



Wits School of Education

Bachelor of Education (Honours)
Programme Booklet

2024

Important Information for all students

A hybrid model will be used, both face to face and online. However, students must be able to come to campus on a weekly basis. Completing the B. Ed (Hons) degree online only will not be possible.

2024 Academic Year Programme Flexibility Notice:

Please note that while the information provided in this booklet is accurate as of the current date, there may be changes in the course structure, policies, or other details during the 2024 academic year. We will endeavour to keep all students informed of any such changes as they occur. This document is released with the understanding that it represents the current state of the programme, but with the flexibility to adapt to evolving educational needs and circumstances.

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USING THIS BOOKLET

This booklet consists of three parts. In the first part there is a general overview of the structure of the B.Ed (Hons) Programme and the detailed descriptions of the different curricula of the four domains in the B.Ed (Hons) Programme:

- B.Ed (Hons) in General Education with specialisations in:
 - Art Education
 - Curriculum
 - Deaf Education
 - History Education
 - Early Childhood Education
 - Educational Leadership and Management,
 - Philosophy of Education
 - E-learning,
 - Inclusive Education,
 - Primary Education,
 - Psychology of Education,
 - Technical and Vocational Education and Training (TVET)
- B.Ed (Hons) in Languages, Literacies and Literatures
- B.Ed (Hons) in Mathematics Education
- B.Ed (Hons) in Science Education.

The information on the specialisations and their related courses (also referred to as “Options” or “Electives”) which are provided for each of the domains in the B.Ed (Hons) Programme will give you details regarding specific admission requirements (if any) for these domains, which options/electives are “packaged” together, and when they are taught.

The second part contains information on the Assessment Policies applicable to all domains of the B.Ed (Hons) Programme, the Plagiarism Policy of the University, the Policy Regarding the Submission of Assignments, Grievance Procedures, and, the very important information on the necessity of the Cancellation of Registration if you are not able to continue with the programme.

The third part provides the information relevant for the writing of your research project and a detailed description of the nature and scope of the B. Ed (Hons) Research Project itself.

Specific information regarding teaching venues, reading material, tutorial groups, etc. will be made available at registration and throughout the year of the B.Ed (Hons) Programme.

Please read this booklet in conjunction with the “Application to Graduation” booklet provided by the Faculty Office.

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PART 1: OVERVIEW OF THE B.Ed (HONS) PROGRAMME

The B.Ed (Hons) is a **five-module** programme made up 120 credits, with each of the 5 modules bearing a different number of credits. The programme comprises of the following:

1. Educational Theory, Research and Enquiry I - **compulsory** (25 credits)
2. *Educational Theory, Research and Enquiry II - **compulsory** (25 credits)
3. One option/elective from the specialisations offered in the first semester (20 credits)
4. One option/elective from the specialisations offered in the second semester (20 credits)
5. A Research Project and the co-requisite Research Design course - **compulsory** (30 credits)

** Please note that Educational Theory, Research and Enquiry II is compulsory only for students in the B.Ed (Hons) – General Education domain. Students enrolled in the B.Ed (Hons) in Language Education, Mathematics Education, or Science Education do a different, compulsory second course – please see the relevant descriptions under sections in those field of specialisations.*

Organisation of the Full-time and Part-time Programmes

Full-time	Part-time
On a full-time basis, the degree is completed in one year. Full-time students attend lectures on a daily basis and complete all five modules in one year.	On a part-time basis, the degree is completed in two years. Part-time students complete two and a half modules in the first year of study and two and a half modules in the second year of study. Part-time students attend lectures on a Tuesday, Wednesday and Thursday in the first year of study, and on a Monday (with an optional Friday session) in the second year of study.

Curricula for the Different B.Ed (Hons) Specialisations

1. Curriculum for the B.Ed (Hons) - General

Full-time Students

The full-time course comprises one year of study. Lectures are for the most part held during the week between 16:00 and 19:00, unless other times are indicated in the section on Specialisations below.

