACY (HL & EFAL) FP

- **Class number**: 9674
- **NQF credits**: 10 at HEQSF level 7
- **Convener**: Dr C Verbeek
- **Course entry requirements**: Acceptance for a PGCE.
- **Course outline**: The course focuses on principles and approaches to teaching language, literacy, learning and thinking in any primary language with consideration of the transfer of these understandings and skills to additional languages in multilingual Foundation Phase classrooms. Specific application is made to teaching through the medium of isiXhosa and to developing young children’s ability to understand, speak, read and write English as a First Additional Language.
- **DP requirements**: At least 80% attendance record and submission of all assignments and projects.
- **Assessment**: 50% Teaching Portfolio; 50% Assignments and Tests.

### EDN3220W MATHEMATICS FP

- **Class number**: 9675
- **NQF credits**: 10 at HEQSF level 7
- **Convener**: Dr Z Davis
- **Course entry requirements**: Acceptance for a PGCE.
- **Course outline**: Appropriate mathematics content and mathematics pedagogy for Foundation Phase classrooms are covered. Candidates learn to analyse and to produce translations between formal mathematics and children’s intuitive conceptions of collections, number and space in the contexts of physical apparatus, games and stories. Progressions in the development of young children’s mathematics concepts, and strategies for teaching and learning of mathematics in the Foundation Phase are explored.
- **DP requirements**: At least 80% attendance record and submission of all assignments and projects.
- **Assessment**: 60% assignments; 40%; examination.

### EDN3221W SCHOOL EXPERIENCE FP

- **Class number**: 9708
- **NQF credits**: 32 at HEQSF level 7
- **Convener**: Dr C Verbeek
- **Course entry requirements**: Acceptance for a PGCE.
- **Course outline**: The course is in two parts: teaching practice (24 credits) and submission of a teaching portfolio (8 credits). Teaching practice involves the placement of students in schools by the School of Education under the supervision of university supervisors. It comprises two weeks of structured observation after registration and two periods of five and six weeks respectively at two differently resourced schools. Weekly tutorials prepare students for the teaching practices. The portfolio requires reflection on professional growth over
the year, based upon a selection of items of evidence from teaching practice.

**DP requirements:** Satisfactory fulfilment of the requirements for the qualification; completion of a teaching practice journal; 80% attendance at tutorials; and submission and satisfactory completion of the portfolio.

**Assessment:** Students are expected to satisfy the teaching practice supervisors appointed by the School of Education, the school in which they teach and the external examiner, who will visit schools during teaching practice. The assessment is based on the supervisors' reports, confidential reports by schools, a student report and the examiner's reports. Teaching practice (70%); teaching practice portfolio (30%).
NQF credits: 24 at HEQSF level 6
Convener: Dr S Ismail

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline: This half-semester option comprises an historical and comparative study of traditions of adult education practice engaging in projects of social transformation and development. It will include an assessment of radical adult education discourse and practice in the South African context under current political and social conditions.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: By assignment.

EDN4004H GET MATHEMATICS CURRICULUM A
Class number 6467
NQF credits: 12 at HEQSF level 6
Convener: G Powell

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline: This course focuses on Mathematics in the General Education and Training band for schooling. Students will develop a critical understanding of policy documents and the NCS principles.

DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Assignments 100%.

EDN4005H GET MATHEMATICS CURRICULUM B
Class number 6468
NQF credits: 12 at HEQSF level 6
Convener: G Powell

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline: This course focuses on Mathematics in the General Education and Training band for schooling. Students will engage with long-, medium- and short-term planning, as well as assessment in accordance with the principles of the NCS.

DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Assignments 100%.

EDN4006H FET MATHEMATICS CURRICULUM A
Class number 6501
NQF credits: 12 at HEQSF level 6
Convener: Y Johnson

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline: This course focuses on Mathematics in the Further Education and Training band for schooling. Students will develop an understanding of policy documents and the NCS principles: critical and developmental outcomes; assessment, diversity, language and teaching approaches.

DP requirements: At least 80% attendance record plus submission of assignments.
Assessment: Assignments 100%.

EDN4007H FET MATHEMATICS CURRICULUM B
Class number 6502
NQF credits: 12 at HEQSF level 6
Convener: Y Johnson

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline: This course focuses on Mathematics in the Further Education and Training band for schooling. Students will engage with long-, medium- and short-term planning, as well as assessment in accordance with the principles of the NCS.

DP requirements: At least 80% attendance record plus submission of assignments.
Assessment: Assignments 100%.

EDN4008H MATHEMATICAL LITERACY CURRICULUM A
Class number 6469
NQF credits: 12 at HEQSF level 6
Convener: A Roberts

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline: This course focuses on Mathematical Literacy in the Further Education and Training band for schooling. Students will develop a critical understanding of policy documents and the NCS principles.

DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Assignments 100%.

EDN4009H MATHEMATICAL LITERACY CURRICULUM B
Class number 6472
NQF credits: 12 at HEQSF level 6
Convener: A Roberts

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline: This course focuses on Mathematical Literacy in the Further Education and Training band for schooling. Students will engage with long-, medium- and short-term planning, as well as assessment in accordance with the principles of the NCS.

DP requirements: At least 80% attendance record plus submission of all assignments.
EDN4103W  SCIENCE AND MATHEMATICS IN THE NEW CURRICULUM
Class number 6488  
NQF credits: 24 at HEQSF level 6  
Conveners: G Powell and N Mgoqi  
Course entry requirements: Acceptance for the Advanced Certificate in Education.  
Course outline: This course focuses on the place of Science and Mathematics in the Revised National Curriculum Statement. Topics include:  
- the nature of Mathematics and Science as school learning areas;  
- a description of learning theories applied to Mathematics and Science;  
- links with technology and society;  
- issues of learner diversity;  
- theories of assessment.  
DP requirements: At least 80% attendance record plus submission of all assignments.  
Assessment: Assignments and tests 100%.

EDN4107W  SCIENCE CONTENT A (Life Sciences)  
Class number 6473  
NQF credits: 24 at HEQSF level 6  
Convenor: N Mgoqi  
Course entry requirements: Acceptance for the Advanced Certificate in Education.  
Course outline: This course will focus on the Biological Sciences: ecology; plant and animal morphology; biochemistry; physiology; health; environmental science; evolution. This course will be offered for GET teachers.  
DP requirements: At least 80% attendance record plus submission of all assignments.  
Assessment: Assignments and tests 50%; one two-hour written examination and one one-hour practical examination together 50%.

EDN4108W  SCIENCE CONTENT B (Earth Sciences)  
Class number 6474  
NQF credits: 24 at HEQSF level 6  
Convenor: A Petersen  
Course entry requirements: Acceptance for the Advanced Certificate in Education.  
Course outline: This course will focus on the Earth Sciences: astronomy; climatology; geology; geomorphology; atmosphere science space travel, oceanography. This course will be offered at the Intermediate and/or Senior GET levels, depending on student interest.  
DP requirements: At least 80% attendance record plus submission of all assignments.  
Assessment: Assignments and tests 50%; one two-hour written examination and one one-hour practical examination together 50%.

EDN4109W  SCIENCE CONTENT C (Physical Sciences)  
Class number 6485  
NQF credits: 24 at HEQSF level 6  
Convenor: G Dolo  
Course entry requirements: Acceptance for the Advanced Certificate in Education.  
Course outline: This course will focus on the Physical Sciences: mechanics; electricity; properties of materials; chemical reactions; energy sources, use and conservation; kinetics; atomic and particle models of matter. This course will be offered at the Intermediate and/or Senior GET levels, depending on student interest.  
DP requirements: At least 80% attendance record plus submission of all assignments.  
Assessment: Assignments and tests 50%; one two-hour written examination and one one-hour practical examination together 50%.

EDN4120W  EVALUATION RESEARCH PROJECTS  
(Not offered in 2015)  
NQF credits: 24 at HEQSF level 6  
Convenor: Dr S Ismail  
Course entry requirements: Acceptance for the Advanced Certificate in Education.  
Course outline: This semester course functions as a theoretical and professional introduction to evaluative research. Its grounding question is how is quality to be defined, modelled and assessed across a range of adult education practices. It would provide students with an opportunity to actually undertake a piece of proposed evaluative research. The core skills developed would involve the identification and theorization of a research question, the collection of data and the production of a report presenting and analysing data. Projects will generally focus on an issue of theoretical and professional interest. Group support and supervision will be available for the writing of the report.  
DP requirements: 80% attendance record and submission of all assignments and projects.  
Assessment: By examination.

EDN4121W  MATHEMATICAL LITERACY: NUMBER  
Class number 6470  
NQF credits: 24 at HEQSF level 6  
Convenor: A Roberts  
Course entry requirements: Acceptance for the Advanced Certificate in Education.  
Course outline: This course focuses on developing students' knowledge of number and number relationships in solving problems in real contexts. In particular, students will explore numbers as tools to investigate everyday situations and solve problems. Students will engage with issues relating to the teaching and learning of number in practice such as diagnosing learners' difficulties and evaluating different ways
of teaching number.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignment and tests 50%; one two-hour written examination 50%.

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**EDN4122W** MATHEMATICAL LITERACY: ALGEBRA  
Class number 6471  
NQF credits: 24 at HEQSF level 6  
Convener: R Mackay  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course explores functional relationships which arise in the context of everyday situations. Students will investigate the relationships between variables and the use of functional relationships to solve problems. Students will engage with issues relating to the teaching and learning of algebra in practice such as diagnosing learners' difficulties and evaluating different ways of teaching algebra.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignment and tests 50%; one two-hour written examination 50%.

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**EDN4123W** MATHEMATICAL LITERACY: DATA HANDLING  
Class number 6479  
NQF credits: 24 at HEQSF level 6  
Convener: R Mackay  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course focuses on developing students' knowledge of statistics and probability to collect, organise, summarise, represent and analyse numerical information. Students will critically interrogate numerical information represented in the media. Students will engage with issues relating to the teaching and learning of data handling in practice such as diagnosing learners' difficulties and evaluating different ways of teaching data handling.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignment and tests 50%; one two-hour written examination 50%.

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**EDN4124W** GET MATHEMATICS: NUMBER  
Class number 6643  
NQF credits: 24 at HEQSF level 6  
Convener: K Hassan  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course focuses on developing students' knowledge of the structure of number systems from counting numbers to irrational numbers and their relationships to solve problems in real contexts. In particular, students will explore number concepts as tools to investigate everyday situations and solve problems. Students will engage with issues relating to the teaching and learning of number in practice such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing number.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignments and tests 50%; one two-hour written examination 50%.

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**EDN4125W** GET MATHEMATICS: ALGEBRA  
Class number 6475  
NQF credits: 24 at HEQSF level 6  
Convener: G Powell  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course explores functional relationships (linear, quadratic and exponential) which arise in the context of everyday situations. Students will investigate the relationships between variables and determine the values of variables to solve problems. Students will engage with issues relating to the teaching and learning of algebra in practice such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing algebra.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignments and tests 50%; one two-hour written examination 50%.

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**EDN4127W** GET MATHEMATICS: SHAPE AND MEASUREMENT  
Class number 6480  
NQF credits: 24 at HEQSF level 6  
Convener: G Powell  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course focuses on developing students' spatial knowledge and geometrical skills. Students will analyse contexts in terms of two-dimensional shapes and three-dimensional objects and use the properties of shapes and objects to solve spatial problems and situations. Students will be introduced to informal transformation geometry as a means to explore shapes. Students will engage with issues relating to the teaching and learning of shape, space and measurement in practice such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing shape, space and measurement.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignments and tests 50%; one two-hour written examination 50%.