(a) Core courses (Compulsory)

- EDUC4129A Educational Theory, Research and Enquiry I (Semester I)
- EDUC4130A Educational Theory, Research and Enquiry II (Semester II)
- EDUC4196A Research Design (Semester I)
- EDUC4193A Research Project (Full year)

(b) One Option in the first semester from the following:

- EDUC4011A Educational Policies and Change
- EDUC4032A Online Teaching and Learning
- EDUC4090A Child Development and School Learning (Not Offered in 2024)
- EDUC 4016A Inclusive Education: Learning Support I
- EDUC4109A Issues in Primary Education I (Not Offered in 2024)
- EDUC4110A Curriculum Issues I
- EDUC4280A Learning Through the Arts Across the Curriculum I
- EDUC4165A Deaf Education I
- EDUC4177A Early Literacy

(c) One Option in the second semester from the following:

- EDUC 4015A Inclusive Education: Learning Support II
- EDUC4029A Life Orientation (Not Offered 20024)
- EDUC4104A Leadership, Management and Organizational Development in Education
- EDUC4108A Issues in Primary Education II (Not Offered in 2024)
- EDUC4111A Curriculum Issues II
- EDUC4281A Learning Through the Arts Across the Curriculum II
- EDUC4125A Contemporary Issues in Early Childhood Education
- EDUC4127A Development of Online Materials
- EDUC4128A Issues in History Education
- EDUC4166A Deaf Education II
- EDUC4170A Psychological Issues in Education (Not Offered in 2024)
- EDUC4173A Rethinking Literature in Education (Not offered in 2024)
- EDUC4199A Technical and Vocational Education and Training (TVET)
- EDUC4274A Contemporary Debates in Philosophy of Education (not offered in 2024)
- EDUC4288A African Philosophy of Education

Please note:

Options/electives will be offered depending on staff availability and the number of students electing to enrol for that option. In this regard a minimum of 3 (five) students is required for an option to be offered.

Part-time Students

The part-time course comprises two years of study – lectures are held in the first year on Tuesdays, Wednesdays and Thursdays between 16:00 and 18:00 for the Educational Theory and Research Design courses. Lectures in the second year are held on a Monday between 16:00 and 19:00 unless other times are indicated in the section on Specialisations below. It is recommended that returning part-time students set aside Wednesday afternoons for supervision; please note that supervisors may make individual arrangements with students depending on mutual availability.

In the first year of part-time study

EDUC4129A	Educational Theory, Research and Enquiry I (Semester I) - Compulsory
EDUC4130A	Educational Theory, Research and Enquiry II (Semester II) - Compulsory

In the second year of part-time study

(a) Compulsory Courses

- EDUC4193A Research Project (Full year)
- EDUC4196A Research Design (Semester I)

(b) One option in the Semester I from the following:

- EDUC4011A Educational Policies and Change
- EDUC4032A Online Teaching and Learning
- EDUC4090A Child Development and School Learning
- EDUC 4016A Inclusive Education: Learning Support I
- EDUC4109A Issues in Primary Education I (Not Offered in 2024)
- EDUC4110A Curriculum Issues I
- EDUC4280A Learning Through the Arts Across the Curriculum I
- EDUC4165A Deaf Education I
- EDUC4177A Early Literacy

(c) One option in Semester II from the following:

- EDUC 4015A Inclusive Education: Learning Support II
- EDUC4029A Life Orientation (Not Offered in 2024)
- EDUC4104A Leadership, Management and Organizational Development in Education
- EDUC4108A Issues in Primary Education II
- EDUC4111A Curriculum Issues II
- EDUC4115A Arts Education II
- EDUC4125A Contemporary Issues in Early Childhood Education

- EDUC4127A Development of Online Materials
- EDUC4128A Issues in History Education
- EDUC4166A Deaf Education II
- EDUC4170A Psychological Issues in Education (Not Offered in 2024)
- EDUC4199A Technical and Vocational Education and Training (TVET)
- EDUC4274A Contemporary Debates in Philosophy of Education (Not Offered in 2024)
- EDUC4288A African Philosophy of Education

Please note:

Options/electives will be offered depending on staff availability and the number of students electing to enrol for that option. In this regard a minimum of 3 (three) enrolled students is required for an option to be offered.