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**EDN4128W** GET MATHEMATICS: DATA HANDLING  
Class number 6481/6716  
NQF credits: 24 at HEQSF level 6  
Convener: G Powell  

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course focuses on developing students' knowledge of statistics and probability to collect, organise, summarise,
represent and analyse data (numerical and categorical). Students are introduced to central location measures (mean, median, mode) and dispersion measures (range). Data representation will include different graphs (Graphical: Bar, Histogram, Pie, Line and Scatter). Empirical probabilities (marginal, joint, conditional, independent) will be explored. Students will engage with issues relating to the teaching and learning of data handling in practice such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing data handling.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignments and tests 50%; one two-hour written examination 50%.

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**EDN4129W  NATURAL SCIENCES IN THE NEW CURRICULUM**

- **Class number:** 6484
- **NQF credits:** 24 at HEQSF level 6
- **Convener:** N Mgoqi

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course focuses on the place of the Natural Sciences in an OBE GET curriculum. Understanding of current GET curriculum policy; the nature of science; the relationship between science, technology and society; learning theories applied to GET students; language for learning the Natural Sciences; multicultural science education; principles of assessment; including assessment in learning programmes.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignments 50%; a two-hour written examination 50%.

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**EDN4131H  TEACHING NATURAL SCIENCES A**

- **Class number:** 7188
- **NQF credits:** 12 at HEQSF level 6
- **Convener:** G Dolo

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course will consider basic pedagogical and professional issues in teaching the Natural Sciences. Roles and competencies of a Natural Sciences teacher; planning learning programmes; classroom management; GET practical work; doing investigations; materials and resources for Natural Sciences teaching.

All students need to demonstrate basic computer literacy or need to attend an additional computer literacy training course.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** School-based tasks, site visits and assignments 100%.

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**EDN4132H  TEACHING NATURAL SCIENCES B**

- **Class number:** 7189
- **NQF credits:** 12 at HEQSF level 6
- **Convener:** A Petersen

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** Whole-year course, taken over second year.

This course will consider pedagogical and professional issues in teaching the Natural Sciences. The science teacher as reflective practitioner and action researcher; managing change in the science classroom; cognition in the science classroom; materials and resources for science learning and assessment.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** School-based tasks, site visits and assignments 100%.
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<tr>
<th>Course Code</th>
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<tr>
<td>EDN4140W</td>
<td>SCIENCE CONTENT D (Physics)</td>
<td>6494</td>
<td>24</td>
<td>G Kay</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course will focus on Physics: mechanics; dynamics; kinetics; modern atomic theory; electricity and electronics. Topics taken to a post-Matric level.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments and tests 50%; a two-hour written examination 50%.</td>
</tr>
<tr>
<td>EDN4141W</td>
<td>SCIENCE CONTENT E (Chemistry)</td>
<td>6495</td>
<td>24</td>
<td>N Mgoqi</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course will focus on Chemistry: introduction to inorganic, organic and physical chemistry. Topics taken to a post-Matric level.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments and tests 50%; a two-hour written examination 50%.</td>
</tr>
<tr>
<td>EDN4142W</td>
<td>MATHEMATICS FOR SCIENCE TEACHERS</td>
<td>6487</td>
<td>24</td>
<td>G Kay</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>Basic and advanced mathematics required for the teaching of Physics and Chemistry at FET level. Functions and graphs; Data processing; Basic algebra; Logarithms; Elementary calculus.</td>
<td>Assignments and tests 50%; a two-hour written examination 50%.</td>
<td>Assignments and tests 50%; one two-hour written examination 50%.</td>
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<tr>
<td>EDN4149W</td>
<td>FET MATHEMATICS: NUMBER</td>
<td>6499</td>
<td>24</td>
<td>Y Johnson</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course focuses on the structure of number systems from counting numbers to irrational numbers and extends the discussion to include real and non-real numbers. Number patterns including arithmetic and geometric sequences and series will be explored as tools to solve everyday situations. In addition, the course focuses on using numbers in different forms (exponents, surds, and logarithms). Students will engage with issues relating to the teaching and learning of the above content such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing the content. Assignments and tests 50%; one two-hour written examination 50%.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments and tests 50%; one two-hour written examination 50%.</td>
</tr>
<tr>
<td>EDN4150W</td>
<td>FET MATHEMATICS: ALGEBRA</td>
<td>6500</td>
<td>24</td>
<td>Y Johnson</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course extends the exploration of function covered in the GET and includes inverse algebraic and trigonometric functions. Students are introduced to Differential Calculus and will use a wide range of algebraic methods to analyse function problems. Assignments and tests 50%; one two-hour written examination 50%.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments and tests 50%; one two-hour written examination 50%.</td>
</tr>
<tr>
<td>EDN4151W</td>
<td>FET MATHEMATICS: SHAPE &amp; MEASUREMENT</td>
<td>6482/6717</td>
<td>24</td>
<td>Y Johnson</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course extends students' knowledge of GET geometry and uses Euclidean, Co-ordinate and Transformational geometric methods to investigate properties of shapes and objects. Students are introduced to trigonometry. Research into one or more other geometries (spherical, taxi-cab, fractal) will also be explored. Students will engage with issues relating to the teaching and learning of the above content such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing the content. Assignments and tests 50%; one two-hour written examination 50%.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments and tests 50%; one two-hour written examination 50%.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Class number</td>
<td>NQF Credits</td>
<td>Convener</td>
<td>Course entry requirements</td>
<td>Course outline</td>
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<tr>
<td>EDN4152W</td>
<td>FET MATHEMATICS: DATA HANDLING</td>
<td>6483/6718</td>
<td>24</td>
<td>at HEQSF level 6</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course extends students’ knowledge of GET exploratory data analysis and probability. Students are introduced to non-central location measures (quantiles/percentiles) and dispersion measures (variance, standard deviation, interquartile range and quartile deviation). Data representation will include Box and Whisker plots and ogive. Empirical probabilities (marginal, joint, conditional, independent) and theoretical probabilities (normal probability distribution) are covered. Linear regression analysis (simple linear) will be explored. Students will engage with issues relating to the teaching and learning of the above content such as diagnosing learners’ difficulties and evaluating different ways of teaching and assessing the content.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments and tests 50%; one two-hour written examination 50%.</td>
</tr>
<tr>
<td>EDN4153W</td>
<td>PHYSICAL SCIENCES IN THE NEW CURRICULUM</td>
<td>6486/6719</td>
<td>24</td>
<td>at HEQSF level 6</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course focuses on the place of the Physical Sciences in an OBE FET curriculum. Understanding of current FET curriculum policy; the place of Physics and Chemistry in science; learning theories applied to FET students; cultural influences on learning the Physical Sciences; planning for curriculum delivery; the role of examinations and alternative assessment tasks.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments 50%; a two-hour written examination 50%.</td>
</tr>
<tr>
<td>EDN4154W</td>
<td>TEACHING PHYSICAL SCIENCES A</td>
<td>7190</td>
<td>12</td>
<td>at HEQSF level 6</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course will consider basic pedagogical and professional issues in teaching the Physical Sciences. Roles and competencies of a Physical Sciences teacher; content development in the Physical Sciences; classroom and laboratory management; FET practical work; the school student as scientist; alternative learning environments. All students need to demonstrate basic computer literacy or need to attend an additional computer literacy training course.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>School-based tasks, site visits and assignments 100%.</td>
</tr>
<tr>
<td>EDN4155W</td>
<td>TEACHING PHYSICAL SCIENCES B</td>
<td>7191</td>
<td>12</td>
<td>at HEQSF level 6</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course will consider advanced pedagogical and professional issues in teaching the Physical Sciences. The Physical Sciences teacher as reflective practitioner and action researcher; epistemology of physics and chemistry; cognition in the Physical Sciences; assessment practices in the Physical Sciences; designing materials and resources for the Physical Sciences.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>School-based tasks, site visits and assignments 100%.</td>
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<tr>
<td>EDN4160W</td>
<td>SCHOOL MANAGEMENT AND LEADERSHIP IN THE SOUTH AFRICAN CONTEXT</td>
<td>6761</td>
<td>10</td>
<td>at HEQSF level 6</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>The main purpose of this course is to give an understanding of some of the debates around school leadership and management. These are examined in the frame of personal and professional reflection specific to today’s school leader and manager within the South African context and the broader educational scenario.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Essays, projects and assignments 100%.</td>
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<tr>
<td>EDN4161W</td>
<td>BASIC COMPUTER LITERACY IN SCHOOL MANAGEMENT AND LEADERSHIP</td>
<td>6762</td>
<td>4</td>
<td>at HEQSF level 6</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>Candidates should demonstrate a basic competency in ITC skills. The course concentrates on how ITC could be used to manage the school and what the different options are with regard to ITC.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Essays, projects and assignments 100%.</td>
</tr>
<tr>
<td>EDN4162W</td>
<td>EFFECTIVE LANGUAGE SKILLS IN SCHOOL MANAGEMENT AND LEADERSHIP</td>
<td>6763</td>
<td>10</td>
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</tbody>
</table>
EDN4164W  SCHOOL MANAGEMENT AND LEADERSHIP PORTFOLIO
Class number 6764
NQF credits: 10 at HEQSF level 6
Conveners: J D Gilmour and J Wylie
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: The purpose of this course is to develop a portfolio of evidence of the personal development of the individual candidate, in order to demonstrate the different interventions at the school and to reflect on progress made. This course begins in the first year and is completed in the second year.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Essays, projects and assignments 100%.

EDN4165W  LEADING AND MANAGING PEOPLE IN SCHOOLS
Class number 7193
NQF credits: 20 at HEQSF level 6
Conveners: J D Gilmour and J Wylie
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: The course focuses on transformational leadership and the role the principal plays in managing people in the school community. Alongside developing skills in human resource management including staff development, and the application of relevant employment legislation, it aims to empower students to manage the environment in which the school operates, including issues related to the socio-economic background and health of learners, educators and the school community.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Essays, projects and assignments count for 100%.

EDN4166W  ORGANISATIONAL SYSTEMS, PHYSICAL AND FINANCIAL RESOURCE MANAGEMENT FOR SCHOOLS
Class number 7194
NQF credits: 20 at HEQSF level 6
Conveners: J D Gilmour and J Wylie
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: The course focuses on managing the school as an organisation and on how to ensure efficiency, accountability and financial responsibility in the school.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Essays, projects and assignments count for 100%.
EDN4167W  POLICY, PLANNING, SCHOOL DEVELOPMENT AND GOVERNANCE FOR SCHOOL MANAGEMENT
(Not offered in 2015)
NQF credits: 20 at HEQSF level 6
Conveners: J D Gilmour and J Wylie
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: The starting point for this course is the work done in the first course with regard to the comprehensive policy framework. It then requires the candidate to identify the school’s policy requirements and engage in analysis, development and implementation of internal school policy.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Essays, projects and assignments 100%.

EDN4168W  MANAGING TEACHING AND LEARNING
(Not offered in 2015)
NQF credits: 20 at HEQSF level 6
Conveners: J D Gilmour and J Wylie
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: The course assumes that teaching and learning is the core purpose of schools. It explores the candidate’s personal and professional orientation to learning and aims to develop skills to manage the planning and implementation and the monitoring and evaluation of teaching to ensure quality learning for all learners in the context of national, provincial and school policy. It builds the candidate’s ability to manage curriculum delivery and interventions on the basis of data collected in the school.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Essays, projects and assignments 100%.

EDN4169W  MODERATION OF ASSESSMENT IN SCHOOLS
Class number 7227
NQF credits: 10 at HEQSF level 6
Conveners: J D Gilmour and J Wylie
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course aims to develop an understanding of moderation within the context of an outcomes-based assessment system. Candidates will need to demonstrate an ability to plan, prepare for and conduct moderation from the position of an instructional leader who can advise and support assessors.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Essays, projects and assignments count for 100%.

EDN4170W  MANAGEMENT OF SUBJECT AREAS/ LEARNING AREAS/ PHASES
(Not offered in 2015)
NQF credits: 10 at HEQSF level 6
Conveners: J D Gilmour and J Wylie
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on developing students’ leadership and management skills for literacy within their classroom and school context. It addresses issues of effective change in practice, progression and pacing, curriculum management, including systems and resources. Students will engage with issues relating to planning for learning and teaching on a continuum to meet learners’ developmental needs as introduced in EDN4174W Learning in the Foundation Phase. It will address differentiated instruction and managing both single grade and multi-grade classes in particular.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Essays, projects and assignments 100%.

EDN4172H  FOUNDATION PHASE CURRICULUM LEADERSHIP A
Class number 7184
NQF credits: 12 at HEQSF level 6
Convenor: K Hassan
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on developing students’ leadership and management skills for numeracy within their classroom and school context. It addresses issues of effective change in practice, progression and pacing, curriculum management, including systems and resources. Students will engage with issues relating to planning for learning and teaching on a continuum to meet learners’ developmental needs as introduced in the course EDN4175W Teaching in the Foundation Phase. It will particularly address differentiated instruction and managing both single grade and multi-grade classes in particular.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

EDN4173H  FOUNDATION PHASE CURRICULUM LEADERSHIP B
Class number 7185
NQF credits: 12 at HEQSF level 6
Convenor: K Hassan
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on developing students’ leadership and management skills for numeracy within their classroom and school context. It addresses issues of effective change in practice, progression and pacing, curriculum management, including systems and resources. Students will engage with issues relating to planning for learning and teaching on a continuum to meet learners’ developmental needs as introduced in the course EDN4175W Teaching in the Foundation Phase. It will particularly address differentiated instruction and managing both single grade and multi-grade classes in particular.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.
EDN4174W LEARNING IN THE FOUNDATION PHASE
Class number 6694
NQF credits: 24 at HEQSF level 6
Convener: C Kühne
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on developing students’ knowledge and understanding of the cognitive and conceptual development of numeracy and literacy (in particular reading and writing). Current theories of learning, learning trajectories and frameworks will be explored in detail. Students will have an opportunity to link this to the classroom, curriculum planning and assessment. Students will engage with issues relating to numeracy and literacy acquisition in practice which includes diagnosing learners’ difficulties, learning styles, matching learning and teaching.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

EDN4175W TEACHING IN THE FOUNDATION PHASE
Class number 6697
NQF credits: 24 at HEQSF level 6
Convener: C Kühne
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on classroom/teaching; education theories, teaching strategies and methodologies, differentiated instructional pedagogy, inclusion and diversity. Students will engage with issues relating to the teaching of numeracy and literacy in practice such as addressing learners’ difficulties, evaluating different ways of teaching so that the varied needs of learners are addressed.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

EDN4176W FOUNDATION PHASE NUMERACY
Class number 6700
NQF credits: 24 at HEQSF level 6
Convener: G Powell
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on developing students’ knowledge of the common philosophy of mathematics education reform as a significant paradigm shift from teaching isolated mathematics content topics to learning the principles of mathematics with understanding. Students will engage with issues relating to the teaching and learning of mathematics such as differentiated classroom management, diagnosis of learners’ difficulties and differentiated ways of teaching mathematics content, planning (curriculum) and assessment in line with the NCS.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and tests 50%; one two hour examination 50%.

EDN4177W FOUNDATION PHASE LITERACY
Class number 6703
NQF credits: 24 at HEQSF level 6
Convener: D Hendricks
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on developing students’ knowledge of language learning and acquisition as an integral part of a significant paradigm shift from teaching isolated language topics to learning the principles of teaching language within and across the curriculum with understanding. The relationship between language and learning is introduced in this course with an emphasis on parent-child interaction, teacher-student interaction and their effects on learning.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and tests 50%; one two hour examination 50%.

EDN4178H INTERMEDIATE PHASE CURRICULUM LEADERSHIP A
Class number 7186
NQF credits: 12 at HEQSF level 6
Convener: K Hassan
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on developing students’ leadership and management skills for literacy within their classroom and school context. It addresses issues of effective change in practice, progression and pacing, curriculum management, including systems and resources. Students will engage with issues relating to planning for learning and teaching on a continuum to meet learners’ developmental needs as introduced in the course EDN4180W Learning in the Intermediate Phase. It will address differentiated instruction and managing both single grade and multi-grade classes in particular.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

EDN4179H INTERMEDIATE PHASE CURRICULUM LEADERSHIP B
Class number 7187
NQF credits: 12 at HEQSF level 6
Convener: K Hassan
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on developing students’ leadership and management skills for numeracy within their classroom and school context. It addresses issues of effective change in practice, progression and pacing, curriculum management, including systems and resources. Students will engage with issues relating to planning for learning and teaching on a continuum to meet learners’ developmental
needs as introduced in the course EDN4181W Teaching in the Intermediate Phase. It will address differentiated instruction and managing both single grade and multi-grade classes in particular.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

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**EDN4180W LEARNING IN THE INTERMEDIATE PHASE**

Class number 6696

**NQF credits:** 24 at HEQSF level 6

**Convener:** C Kühne

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course focuses on developing students’ knowledge and understanding of cognitive/conceptual development of numeracy and literacy (in particular reading and writing). Current theories of learning, learning trajectories and frameworks will be explored in detail. Students will have an opportunity to link this to the classroom, curriculum planning and assessment. Students will engage with issues relating to numeracy and literacy acquisition in practice which includes diagnosing learners’ difficulties, learning styles, matching learning and teaching.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** Assignments and school-based tasks count 60%; one culminating teaching related portfolio counts 40%.

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**EDN4181W TEACHING IN THE INTERMEDIATE PHASE**

Class number 6698

**NQF credits:** 24 at HEQSF level 6

**Convener:** C Kühne

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course focuses on classroom/teaching; education theories, teaching strategies and methodologies, differentiated instructional pedagogy, inclusion and diversity. Students will engage with issues relating to the teaching of numeracy and literacy in practice such as addressing learners’ difficulties, evaluating different ways of teaching so that the varied needs of learners are addressed.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

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**EDN4182W INTERMEDIATE PHASE MATHEMATICS**

Class number 6701

**NQF credits:** 24 at HEQSF level 6

**Convener:** G Powell

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course focuses on developing students’ knowledge of the common philosophy of mathematics education reform as a significant paradigm shift from teaching isolated mathematics content topics to learning the principles of mathematics with understanding. Students will engage with issues relating to the teaching and learning of mathematics such as differentiated classroom management, diagnosis of learners’ difficulties and differentiated ways of teaching mathematics content, planning (curriculum) and assessment in line with the NSC.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** Assignments and tests 50%; one two hour examination 50%.

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**EDN4183W INTERMEDIATE PHASE LANGUAGE**

Class number 6704

**NQF credits:** 24 at HEQSF level 6

**Convener:** D Hendricks

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This course focuses on the relationship between pedagogical beliefs (theory and policy) in language and literacy education and classroom practice. This course will engage students in the application of these theories and practices in their classroom, and includes the following topics: reading and writing as social practice; an analysis of different text types; engaging with meaning as a reader and writer; literacy pedagogy; and critical literacy.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** Assignments and tests 50%; one two-hour examination 50%.

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**EDN4184F ADULT EDUCATION AND DEVELOPMENT**

* (Not offered in 2015)

**NQF credits:** 24 at HEQSF level 6

**Convener:** Dr S Ismail

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This half-semester compulsory course will provide a comparative overview of adult education and training practice in relation to different theories of economic and social development. It will analyse the implications of current processes of globalisation, organisational and technological change for conceptions of knowledge and adult learning, and the emergence of notions such as ‘lifelong learning’ and the ‘learning organisation’.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** By examination.

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**EDN4185F ADULT EDUCATION AND THE WORKPLACE**

* (Not offered in 2015)

**NQF credits:** 24 at HEQSF level 6

**Convener:** TBA
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:** This half-semester option will describe and analyse the ways in which adult education practices interact with the demands of the workplace within the broader context of the changing South African economy. A particular focus will be the impact of current global and technological changes on human resources development and on education and training priorities.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** By assignment.
EDN4186F  LITERACY AND ADULT BASIC EDUCATION
(Not offered in 2015)
NQF credits: 24 at HEQSF level 6
Convener: TBA
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This half-semester option provides an historical and comparative perspective on literacy and illiteracy and of related intervention programmes. It will focus on literacy and adult basic education in the South African context, including issues of policy development, institutionalisation of practices and professionalisation.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: By assignment.

EDN4200W  RESEARCH IN SCHOOL SUBJECT CONTENT
Class number 9702
NQF credits: 24 at HEQSF level 8
Convener: TBA
Course entry requirements: Acceptance for a PGCE.
Course outline: The writing of a paper or report on the relevance and application of an approved area of specific subject content knowledge to the school curriculum. Its focus is the recontextualisation of knowledge for the school curriculum and its pedagogy and/or assessment. The paper will be supervised by a supervisor(s) working in the subject area concerned. (Candidates will be accepted subject to the identification and availability of a supervisor.) (Note: The paper is not intended as a study of pedagogy/subject method teaching per se.)
DP requirements: Submission of an 8,000 word paper by due date.
Assessment: Paper counts 100%.

EDN4500W  EMERGING TECHNOLOGIES IN EDUCATION
Class number 9750
NQF credits: 30 at HEQSF level 8
Convener: Associate Professor D Ng’ambi
Course entry requirements: Postgraduate Diploma in Educational Technology Course entry requirements.
Course outline: The course will cover the history of educational technology before examining the general challenges that face education in the twenty-first century. We explore the contexts of African education from the level of the international to the national, to the institution to the discipline. Then identify ways in which the affordances of emerging technologies can help educators’ better respond to the teaching and learning challenges of twenty-first century.
DP requirements: Assessment: An assignment to conduct a contextually specific situational analysis of the use of technologies to respond to challenges in twenty-first Century education counts 100%.

EDN4501W  ONLINE LEARNING DESIGN
Class number 9751
NQF credits: 30 at HEQSF level 8
Convener: Associate Professor C Hodgkinson-Williams
Course entry requirements: Acceptance for the Postgraduate Diploma in Educational Technology.
Course outline: This course prepares students to design, develop and formatively evaluate online learning interventions within a particular social and cultural context and to adequately explain their design assumptions. This course requires students to critically appraise various models of online learning design by examining their underlying epistemological (knowledge), psycho-social (learning theory) and pedagogical (teaching) assumptions and their associated learning strategies. Students are then required to design, develop and formatively evaluate a prototype online learning intervention using suitable technologies and defend their design choices in an electronic portfolio.
DP requirements: Assessment: Assignment on online learning design and an electronic portfolio count 100%.

EDN4502W  RESEARCH & EVALUATION OF EMERGING TECHNOLOGIES
Class number 9760
NQF credits: 30 at HEQSF level 8
Convener: Associate Professor D Ng’ambi and Dr C Brown
Course entry requirements: Acceptance for the Postgraduate Diploma in Educational Technology.
Course outline: Drawing on global and African research students will use one of the main theoretical perspectives evident in e-learning research as a lens through which to understand the implementation of an educational technology in a specific context. They will use appropriate methodologies to conduct a small scale research project to understand the principles which inform the design of the learning solution or intervention and evaluate the suitability of the intervention in addressing the underlying challenge before making recommendation for future development and implementation decisions.
DP requirements: Assessment: An evaluation of an online learning intervention counts 100%.

EDN4503W  LEARNING TEACHING & EMERGING TECHNOLOGIES
Class number 9752
NQF credits: 30 at HEQSF level 8
Convener: Drs C Brown and J Hardman
Course entry requirements: Acceptance for the Postgraduate Diploma in Educational Technology.
Course outline: This course will investigate the inter-related issues of learning, teaching and technology. It examines key theories of learning to understand how the twenty-first Century learners globally and specifically in the African context might best engage with various
tasks before scrutinizing various pedagogical theories to justify why and in what ways specific teaching strategies and emerging technologies might best support learning.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** An extended literature review constitutes 100%.