Timetable for B.Ed (Hons) – General

Full-time students

	Monday	Tuesday	Wednesday	Thursday	Friday
1 st Semester	Option 1 4-7pm*	Ed Theory I 4-6pm	Research Design 4-6pm	Research Design 9-11 am Ed Theory I 4-6pm	Option 1 4-6pm**
2 nd Semester	Option 2 4-7pm*	Ed Theory II 4-6pm	Supervision in Divisions 4-6pm	Ed Theory II 4-6pm	Option 2** 4-7pm

*The duration of these sessions may be negotiated with the lecturer/s concerned

**Possible extra session for Option courses

Part-time students

		Monday	Tuesday	Wednesday	Thursday	Friday
Year 1	Semester I		Ed Theory I 4-6pm		Ed Theory I 4-6pm	
	Semester II		Ed Theory II 4-6pm		Ed Theory II 4-6pm	
Year 2	Semester I	Option 1 4-7pm		Res Design 4-6pm		Option 1 4-6pm**
	Semester II	Option 2 4-7pm		Supervision in Divisions 4-6pm		Option 2** 4-7pm

*The duration of these sessions may be negotiated with the lecturer/s concerned

**Possible extra session for Option courses

Course Descriptions

EDUC 4129A Educational Theory, Research and Enquiry I – (This is a **compulsory module for all students** enrolled in the B.Ed (Hons))

Time: 1st Semester, Tues, and Thurs: 16:00 - 18:00

Venue: L101

Coordinator: Dominic Griffiths dominic.griffiths@wits.ac.za

This course offers a challenging introduction to educational issues and debates arising from the theory of knowledge, and from considerations of educational institutions, curriculum, teaching, and learning. It will problematize the knowledge around which educational research and practice is organised.

EDUC4130A Educational Theory, Research and Enquiry II

Time: 2nd Semester, Tues, and Thurs: 16:00-18:00

Venue: Marang MU271

Coordinator: Alfred Masinire; alfred.masinire@wits.ac.za

This course introduces critical educational issues and debates related to schooling and education more broadly. Focusing on key questions about curriculum and pedagogy the course engages with contemporary debates regarding the notions of ‘transformation’, ‘emancipation’ and ‘decolonization’ in school and university education.

RESEARCH DESIGN AND RESEARCH PROJECT

The last two **compulsory** modules that make up the B.Ed (Hons) programme are the Research Design course (EDUC4196A) and the Research Project (EDUC4193A). Students will be introduced to research and the research process and will also be required to carry out a small-scale research project (**between 8,000 and 10,000 words**) under the guidance of a supervisor. The project is closely linked to the specialisation options/electives chosen.

The Research Design course (EDUC4196A) is a co-requisite for the Research Project for all students. Full-time students do both Research Design and the Research Project in the same year. Part-time students do both Research Design and the Research Project in their second year of study. .

EDUC4196A Research Design

Please note that full-time and part-time 2nd year students take the research design course in the first semester.

The research design course is divided into two components. The first is an academic literacy course, devoted to “academic skills” and the second is the research design course proper.

Coordinator: Lawan Abdulhamid, M24 Marang Block lawan.abdulhamid@wits.ac.za

Time: Thursday 9:00-11:00 plus individual sessions with project supervisors by appointment.

Venue: Bohlaleng B47

EDUC4193A Research Project

Research Project Coordinator:

Tebello Letseka tebello.letseka@wits.ac.za

Time: Wednesday 16:00-18:00 **Venue:** To be announced

The ability to do research is an essential skill for an individual pursuing a career in education and forms the basis of further post-graduate study. The Research Project is a limited piece of work intended to introduce students to the various dimensions of doing research in Education. With the guidance of a supervisor, the student (a) **conceptualises a research project** related to their Electives/Options using the knowledge gained from the Research Design course, (b) **applies formally for ethics clearance** to conduct research – this applies to both conceptual and empirical research, (c) collects and analyses data if required by the research topic; and (d) **writes a report** of approximately 8000 to 10000 words detailing the research and its results.

Please refer to Part 3 of this booklet for more detailed guidelines on the preparation and submission of the research project as well as the content of the academic skills course.

Optional/Elective courses in B.Ed (Hons) General

There are a variety of educational specialisations in the general domain on offer for the next 2 modules of the programme which allow students to choose areas of interest to them. Students must choose one specialization option in the first semester and one specialisation option in the second semester.

Before you begin reading the various specialisations and their specific option descriptions, please note that some options/electives in the second semester require you to have taken certain options/electives in the first semester. There are also certain options/electives that require specific previous knowledge, expertise or experience as an admission requirement. These requirements are included in the description of the relevant options/electives.