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**EDN4504F/S**  **LEARNING & TEACHING IN HIGHER EDUCATION**

*(Not offered in 2015)*

**NQF credits:** 30 at HEQSF level 8

**Convener:** Associate Professor J Jawitz and K Behari-Leak

**Course entry requirements:** Acceptance for the PGDE.

**Course outline:** This course provides participants with explanatory frameworks (theories and concepts) for understanding student learning and critically examining and improving their practice as educators in the HE context. It provides an introduction to aspects of practice (e.g. course and task design, assessment, teaching method) which will be explored in greater depth in elective courses. The course will draw on the experience of participants as well as case studies which focus on the learning and teaching challenges generated by educationally, linguistically and culturally diverse classrooms.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** A series of assignments equally weighted interrogating own practice and context culminating in a reflective commentary on personal development during the course.

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**EDN4505F/S**  **ASSESSMENT & EVALUATION IN HIGHER EDUCATION**

*(Not offered in 2015)*

**NQF credits:** 30 at HEQSF level 8

**Convener:** Dr A Cliff

**Course entry requirements:** Acceptance for the PGDE.

**Course outline:** This course explores assessment and evaluation as a social practice by means of a critical engagement with current debates and approaches. The course aims to provide:

- An overview of the functions of, and approaches to, educational assessment;
- A range of conceptual tools and technologies to enable participants to conduct a critical evaluation of assessment practices, and
- Design assessment events from a clearly theorised basis;
- Exposure to case studies of assessment in higher education;
- An introduction to issues associated with educational evaluation and quality assurance

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** One 1000 word coursework assignment, plus two essay-type assignments of 2500 words each.

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**EDN5000F**  **LEARNING AND TEACHING IN HIGHER EDUCATION**

**Class number:** 7806

**NQF credits:** 36 at HEQSF level 9

**Convener:** Associate Professor J Jawitz and K Behari-Leak

**Course entry requirements:** Acceptance for the PGDE.

**Course outline:** This course provides participants with explanatory frameworks (theories and concepts) for understanding student learning and critically examining and improving their practice as educators in the HE context. It provides an introduction to aspects of practice (e.g. course and task design, assessment, teaching method) which will be explored in greater depth in elective courses. The course will draw on the experience of participants as well as case studies which focus on the learning and teaching challenges generated by educationally, linguistically and culturally diverse classrooms.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN5003F**  **TEACHERS/CLASSROOMS/MEANINGS**

**Class number:** 7816

**NQF credits:** 20 at HEQSF level 8

**Convener:** N Bakker

**Course entry requirements:** Acceptance for the BEdHons.

**Course outline:** This course looks carefully at teachers and what they do. It will study what influences teachers; how teachers are perceived; how power is negotiated between teachers and students in classrooms; and how teachers can become engaging and transforming in a modern/post-modern world. Also studied will be teachers and their relationship with language, and how language creates and reinforces beliefs, understandings and cultural stereotypes.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** Tests, examinations 50%, coursework 50%.

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**EDN5012F**  **MATHEMATICS CURRICULUM, PEDAGOGY AND SOCIETY**

**Class number:** 7908

**NQF credits:** 20 at HEQSF level 8

**Convener:** S Jaffer

**Course entry requirements:** Acceptance for the BEdHons.

**Course outline:** The general problem addressed in this course focuses on accounts of the differential distribution of school mathematics knowledge across different social class groups in society. The course explores the complex nature of the relations between socio-economic and political factors and curriculum and pedagogy in schooling, with specific attention on the reproduction of school mathematics. Literature from the field of sociology of mathematics education serve as the central resources used on the course to explore theories that attempt to explain the differences in performance in school mathematics across social class groups. Throughout the course exemplars of empirical studies are considered in the light of the theoretical resources discussed.

**DP requirements:** At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments.
**EDN5018S  **ONLY ENGLISH  
Class number 8912  
**NQF credits:** 20 at HEQSF level 8  
**Convener:** Associate Professor R Kapp  
**Course entry requirements:** Acceptance for the PGCE or BEdHons.  
**Course outline:** This course is an investigation of the English language and its current status internationally and in South Africa. We will explore the ways in which the language is used in a variety of contexts, how people position themselves in relation to English and the ways in which the language itself is growing and changing. Any student with an interest in, or love of the English language may register, though the emphasis will be towards education and the importance of English as a language of education. Assignments will be tailored to suit individual students' involvements and interests where possible.  
**DP requirements:** At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments and course evaluations.  
**Assessment:** Coursework 60%; an examination 40%.  

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<thead>
<tr>
<th>Class number</th>
<th>NQF credits</th>
<th>Convener</th>
<th>Course entry requirements</th>
<th>Course outline</th>
<th>DP requirements</th>
<th>Assessment</th>
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<tr>
<td>7744</td>
<td>20</td>
<td>TBA</td>
<td>Acceptance for the BEdHons.</td>
<td>This course, which contains both practical and theoretical components, introduces learners to educational studies. The course will provide a foundation for further studies in education and offers structured opportunities for learning important ideas in the discipline of education and important skills for engaging in university study.</td>
<td>At least 80% attendance is required at lectures. Submission and satisfactory completion of all assignments and course evaluations.</td>
<td>Examination 50%; coursework 50%.</td>
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**EDN5034W  **RESEARCH PAPER IN SCHOOL SUBJECT CONTENT  
Class number 10582  
**NQF credits:** 20 at HEQSF level 8  
**Convener:** J D Gilmour  
**Course entry requirements:** Acceptance for the PGCE or BEdHons.  
**Course outline:** The writing of a paper on the relevance and application of an approved area of specific content knowledge to the school curriculum. The paper will be supervised by a supervisor(s) working in that area. *(NOTE: The paper should not concern the pedagogical/subject method implications of teaching the subject.)*  
**DP requirements:** Submission of a 7,000 word paper by due date. Candidates are accepted subject to the identification and availability of a suitable supervisor.  
**Assessment:** Paper 100%.  

**EDN5047F  **AN INVITATION TO CURRICULUM  
Class number 7745  
**NQF credits:** 20 at HEQSF level 8  
**Convener:** Associate Professor U K Hoadley  
**Course entry requirements:** Acceptance for the BEdHons.  
**Course outline:** This course will provide an introduction to the study of curriculum. It will be organised into three segments. The first segment will examine knowledge in society: what kinds of knowledge are there? How is knowledge produced? How does it grow? The second segment will examine pedagogy: how is knowledge transformed into curriculum? What are the different ways in which it can be packaged? The third segment will examine pedagogic identity: what kinds of identities do learners get from the curriculum? How are these identities distributed? These three segments, knowledge, pedagogy and identity, will be examined in the context both of South Africa's curricular reforms and in the light of global changes.  
**DP requirements:** At least 80% attendance is required at lectures. Submission of all assignments and course evaluations.  
**Assessment:** Tests, examinations 33%; coursework 67%.  

**EDN5051S  **LANGUAGE IN SOUTH AFRICAN SCHOOLING  
Class number 8421  
**NQF credits:** 24 at HEQSF level 8  
**Convener:** Associate Professor C McKinney  
**Course entry requirements:** Acceptance for the BEdHons.  
**Course outline:** This course addresses key challenges in the field of language in education in South African schooling. It explores the complex possible relationships between language and failure from socio-political, sociolinguistic as well as psycholinguistic perspectives. The course is structured in three parts: (i) the language of learning and teaching debate and the theoretical and empirical work underpinning this; (ii) the sociolinguistic and language policy context in SA; and (iii) language and learning in the classroom.  
**DP requirements:** 80% attendance and submission of all assignments and course evaluations.  
**Assessment:** Coursework 67%; an examination (or test) 33%.
EDN5055F PRACTICAL WORK IN SCIENCE EDUCATION  
Class number: 7757  
NQF credits: 20 at HEQSF level 9  
Convener: Associate Professor A Hattingh  
Course entry requirements: Acceptance for the BEdHons. Previous subject specialisation in science or technology, plus recent teaching experience at the primary, secondary or tertiary level in science and technology.  
Course outline: This course presents research findings on the effectiveness and value of science/biology/technology practical work in the laboratory, classroom, workshop, museum and field, at primary, secondary and tertiary levels. It examines the processes and skills involved in different forms of practical work and their limitations. Many specific examples and applications are illustrated and discussed indoors and outdoors.  
DP requirements: At least 80% attendance, including practical fieldwork tasks where required. Submission of all assignments and course evaluations.  
Assessment: Tests, examinations 33%; coursework 67%.

EDN5073F POLITICS AND HISTORY IN SOUTHERN AFRICAN EDUCATION  
Class number: 7746  
NQF credits: 20 at HEQSF level 8  
Convener: Professor P Christie  
Course entry requirements: Acceptance for the BEdHons.  
Course outline: The focus of the course is the educational history of South Africa. Major issues examined in the course include race, class, gender and culture in education and schooling.  
DP requirements: At least 80% attendance is required at lectures. Submission of all assignments and course evaluations.  
Assessment: Tests, examinations 33%; coursework 67%.

EDN5090S SCHOOL MATHEMATICS: THE CONSTRUCTION OF KNOWLEDGE AND IDENTITY  
Class number: 8913  
NQF credits: 20 at HEQSF level 8  
Convener: S Jaffer  
Course entry requirements: Acceptance for the BEdHons.  
Course outline: This course focuses on how evaluation and pedagogic judgement are implicated in the construction of school mathematics and pedagogic identity. More specifically, the course will address the structuring of pedagogic discourse with reference to Curriculum 2005 and the notions of mathematics and identity that emerge from and in response to it as teachers and students attempt to reproduce school mathematics.  
DP requirements: At least 80% attendance is required at lectures. Submission of all assignments and course evaluations.  
Assessment: Tests, examinations 33%; coursework 67%.

EDN5094S LEARNING AND COGNITION  
Class number: 8756  
NQF credits: 20 at HEQSF level 8  
Convener: Dr J Hardman  
Course entry requirements: Acceptance for the BEdHons.  
Course outline: This course investigates the inter-related issues of learning and cognitive change. The course focuses on theories of learning and cognition, introducing course members to the theories of Vygotsky, Piaget and Feuerstein. The course is structured around the following core themes:  
- Cognition: How can we theorise about learning?  
- What theoretical issues underlie learning today?  
- Learning and development: Learning how to think and learn.  
- Scaffolding: Models for learning and teaching.  
At the end of the course, students should be able to:  
- Learn to identify and follow a line of argument.  
- Examine practical applications of learning theories.  
- Use theory to construct understandings of cognitive change.  
DP requirements: At least 80% attendance is required at lectures. Submission of all assignments and course evaluations.  
Assessment: Tests, examinations 33%; coursework 67%. 
DP requirements: The degree. Students must ensure that they are available for regular meetings with their supervisors.

may be submitted by 1 April in the year following the completion of coursework. A candidate may take no longer than 3 years from and relevant to their chosen coursework curriculum. This research must be embodied in a 25,000 word (maximum) dissertation.

Course outline:

Course entry requirements

EDN5095F  LITERACY IN THEORY AND PRACTICE
Class number 7320
NQF credits: 20 at HEQSF level 8
Convener: Associate Professor M Prinsloo

Course entry requirements: Acceptance for the BEdHons.

Course outline: The course will develop an inter-disciplinary perspective to consider the major contemporary ways of thinking about literacy. First, we will review studies of the practices of reading and writing across diverse social settings, as well as in teaching settings. Then we will aim to develop and revise approaches to literacy and literacy teaching, with possible focuses for the course being:

- how adults without schooling engage with and interpret literacy in diverse ways. We will think about this in relation to forms of provision of literacy training for adults, including the emergence of a national Adult Basic Education and Training system in South Africa;
- the beginnings of literacy learning and development in young children: the concepts of 'situated literacies' and 'situated learning' will be developed to understand the ways that young children from a range of language and home backgrounds become (different kinds of) readers and writers;
- literacy and teacher strategies in schools. There will be a special focus on the processes of inclusion and exclusion and on the role that language (both spoken and written) plays in these processes in multilingual environments.

DP requirements: At least 80% attendance is required at lectures. Submission of all assignments and course evaluations.

Assessment:

EDN5096S  EDUCATION, MANAGEMENT AND LEADERSHIP
Class number 8757
NQF credits: 20 at HEQSF level 8
Convener: J D Gilmour

Course entry requirements: Acceptance for the BEdHons.

Course outline: The intention of this course is to provide present and prospective school leaders and principals with an introduction to the analysis of the conceptual and human resource skills associated with administrative, management and leadership responsibilities in the school. A focus of the course is understanding the local and global dynamics of the context in which leaders work and providing students with the tools to analyse and respond to the strategies available to leaders seeking to improve their schools.

DP requirements: At least 80% attendance is required at lectures. Submission of all assignments and course evaluations.

Assessment:

EDN5098F  RESEARCH METHODS
Class number 7758
NQF credits: 20 at HEQSF level 8
Convener: TBA

Course entry requirements: Acceptance for the BEdHons.

Course outline: The focus of the course is on basic conceptual and methodological issues concerned with the nature of educational research enquiry. More specifically, the course focuses on enabling students to:

- formulate research questions;
- read critically and make sense of (be able to explain) published educational research;
- engage with methodological and ethical issues; and
- develop competencies in the use of methods and techniques applied in educational research.

DP requirements: At least 80% attendance is required at lectures. Submission of all assignments and course evaluations.

Assessment:

EDN5102S  PRIMARY SCHOOL LEARNING AND COGNITIVE DEVELOPMENT
Class number 8420
NQF credits: 20 at HEQSF level 8
Convener: Dr A E Muthivhi

Course entry requirements: Acceptance for the BEdHons.

Course outline: This course examines classroom learning at primary school level in South Africa and explores the consequences of the different modes of teaching and learning on learners’ cognitive development and concept acquisition. The course uses the contributions of contemporary theories and research on learning and child development to examine the challenges that the South African primary school system is currently experiencing. Students will reflect on the problems of teaching and learning in diverse South African primary school classrooms and use contemporary research contributions to explore theoretically sound and effective ways of teaching and learning that contribute to learners’ cognitive development.

DP requirements: At least 80% lecture attendance, seminar presentation and assignment submission.

Assessment:

EDN5500W  MINOR DISSERTATION
Class number 10390
NQF credits: 90 at HEQSF level 9
Convener: The relevant MEd specialisation convener.

Pre-requisite: EDN5501W

Course entry requirements: Acceptance for the MEd.

Course outline: Students are required to undertake and complete supervised research on an approved topic and field of research emerging from and relevant to their chosen coursework curriculum. This research must be embodied in a 25,000 word (maximum) dissertation, which may be submitted by 1 April in the year following the completion of coursework. A candidate may take no longer than 3 years to complete the degree. Students must ensure that they are available for regular meetings with their supervisors.

DP requirements:
### Assessment: 25 000 word dissertation.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Class Number</th>
<th>NQF Credits</th>
<th>Convener 1</th>
<th>Convener 2</th>
<th>Convener 3</th>
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<tr>
<td>EDN5501F</td>
<td>ADVANCED RESEARCH DESIGN</td>
<td>10393</td>
<td>30 at HEQSF level 9</td>
<td>Dr S Ismail</td>
<td>Dr H Jacklin</td>
<td>Dr J Gamble</td>
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<td>10394</td>
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<td>Dr S Ismail</td>
<td>Dr H Jacklin</td>
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<td>Course entry requirements: Acceptance for the MEd.</td>
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<td>Course outline: The course takes students through the different stages in developing a research design – identifying a problem, formulating a question, conducting a literature review, identifying and recruiting appropriate conceptual resources, proposing strategies for data production and analysis and considering issues relating to validity and ethics. This process takes place at two levels: by reading reports of research done by others and by developing a design for the candidate’s own proposed masters’ study. The focus is on establishing coherence between the different facets of the research design.</td>
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<td>DP requirements: 80% attendance record and completion of all tasks and assignments.</td>
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<td>Assessment: Development of a research proposal of approximately 6000 words.</td>
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| EDN5502F    | KEY TRADITIONS IN ADULT EDUCATION RESEARCH        | 10395        | 30 at HEQSF level 9 | Dr S Ismail | Dr H Jacklin | Dr J Gamble |
| Course entry requirements: Acceptance for the MEd. |
| Course outline: This course introduces students to some of the key methodological approaches in the field of adult education research. It introduces the concepts of ontology and epistemology, and methodological approaches such as constructivism, interpretivism and realism, as competing (or complementary) ways of thinking about the world and how we produce knowledge about it. These concepts are drawn upon critically to analyse contrasting theoretical traditions in adult education research. The focus in each case is on their ontological and epistemological assumptions, and the methodological implications of these for research. |
| DP requirements: 80% attendance record and completion of all tasks and assignments. |
| Assessment: 6 000 word essay or equivalent. |

| EDN5503F    | ADULT LEARNING FOR SOCIAL CHANGE                 | 10399        | 30 at HEQSF level 9 | Dr S Ismail | Dr H Jacklin | Dr J Gamble |
| Course entry requirements: Acceptance for the MEd. |
| Course outline: The course provides an advanced introduction to key theoretical perspectives on adult learning and knowledge-production, where learning is directed primarily towards social change. The focus is on informal contexts of learning such as social movements, community development projects, the labour movement, arts/cultural work, and health education. Close attention is paid to the ways in which ‘adult learning’ and ‘adult learners’ fit and contest theoretical debates concerning ‘intellectuals’, and theoretical debates concerning ‘everyday life’ and ‘social reproduction’. Theoretical resources will be drawn from feminist, radical pedagogy, postcolonial and cultural studies traditions. |
| DP requirements: 80% attendance record and completion of all tasks and assignments. |
| Assessment: 6 000 word essay or equivalent. |

| EDN5504F    | THEORISING EDUCATION POLICY                      | 10402        | 30 at HEQSF level 9 | Dr J Gamble | Associate Professor L Cooper | Associate Professor L Cooper |
| Course entry requirements: Acceptance for the MEd. |
| Course outline: The course sets up a series of conceptual lenses through which to interrogate policy developments in adult education, higher education and vocational education and training. The first is the division of mental and manual labour in society which leads to institutional, programme and knowledge differentiation and differing prospects of social inclusion or exclusion. The second is the relation between education, the economy and the state which has implications for various modes of policy legitimation. Policy proposals that relate to students’ work and interest are then analysed in terms of their ideological and educational intent and realisation. |
| DP requirements: 80% attendance record and completion of all tasks and assignments. |
| Assessment: 6 000 word essay or equivalent. |

| EDN5505S    | CHANGING FRAMEWORKS IN CURRICULUM POLICY         | 10409        | 30 at HEQSF level 9 | Associate Professor U Hoadley |
| Course entry requirements: Acceptance for the MEd. |
| Course outline: The course is concerned change and continuity in processes of curriculum reform. Three central ideas informing it. The first is an historical analysis of curriculum identifying reform swings between two poles, ‘traditional’ and ‘reform’ or progressive curricula. The second idea is the implications of these swings the ‘message systems’ of education – curriculum, pedagogy and evaluation (the intended, the enacted and the assessed curriculum). The third tenet is the centrality of knowledge in the consideration of curriculum policy, change and evaluation. The course begins with a broad scan of the political sociology and historical literature on curriculum and throughout it focuses on analyses within the sociology of knowledge. Fundamentally it is the nature and status of knowledge that shifts when the curriculum changes. The course aims to expose students both to the broader political context and processes of curriculum reform, as well as conceptual approaches to the analysis of curriculum forms. |
| DP requirements: 80% attendance record and completion of all tasks and assignments. |
| Assessment: Academic essay (6000 words). |
EDN5506F  PEDAGOGY, KNOWLEDGE & SOCIETY
Class number 10413
NQF credits: 30 at HEQSF level 9
Convener: Associate Professor U Hoadley
Course entry requirements: Acceptance for the MEd.
Course outline: The course privileges the notion of curriculum as a selection and organisation of knowledge for transmission. Being sociologically rooted, it also concerns the differential distribution of knowledge and its transmission across groups in society. Central to the course are questions of what knowledge is included in the formal curriculum, how it is organised and what the implications of this are for groups of learners. Basil Bernstein provides the main theoretical resource for these issues, from an investigation of curriculum forms and pedagogic modalities to an analysis of how knowledge is transformed for pedagogic communication, through to his theorisation of different knowledge structures. Exemplars of empirical work that address the questions of the course are considered throughout. Attention will be drawn the development of languages of description. In short, the course focuses on the relationship between schooling and society and research that has pursued questions around it within a particular theoretical tradition.
Assessment: Academic essay (6000 words).

EDN5507F/S  EMERGING TECHNOLOGIES & EDUCATIONAL PRACTICES
(Not offered in 2015)
NQF credits: 30 at HEQSF level 9
Convener: D C Brown
Course entry requirements: Acceptance for the MEd.
Course outline: Emerging technologies and educational practices in developing context. This course focuses on the discourse of learning with technologies and ways that these different forms are theorised. Some of the concepts to be covered include frameworks, taxonomies, and new representations of digital learning including mobile and authentic learning etc. This course will investigate the inter-related issues of learning, technology and cognitive change. The course focuses on theories of learning and cognitive change as well as developing an understanding of the effects of technology on cognition. Course members will be involved in constructing/designing curricula that incorporate technology, informed by the theories of learning that we cover during the course. The intention of the course is to generate a view of learning and learners that incorporates current approaches to computer mediated teaching and learning with a view to understanding and theorising potential shifts in pedagogical practices arising from the introduction of novel technology into classrooms.
DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: Academic essay (6000 words).

EDN5508F/S  RESEARCH IN EDUCATION TECHNOLOGY
(Not offered in 2015)
NQF credits: 30 at HEQSF level 9
Convener: Associate Professor D Ng'ambi
Course entry requirements: Acceptance for the MEd.
Course outline: The course presents an overview of past and present research in educational technology with particular emphasis on the teaching and or learning challenge; formulation of question, approaches adopted, and unanswered questions. The aim is to uncover issues, debate approaches, and to understand how context and researcher's bias constrains research possibilities. The course is structured around the following themes: Global & local research in technology enhanced learning; Impact of educational technology research; E-learning policies; Emerging practices; Technology mediated communities and Social learning.
DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: Academic essay (6000 words): 60%; Seminars: 10%; Group task: 20%; Reflections: 10%.

EDN5509F/S  LEARNING WITH TECHNOLOGIES
(Not offered in 2015)
NQF credits: 30 at HEQSF level 9
Convener: Dr J Hardman
Course entry requirements: Acceptance for the MEd.
Course outline: The course focuses on the discourse of learning with technologies and ways that these different forms are theorised. Some of the concepts to be covered include frameworks, taxonomies, and new representations of digital learning including mobile and authentic learning etc. This course will investigate the inter-related issues of learning, technology and cognitive change. The course focuses on theories of learning and cognitive change as well as developing an understanding of the effects of technology on cognition. Course members will be involved in constructing/designing curricula that incorporate technology, informed by the theories of learning that we cover during the course. The intention of the course is to generate a view of learning and learners that incorporates current approaches to computer mediated teaching and learning with a view to understanding and theorising potential shifts in pedagogical practices arising from the introduction of novel technology into classrooms.
DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: Academic essay (6000 words): 60%; Seminars: 10%; Group task: 20%; Reflections: 10%.

EDN5510F/S  RESEARCH DESIGN & METHODOLOGY
(Not offered in 2015)
NQF credits: 0 at HEQSF level 9
Convener: Associate Professor C Hodgkinson-Williams
Course entry requirements: Acceptance for the MEd.
Course outline: This course focuses on ways of identifying and matching context, educational challenges, ubiquitous technologies, philanthropy and writing funding proposals. The course has a specific focus on technology-enhanced learning in resource-constrained environments. The course is structured around the following themes:
- Educational technology research
- Identify key research problems
• Research traditions / paradigms
• Methodological choices
• Validity issues
• Academic integrity

**EDN5511F/S  RESEARCHING IN HIGHER EDUCATION**  
(Not offered in 2015)

**NQF credits:** 30 at HEQSF level 9  
**Convenor:** Dr A Cliff  
**Course entry requirements:** Acceptance for the MEd.  
**Course outline:** The course aims to provide an induction into the field of research in Higher Education through exposure of participants to Higher Education as the subject of research. The curriculum is planned to provide participants with a sense of resources provided by higher education research from early empirical psychological models to current sociological and cognitive psychological approaches. Participants will be encouraged to identify the strengths and weaknesses of such research. Participants will be made aware of the complexity of the field of higher education as a research subject in which little is as self-evident as it appears. The curriculum is intended to prepare participants to consider ways in which they can think of their own teaching practice and context as areas of research.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.  
**Assessment:** Academic essay (6000 words): 60%; Seminars: 10%; Group task: 20%; Reflections: 10%.

**EDN5514F/S  KNOWLEDGE & CURRICULUM IN HIGHER EDUCATION**  
(Not offered in 2015)

**NQF credits:** 30 at HEQSF level 9  
**Convenor:** Associate Professor K Luckett  
**Course entry requirements:** Acceptance for the MEd.  
**Course outline:** The course aims to assist students to develop a critically-informed view of the institution of the academy and to acquire ways of thinking sociologically about the higher education curriculum, knowledge and policy. At the beginning of the course students are introduced to Bernstein’s sociology of education. Using the framework of the ‘pedagogic device’, the implications for the curriculum of global trends in higher education and more particularly of the policy context for South African higher education since 1994 are examined. The third section of the course focuses on Bernstein and his followers' theorisation of knowledge, with a focus on what this means for the higher education curriculum, innovation, identities, etc. The major assignment for the course involves some basic empirical research in which students analyse an aspect of their curriculum design or practice using concepts from Bernstein’s sociology of education.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.  
**Assessment:** 6 000 word essay or equivalent.

**EDN5515S  THINKING CLASSROOM & COMMUNITIES**  
Class number 10510

**NQF credits:** 30 at HEQSF level 9  
**Convenors:** Associate Professor K Murriss and Dr C Verbeek  
**Course entry requirements:** Acceptance for the MEd.  
**Course outline:** The course focuses on the theory and practice of the ‘community of enquiry’ – the pedagogy of philosophy with children (P4C). This internationally established approach has proved to enhance self-esteem, critical literacy, democratic responsibility, IQ and EQ with students of all ages and in all subjects. You will develop this reflective practice through a variety of experiential teaching and learning methods, and learn how the pedagogy can be implemented to develop democratic relationships, values, critical literacy, comprehension, good questioning and speaking and listening skills in a large variety of educational settings. The emphasis of this experiential course is to learn how the questions of one’s own students can be used to teach critical, creative, caring and collaborative thinking and to stimulate enquiry-based learning through the use of, for example, play (with young children), kinaesthetic activities and a wide range of texts and communication resources (including children’s literature).

**DP requirements:** 80% attendance record and completion of all tasks and assignments.  
**Assessment:** 6 000 word essay or equivalent.

**EDN5517F  LANGUAGE & LITERACY IN THEORY & PRACTICE**  
Class number 10511

**NQF credits:** 30 at HEQSF level 9  
**Convenors:** Associate Professors C McKinney and M Prinsloo  
**Course entry requirements:** Acceptance for the MEd.  
**Course outline:** The course provides an engagement with key ideas, terms and resources in language and literacy studies in education, including shaping influences from linguistics, sociolinguistics, literacy studies, anthropological linguistics and discourse theory. It examines key influences on our understanding of language, language resources and literacy, particularly at the interface between language and social life. Areas focused on include language acquisition, use and development, multilingualism and mobility, critical discourse analysis, theories of language and literacy as social practices. We develop the resources for the study of inequality, success and failure that go beyond deficit views of language and literacy in education. These provide grounding for the work in the courses that follow.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.  
**Assessment:** 6 000 word essay or equivalent.

**EDN5518F  LANGUAGE IN MULTILINGUAL SCHOOLS**  
Class number 10515

**NQF credits:** 30 at HEQSF level 9  
**Convenor:** Associate Professor C McKinney  
**Course entry requirements:** Acceptance for the MEd.
**Course outline:** This course focuses on language learning and teaching as well as the relationship between language and learning in multilingual schools. The first part of the course theorises additional language learning in multilingual contexts. This includes an overview of the global and local contexts of English language learning, language ideologies, theories of second and bilingual language acquisition, and of classroom discourse. The second part of the course engages with language and literacy pedagogy including critical literacy and multiliteracies. Throughout the course we explore the relationships between language and power as well as identity and pedagogy and the implications thereof for providing learners with meaningful access to education.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 6 000 word essay or equivalent.

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**EDN5519S EARLY LITERACY IN SCHOOL & AT HOME**

Class number 10551

**NQF credits:** 30 at HEQSF level 9

**Convener:** Associate Professor M Prinsloo

**Course entry requirements:** Acceptance for the MEd.

**Course outline:** The course offers an overview of the predominant approaches to early childhood literacy studies and in-depth engagement with social practices and critical literacy approaches to early literacy. We look at phonics first, whole language and ‘balanced’ approaches to early literacy pedagogy, as well as emergent literacy approaches to the study of literacy at home; reading practices; children’s play and its links to learning; multilingual and bilingual studies; diversity studies; various early literacy interventions in school and out-of-school, their claims and accomplishments; policy perspectives and electronic media in the context of early literacy engagements.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 6 000 word essay or equivalent.

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**EDN5520S ACADEMIC LITERACIES**

Class number 10523

**NQF credits:** 30 at HEQSF level 9

**Convener:** Dr L Thesen

**Course entry requirements:** Acceptance for the MEd.

**Course outline:** The course provides an introduction to the study of language and literacy in a range of academic settings, via the emerging area of ‘academic literacies’ in the New Literacy Studies field. Rather than a generic academic skill, academic literacy is studied as diverse, shaped by disciplines and subject areas. The course engages with two methodologies that shed light on academic texts and practices. Critical discourse analysis (CDA) focuses on texts, while ethnographic observation (including multimodal analysis) looks more closely at practices. These methodologies are used to explore the relationship between texts and their social-political-historical contexts. The course interrogates the politics of ‘academic voice’ to help us think about access questions in tertiary education settings locally and globally.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 6 000 word essay or equivalent.

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**EDN5521S LITERACY AT WORK & IN ADULT EDUCATION**

Class number 10551

**NQF credits:** 30 at HEQSF level 9

**Convener:** Associate Professor M Prinsloo

**Course entry requirements:** Acceptance for the MEd.

**Course outline:** The focus of the course is on an engagement with research on adults and literacy practices in everyday activities and in institutional settings. Literacy and work in the context of changing workplaces and adult literacy teaching in educational settings are examined. The approach to the study of literacy activities in everyday activities and in institutional contexts is used to inform an analysis of literacy approaches in adult educational contexts and the study of workplaces as sites of textual practices of particular kinds, with both globally shaped and locally constructed dimensions and assemblages. It enquires as to what is going on in workplaces as regards changes, education and literacy; and how reading and writing are thought about and taught in various adult educational settings with what kinds of outcomes.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 6 000 word essay or equivalent.

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**EDN5522F RESEARCH IN MATHEMATICS EDUCATION: CURRICULUM**

Class number 10552

**NQF credits:** 30 at HEQSF level 9

**Convener:** Dr Z Davis

**Course entry requirements:** Acceptance for the MEd.

**Course outline:** The central objects of concern in this course are: the constitution of mathematics curricula, the organisation of the teaching and learning of mathematics (including texts and resources), and the realisation of mathematics in schools. The course will familiarise students with theories and methodologies employed by researchers to study curricula and pedagogic texts, as well as to critically explore the recontextualising of mathematics to schooling with respect to: education policies and curriculum; theories of teaching and learning used in the regulation of educational practice; and the regulation of the reproduction of mathematics in pedagogic situations.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 6 000 word essay or equivalent.

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**EDN5523S RESEARCH IN MATHEMATICS EDUCATION: TEACHING & LEARNING**

Class number 10555

**NQF credits:** 30 at HEQSF level 9

**Convener:** S Jaffer

**Course entry requirements:** Acceptance for the MEd.

**Course outline:** The course is concerned with the teaching and learning of school mathematics and the assessment of students’ mathematical competence. The course will engage students in a critical review of the theoretical and methodological approaches currently used in the field to study the constitution of mathematics by school teachers and students in pedagogic situations, including assessment
The course critically interrogates a range of theoretical approaches to understanding what it is we do when we teach, and considers the contribution of research based on these approaches. The approaches that are selected may shift from year to year. However, they would typically include those that have generated a rich body of research (such as that based on the work of Bernstein and the neo-Vygotskians) as well as those that influence contemporary policy in South Africa (such as Shulman’s PCK theory). The examination of accounts of teaching based on these approaches builds on the examination of accounts of learning in the course Primary School Learning And Development. This course goes on to relate theoretical and empirical insights derived from this research to the context of primary schools in South Africa.

**EDN5524S  EDUCATION DEVELOPMENT & REFORM**  
Class number 10557

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<td>Convener</td>
<td>J D Gilmour</td>
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**Course outline:** World-wide, education systems are characterised by varying types of inequality, ranging from physical access through to disparate outcomes. The reasons for this are complex and the consequences for individuals and societies of inequality enormous. This course will examine these phenomena at macro, national and international levels through reviewing international policy interventions at achieving systemic change; through reviewing how allocatory decisions can be/are made at these levels and through narrowing the lens to more local macro levels to develop frames for school change. The course utilises a case study approach which reveals the intricacies of moving from intentions to action.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 6 000 word essay or equivalent.

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**EDN5525F  EDUCATION POLICY & CHANGE**  
Class number 10559

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<td>Convener</td>
<td>Professor P Christie</td>
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**Course outline:** The course provides an introduction to policy studies as a means for understanding educational change from system level to institutions and classrooms. It looks at theories of globalisation and the nation state, different approaches to policy formulation and implementation, and debates about the complexities of achieving change in education. What is education policy? How is it made? What are its possibilities and limitations as a means for achieving change through the many levels of an education system? These questions are addressed within the context of post-apartheid education policies in South Africa, with a particular emphasis on rights, social justice and development as social and educational goals.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 6 000 word essay or equivalent.

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**EDN5526F  SCHOOL LEADERSHIP & CHANGE CONTEXT**  
Class number 10561

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<td>Dr H Jacklin</td>
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**Course outline:** The course examines global and local trends and developments that shape the context of school change, school leadership and school management. These include globalisation, decentralisation, site based management, new accountability regimes and marketization. Approaches to school improvement are then reviewed, with particular emphasis on professional learning communities. Throughout, the course considers the implications of these developments, policies and approaches to school improvement for schools, in general, and for leaders and managers, in particular.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 6000 word essay or equivalent.

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**EDN5527F  PRIMARY SCHOOL LEARNING & DEVELOPMENT**  
Class number 10563

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<tr>
<th>NQF credits</th>
<th>30 at HEQSF level 9</th>
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<tr>
<td>Convener</td>
<td>Drs AE Muthivhi and J Hardman</td>
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**Course outline:** The course examines children’s learning and development during formal schooling and explores ways in which challenges facing primary schooling and children’s development could be addressed from the vantage point of contemporary advances in research and scholarship in developmental psychology and education. The course also examines problems and challenges related to children’s learning and development in the specific context of the South African primary school system and explores theoretically sound and empirically relevant solutions to these problems.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** One written exam-equivalent assignment of approximately 6000 words, including completion of short seminar papers and class tasks.

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**EDN5528S  TEACHING IN THE PRIMARY SCHOOL**  
Class number 10566

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<th>NQF credits</th>
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<tr>
<td>Convener</td>
<td>Dr H Jacklin</td>
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**Course outline:** The course critically interrogates a range of theoretical approaches to understanding what it is we do when we teach, and considers the contribution of research based on these approaches. The approaches that are selected may shift from year to year. However, they would typically include those that have generated a rich body of research (such as that based on the work of Bernstein and the neo-Vygotskians) as well as those that influence contemporary policy in South Africa (such as Shulman’s PCK theory). The examination of accounts of teaching based on these approaches builds on the examination of accounts of learning in the course Primary School Learning And Development. This course goes on to relate theoretical and empirical insights derived from this research to the context of primary schools in South Africa.
EDN5529F  LEARNING SCIENCE EDUCATION & TEACHING
Class number 10567
NQF credits: 30 at HEQSF level 9
Convener: Associate Professor R. Laugksch
Course entry requirements: Acceptance for the MEd.
Course outline: Considerations for learning in science education and implications for teaching. The course aims to provide students with a conceptual framework for critically examining their own understandings of learning and how such understandings influence the design of curricula as well as the implementation of teaching strategies in students’ own classroom/school contexts. Topics explored include the role and purpose of natural science in South-Africa (and elsewhere); conceptual change; a critical examination of constructivism and its application in high and low socio-economic-status learning environments. Learning science through inquiry is interrogated and its practical implications considered. Attention is given to the connectedness of the issues raised by these topics to a participant’s own professional context.

DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: 6000 word essay or equivalent.

EDN5550S  CONTEMPORARY ISSUES IN SCIENCE EDUCATION
Class number 10570
NQF credits: 24 at HEQSF level 9
Convener: Associate Professor A. Hattingh
Course entry requirements: Acceptance for the MEd.
Course outline: The course provides the students with an overview of the contemporary issues in the field from both African and international perspectives. An important focus is for participants to develop a critical awareness of the influence of historical and philosophical perspectives, diversity, culture, language and learning environments on learning and teaching natural science. Topics which are addressed include science as inquiry, nature of science, social justice, equity and culturally responsive pedagogy, ICT and virtual learning environments; pedagogical content knowledge (PCK) or any other prominently emerging focus area in science education.

DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: 6000 word essay or equivalent.

EDN6000S  RESEARCH IN MATHEMATICS EDUCATION: MATHEMATICS EDUCATION AND SOCIETY
Class number 8914
NQF credits: 36 at HEQSF level 9
Convener: Dr Z. Davis
Course entry requirements: Acceptance for the PGDE.
Course outline: Social, cultural and political perspectives on mathematics curriculum, pedagogy and assessment. Issues such as how mathematics education discourse is structured, how in-school and out-of-school practices relate, how knowledge is made available to learners through different forms of pedagogy and the social and cultural implications of assessment.

DP requirements: At least 80% attendance record and submission of all assignments and projects. Assessment: 6,000-word essay or the equivalent.

EDN6001F  PEDAGOGY, KNOWLEDGE AND SOCIETY
Class number 7807
NQF credits: 36 at HEQSF level 9
Convener: Associate Professor U. K. Hoadley
Course entry requirements: Acceptance for the PGDE.
Course outline: This course is intended to provide a basic orientation to theoretical debates current in writing and research on curriculum. The main areas of debate centres around the position of the learner and the teacher (the status of “the subject” or the agent); the nature and status of knowledge (what is “taught” and “learnt”) and the status of knowledge about these disputed features of education and how it affects orientations to research methodology.

DP requirements: At least 80% attendance record and submission of all assignments and projects. Assessment: 6,000-word essay or the equivalent.
### EDN6004S  CHANGING FRAMEWORKS OF CURRICULUM: POLICY, IMPLEMENTATION AND EVALUATION

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<tr>
<th>Class number</th>
<th>NQF credits</th>
<th>Convener</th>
<th>Course entry requirements</th>
<th>Course outline</th>
<th>DP requirements</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>8803</td>
<td>36 at HEQSF level 9</td>
<td></td>
<td>Acceptance for the PGDE.</td>
<td>This course will discuss a range of current curriculum policy initiatives both in South Africa and elsewhere. The course will focus on the skills of curriculum analysis, critique and development.</td>
<td>At least 80% attendance record and submission of all assignments and projects.</td>
<td>6,000-word essay or the equivalent.</td>
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### EDN6005S  KNOWLEDGE, LEARNING AND THE ORGANISATION OF WORK

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<th>NQF credits</th>
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<th>Course outline</th>
<th>DP requirements</th>
<th>Assessment</th>
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<tr>
<td>8804</td>
<td>36 at HEQSF level 9</td>
<td></td>
<td>Acceptance for the PGDE.</td>
<td>Conceptions of adult learning and the organisation of work and related changes in forms of knowledge. Key themes include post-industrial society and globalisation, life-long learning and learning organisations, workplace discourses and the notion of adult educators and trainers as 'boundary workers'. A case study approach. Option of project-based learning.</td>
<td>At least 80% attendance record and submission of all assignments and projects.</td>
<td>6,000-word essay or the equivalent.</td>
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### EDN6006F  ADULT LEARNING IN INFORMAL SOCIAL CONTEXTS

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<th>Class number</th>
<th>NQF credits</th>
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<th>Course outline</th>
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<th>Assessment</th>
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<tr>
<td>9864</td>
<td>36 at HEQSF level 9</td>
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<td>Acceptance for the PGDE.</td>
<td>Key theoretical perspectives on adult learning and knowledge-production in informal contexts where learning is directed towards social purposes. A focus on feminist perspectives on adult learning. A series of case studies, focusing on examples of learning in the context of development projects, the labour movement, arts/cultural work, aids education or human rights work.</td>
<td>At least 80% attendance record and submission of all assignments and projects.</td>
<td>6,000-word essay or the equivalent.</td>
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### EDN6015S  ADVANCED EDUCATIONAL RESEARCH DESIGN AND METHODS

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<th>Assessment</th>
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<tr>
<td>8750</td>
<td>(non-credit bearing)</td>
<td>Dr H Jacklin</td>
<td>Acceptance for the PGDE.</td>
<td>This course is intended to equip students to develop a research design and to engage in the research required for their dissertations. This course will be run in the first semester over a period of 6-8 weeks. Where there is sufficient demand, it will be repeated in the second semester. Topics covered in the course include formulating research questions, writing a literature review, developing a conceptual framework, and writing up the research report.</td>
<td>At least 80% attendance record and submission of all assignments and projects.</td>
<td>One 6,000 word assignment, or the equivalent.</td>
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### EDN6016S  EMERGENT LITERACY: CHILDREN COMING TO LITERACY

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<tr>
<th>Class number</th>
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<th>Assessment</th>
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<tr>
<td>8805</td>
<td>36 at HEQSF level 9</td>
<td>Associate Professor M Prinsloo</td>
<td>Acceptance for the PGDE.</td>
<td>The dynamics of young children learning literacy in home and school contexts. Compatibility and tensions between literacy practices across the sites of activity and learning. Perspectives on the views and understandings teachers hold about reading and writing in early childhood: the methods used to teach children from different language and socio-cultural backgrounds.</td>
<td>At least 80% attendance record and submission of all assignments and projects.</td>
<td>One 6,000 word assignment (or the equivalent) will count 100%.</td>
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### EDN6027F  RESEARCH IN MATHEMATICS EDUCATION: CURRICULUM

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<tr>
<th>Class number</th>
<th>NQF credits</th>
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<th>Course outline</th>
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<th>Assessment</th>
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<tr>
<td>7808</td>
<td>36 at HEQSF level 9</td>
<td>Dr Z Davis</td>
<td>Acceptance for the PGDE.</td>
<td>This course addresses controversies surrounding the mathematics curriculum both locally and internationally at the present time, what mathematics should be taught, how it should be taught and how it should be assessed. Of particular interest is the notion of 'relevance', the relationship between school mathematics, work and everyday life, and the recontextualising of practices across different social settings.</td>
<td>At least 80% attendance record and submission of all assignments and projects.</td>
<td>6,000-word essay or the equivalent.</td>
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</table>
EDN6037F  EDUCATION AND DEVELOPMENT
Class number 7809
NQF credits: 36 at HEQSF level 9
Convener: J D Gilmour
Course entry requirements: Acceptance for the PGDE.
Course outline: This course addresses the relationship between education and development. While it focuses on the South Africa, it seeks to understand the issues which emerge out of an analysis of education and development in a global context. An important objective of the course, therefore, is to provide the opportunity for students to develop frameworks of analysis which approach South Africa's educational and developmental problems from both local and global perspectives. Topics which are addressed include: theories of development, modernisation, technology and globalisation; the development world, and the development debate in South Africa with special reference to education.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6038S  ECONOMICS, EQUITY AND EDUCATIONAL POLICY
Class number 8806
NQF credits: 36 at HEQSF level 9
Convener: Professor P Christie
Course entry requirements: Acceptance for the PGDE.
Course outline: The theoretical relationships between education and equity, highlighting the policy consequences of specific policy options in the context of South African educational reform. Economic consequences of various policy goals such as equity and affirmative action.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6055F  EDUCATION REFORM
Class number 7810
NQF credits: 36 at HEQSF level 9
Convener: J D Gilmour
Course entry requirements: Acceptance for the PGDE.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6057W  MINOR DISSERTATION
Class number 6668
NQF credits: 144 at HEQSF level 9
Convener: TBA
Course entry requirements: Admission on a Master’s programme specialising in Education.
Course outline: In this course, candidates are required to undertake and complete supervised research on an approved topic and field of research emerging from and relevant to their chosen Part 1 curriculum. This research must be embodied in a 25,000 word (maximum) dissertation, which may be submitted by 1 April in the year following registration for Part 2. A candidate may take no longer than 3 years to complete the degree. Students doing the minor dissertation must ensure that they are available for regular meetings with their supervisors.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 25,000 word dissertation.

EDN6058F  EDUCATIONAL MANAGEMENT AND LEADERSHIP
Class number 7811
NQF credits: 36 at HEQSF level 9
Convener: Dr H Jacklin
Course entry requirements: Acceptance for the PGDE.
Course outline: This course examines international trends in education leadership, management and governance and relates these to a South African context. It then considers development approaches to particular aspects of leadership. Finally, the course provides an opportunity to evaluate the utility of these approaches in this context.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6069S  RESEARCH IN HISTORY EDUCATION
Class number 8807
NQF credits: 36 at HEQSF level 9
Convener: TBA
Course entry requirements: Acceptance for the PGDE.
Course outline: The history curriculum in schools. Philosophical and methodological approaches to the history curriculum; different curriculum models; outcomes based curriculum development in history; assessment; and materials development for history classrooms.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6070F  ENGLISH AS AN ADDITIONAL LANGUAGE IN SCHOOLING Class number 7756
NQF credits: 36 at HEQSF level 9
Convener: Associate Professor C McKinney
Course entry requirements: Acceptance for the PGDE.
Course outline: This course focuses on the teaching and learning of English as an additional language (EAL) in the multilingual context of South Africa, including both English as a subject and as access to the curriculum. The relationships between language and power as well as language and learning are foregrounded and the place of English globally and locally is considered. The course addresses key international and local debates in language policy, language acquisition and language pedagogy.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6076F LANGUAGES AND LITERACIES IN THEORY AND USE
Class number 7812
NQF credits: 36 at HEQSF level 9
Convener: Associate Professor M Prinsloo
Course entry requirements: Acceptance for the PGDE.
Course outline: Foundations of language and literacy; Language, its structure and analysis; Theoretical and interdisciplinary models of literacy.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6078S EDUCATIONAL PROGRAMME IMPLEMENTATION & EVALUATION
Class number 9216
NQF credits: 36 at HEQSF level 9
Convener: TBA
Course entry requirements: Acceptance for the PGDE.
Course outline: This course is concerned with the evaluation of aspects of educational reform on both macro and micro levels. Using case studies, the course will cover both quantitative and qualitative aspects of evaluation.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6079S LITERACY, WORK AND ADULT BASIC EDUCATION
Class number 9735
NQF credits: 36 at HEQSF level 9
Convener: Associate Professor M Prinsloo
Course entry requirements: Acceptance for the PGDE.
Course outline: This course examines debates around ‘Globalisation’, the changing nature of skilling and educational restructuring in the workplace, as well as the provision of literacy for adults, and the changing discourses within the South African policy terrain.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6080S ACADEMIC LITERARIES: LEARNING IN SECONDARY AND TERTIARY CONTEXTS
Class number 8773
NQF credits: 36 at HEQSF level 9
Convener: Dr L Thesen
Course entry requirements: Acceptance for the PGDE.
Course outline: The relationship between language and literacies, and access to secondary and tertiary education (academic literacy). Critical discourse analysis; English as an additional language and the transition from school to university; approaches to teaching writing in the disciplines; visual and computer literacy in the curriculum.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6081F SPECIAL TOPICS IN EDUCATION
Class number 7813

EDN6081S SPECIAL TOPICS IN EDUCATION
Class number 8809
NQF credits: 36 at HEQSF level 9
Convener: Professor P Christie
Course entry requirements: Acceptance for the PGDE.
Course outline: This option would be available to students on application to do individual study in an area of special interest in education, which is not covered in the menu of taught courses in the School of Education. Acceptance for this course depends on the availability and matching expertise of a member of the School of Education.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6091F ADULT LEARNING AND EXPERIENCE
Class number 7814
NQF credits: 36 at HEQSF level 9
Convener: Associate Professor L Cooper and Dr J Gamble
Course entry requirements: Acceptance for the PGDE.
Course outline: 'Experience' has for a long time occupied a central place in the theoretical literature on adult learning, but there is little
consensus around what is meant by 'experiential learning', or on what role 'experience' plays in learning processes. This course will survey different theoretical perspectives on experiential learning, in particular, constructivist, ‘situated learning’, critical cultural and post-modern accounts. It will consider each perspective's contribution to critiques and debates around the roles of adult educators and approaches to education practice, and their contributions to recent research in the field. Students will be invited to draw on one or more of these theoretical perspectives to critically examine a particular form of experiential learning practice, for example, recognition of prior learning (RPL), community or work-based learning, or project-based learning.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6092S**  EDUCATION AND TRAINING POLICY IN SOUTH AFRICA  
**Class number:** 8810  
**NQF credits:** 36 at HEQSF level 9  
**Convener:** Dr J Gamble  
**Course entry requirements:** Acceptance for the PGDE.  
**Course outline:** This course aims to help students to develop conceptual frameworks that enable them to analyse and evaluate education and training policies at different stages in the policy cycle. We will examine the policy shift towards **institutional differentiation** in both the higher and further education and training domains. This ‘policy moment’ is part of a broader debate around a continuum of institutions in a reconfigured post-school education and training system that will improve access for a diversity of students, while simultaneously responding to increasingly complex labour markets conditions.  
**DP requirements:** At least 80% attendance and submission of all assignments and projects.  
**Assessment:** 6,000-word essay or the equivalent.

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**EDN6094F**  LEARNING AND TEACHING IN SCIENCE EDUCATION  
**Class number:** 7815  
**NQF credits:** 36 at HEQSF level 9  
**Convener:** Associate Professor R Laugkshch  
**Course entry requirements:** Acceptance for the PGDE.  
**Course outline:** This course provides participants with a coherent framework for critically examining their own conceptions of learning, and how that influences the design and implementation of teaching and learning strategies in participants' classrooms. Topics explored include reasons for teaching and promoting the natural sciences in South Africa (and elsewhere); conceptual change, conceptions of learning and implications for teaching; a critical examination of constructivism, its practical application in the classroom within an OBE framework and its limitations; as well as Science-Technology-Society approaches to teaching. Attention will be given to the connectedness of the issues raised by these topics to the participants' own professional context as science teachers and/or teacher educators.  
**DP requirements:** At least 80% attendance and submission of all assignments and projects.  
**Assessment:** 6,000-word essay or the equivalent.

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**EDN6095S**  CONTEMPORARY ISSUES IN SCIENCE EDUCATION  
**Class number:** 8769  
**NQF credits:** 36 at HEQSF level 9  
**Convener:** Associate Professor R Laugkshch  
**Course entry requirements:** Acceptance for the PGDE.  
**Course outline:** This course provides participants with an overview of contemporary issues in science education from both global and local perspectives. An important objective of the course is for participants to develop a critical awareness of the influence of historical and philosophical perspectives, culture, language, resources and learning environments on teaching and learning in the natural sciences. Topics which are addressed include the nature of science, multi-cultural science education, equity in science education and learning environments in science classrooms.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** 6,000-word essay or the equivalent.

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**EDN6097S**  RESEARCH IN MATHEMATICS EDUCATION: MATHEMATICS TOPICS  
**Class number:** 8811  
**NQF credits:** 36 at HEQSF level 9  
**Convener:** S Jaffer  
**Course entry requirements:** Acceptance for the PGDE.  
**Course outline:** The central problem addressed in the course is what is constituted as mathematics and how it is constituted in pedagogic contexts of schooling. Specifically, the course focuses on the teaching and learning of number and algebra by examining primary and high school curricula, texts for teaching and pedagogic practices. Literature from the field of mathematics education in relation to the teaching and learning of number and algebra will be examined in terms of the central problem.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** 6,000-word essay or the equivalent.

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**EDN6099F**  ICTS IN EDUCATION: ISSUES AND DEBATES  
(Not offered in 2015)  
**NQF credits:** 36 at HEQSF level 9  
**Convener:** Associate Professor D Ng'ambameri  
**Course entry requirements:** Acceptance for the PGDE.  
**Course outline:** This course critically investigates the role of ICTs in teaching and learning, specifically focusing on the theoretical underpinnings of changing possibilities and practices. Through selected topical debates in educational technologies, the course explores a range of issues framed by and feeding into ICT innovation, educational transformation, context, pedagogy and socio-cultural histories of learners pertinent for education in developing countries. The course distinguishes between teaching and learning ICTs and using ICTs for teaching and learning. While appreciating the importance of the former, and the tight linkage between the two, the course predominately focuses on the latter. Thus, the objective of the course is to
develop graduates who can make sound pedagogical and educationally efficacious choices on integration strategies on ICTs in a classroom in context, cognisant of the issues and debates both at macro and micro levels.

**DP requirements:** At least 80% attendance record and submission of all assignments/projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6100S** ASSESSMENT AND EVALUATION IN HIGHER EDUCATION

Class number: 8933

**NQF credits:** 36 at HEQSF level 9

**Conveners:** Associate Professors S Shay and K Luckett

**Course outline:** This course offers the opportunity to explore assessment in higher education as a complex social practice, central to the teaching and learning process. In particular, the course aims to provide an overview of the varying purposes of educational assessment, an awareness of important philosophical shifts in thinking about assessment, a range of theoretical tools which enable participants to conduct a critical evaluation of assessment practices and with which to design assessment events from a clearly theorised basis and an introduction to a range of issues associated with educational evaluation and quality assurance.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6101F** CURRICULUM, KNOWLEDGE AND POLICY IN HIGHER EDUCATION

Class number: 8128

**NQF credits:** 36 at HEQSF level 9

**Conveners:** Associate Professor K Luckett

**Course outline:** This course aims to assist students to develop a critically-informed view of the institution of the academy and to acquire ways of thinking sociologically about the higher education curriculum, knowledge and policy. At the beginning of the course students are introduced to Bernstein’s sociology of education. Using the framework of the ‘pedagogic device’, the implications for the curriculum of global trends in higher education and more particularly of the policy context for South African higher education since 1994 are examined. The third section of the course focuses on Bernstein and his followers’ theorisation of knowledge, with a focus on what this means for the higher education curriculum, innovation, identities, etc. The major assignment for the course involves some basic empirical research in which students analyse an aspect of a curriculum design or practice using concepts from Bernstein’s sociology of education.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6102S** EDUCATIONAL ICTS FOR DEVELOPING CONTEXTS

*(Not offered in 2015)*

**NQF credits:** 36 at HEQSF level 9

**Conveners:** Associate Professor D Ng’ambi

**Course outline:** This course critically investigates the interface between contextual educational needs, infrastructural constraints, affordances of emerging technologies and their impact on educational outcomes. The goal of this course is to prepare researchers capable of conceptualising contextual educational challenges and creating a body of knowledge based on high quality scholarship in the context of constraints and ubiquitous technologies. The course is structured around the following inter-related themes:

- Contextual educational challenges
- Optimising impact of Educational Technology Interventions
- Educational practices and uses of ICTs developing contexts
- Technology driven opportunities for education
- Digital divide
- Educational Technology inquiry
- Theories of Emerging Technologies
- Evaluation of ICTs projects
- Funders, partnerships and educational agendas (Philanthropy)

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6103F** LEARNING AND COGNITIVE DEVELOPMENT IN PRIMARY SCHOOL

Class number: 8127

**NQF credits:** 36 at HEQSF level 9

**Conveners:** Drs AE Muthivhi and J Hardman

**Course outline:** The course investigates the inter-related issues of learning and cognitive development in primary school and relates these to the problems and challenges facing primary school education in South Africa today. Taking a developmental psychology stance, the course focuses on theories of learning and the consequent developmental changes children undergo at primary school.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.
EDN6104F  THE PRIMARY SCHOOL: TEACHING, CURRICULUM AND RESEARCH
Class number 8345
NQF credits: 36 at HEQSF level 9
Convener: Dr H Jacklin
Course entry requirements: Acceptance for the PGDE.
Course outline: This course critically interrogates theoretical approaches to understanding what it is we do when we teach and considers the contribution of research related to these approaches. It goes on to relate theoretical and empirical insights derived from this research to the context of primary schools in South Africa.
DP requirements: At least 80% attendance record and submission of all assignments and projects. Assessment: 6,000-word essay or the equivalent.

EDN6105S  THINKING SCHOOLS AND COMMUNITIES
Class number 9733
NQF credits: 36 at HEQSF level 9
Convener: Associate Professor K Murris
Course entry requirements: Acceptance for the PGDE.
Course outline: This course is for primary (including foundation phase) educators and other professionals working with children. The emphasis of this experiential course is on how children’s own questions can be used to stimulate enquiry-based learning by using play, kinaesthetic activities and a wide range of texts and communication resources (visual, literate, oral and corporeal), including children’s literature. The focus will be on what it means to be a critical, creative, collaborative and caring thinker. Central will be the theory and practice of the ‘community of enquiry’ pedagogy – an international established method that has proved to enhance self-esteem, critical literacy, democratic responsibility, IQ and EQ. Students will develop this reflective philosophical practice through a variety of experiential teaching and learning methods and learn how the pedagogy can be implemented as a means of developing values, critical literacy, comprehension, life skills and good speaking and listening skills.
DP requirements: Completion and submission of all essays and reflective journal; 80% attendance seminars.
Assessment: Coursework (50%) a. Reflective journal (25% of total mark). b. Response essays (25% of total mark). Written exam (50% of total mark): The focus for the exam is a linking of the required reading with a self-selected transcript of an unedited enquiry in an educational setting addressing pre-set units of competence.