Please check the detailed information given below for each module to guide your choices. If you are still unclear which options/elective you need to take to achieve the specialisation you want, please contact one of the listed contact persons in the options' description to assist you in your decision-making.

Students who intend to do the English, Mathematics, or Science specialisation will find the descriptions of these specialisations under the respective domain descriptions later in this booklet.

OPTIONS IN ARTS EDUCATION

EDUC4280A Learning Through the Arts Across the Curriculum I

Time: 1st Semester Mon: 16:00 – 19:00

Venue: W1317 Wozani block

Coordinator: Warren Nebe, Wozani Block W134 Tel:011 717 3268 Warren.Nebe@wits.ac.za
Sibongile Bhebhe, Tel: 0117174632 E: Sibongile.Bhebhe@wits.ac.za

This course is an interdisciplinary course, aimed at teachers of all subjects, that extends students' knowledge of pedagogy towards developing expertise in arts-based methods of teaching. Among the arts-based pedagogies explored are approaches to learning through making, experience based learning and alternative forms of knowledge creation across the curriculum. Through engaging with theories, analyzing case studies, and participating in field work, students will begin to understand the ways in which learning through the arts can contribute to developing their learners' creative and critical thinking, which are essential skills to enable learners to enter the new knowledge economy.

EDUC4281A Learning Through the Arts Across the Curriculum II

Time: 2nd Semester Mon: 16:00 – 19:00

Venue: W1317 Wozani block

Coordinator: Warren Nebe, Wozani Block W134 Tel:011 717 3268 Warren.Nebe@wits.ac.za
Sibongile Bhebhe, Tel: 0117174632 E: Sibongile.Bhebhe@wits.ac.za

This course is an interdisciplinary course, intended for teachers of all subjects. The course deepens students' critical knowledge of arts-based methods of teaching and builds on concepts of learning through making, experience-based learning, and alternative forms of knowledge creation across the curriculum that were introduced in the first semester course. This second semester course exposes students to critical debates in the field, and guides students through the creation of their own teaching and learning materials for use in diverse teaching contexts.

OPTIONS IN CURRICULUM

EDUC4110A Curriculum Issues I

Time: 1st Semester: Mon & Friday 16:00 – 18:00

Venue: To be announced. Check Honours notice board in Bohlaleng concourse.

Presenters:

Emure Kadenga

Office? 0117173065,

emure.kadenge@wits.ac.za

Preya Pillay

011 717 3301, Leseding

preya.pillay@wits.ac.za

The course will focus on general principles informing central issues in curriculum, relating to knowledge, pedagogy and assessment in the South African context. It will draw on a range of theoretical perspectives to understand these issues, to undertake research and to think about strategies for improving teaching and learning. The section on knowledge will ground students in multiple and competing definitions of curriculum and knowledge and their underlying assumptions. Pedagogy grounds students in multiple conceptualizations of pedagogy and their underlying assumptions. Assessment examines the relationship between summative and formative assessment and constructivist / classroom assessment and provides an expanded understanding of what is involved in generating valid and reliable assessment tasks. The debate is contextualized in recent research into accountability and school reform.

EDUC4111A Curriculum Issues II

Time: 2nd Semester Mon: 16:00 – 19:00

Venue: WEC – B48

Presenters: Bronwen Wilson-Thomson L126, 011 717 3198, bronwen.wilson-thomson@wits.ac.za

Co-ordinator: Lynn Hewlett, Leseding L127, 011 717 3199 lynn.hewlett@wits.ac.za

Curriculum Issues II seeks to investigate curriculum, pedagogy, and assessment from the perspective of the teacher. In the context of global changes in the nature of education in society, the authority of teachers has been undermined in a variety of ways. This course intends to reclaim the authority of the teacher as a professional agent in relation to knowledge and practice. It does this through the lenses of teacher identity and professionalism. The course has theoretical and experiential components.

OPTIONS IN DEAF EDUCATION

The options in Deaf Education will begin to equip students to work with Deaf learners in both schools for the Deaf and inclusive environments. The specialisation consists of two courses in which we examine issues such as disability and deafness, Sign Language and the fact that Deaf people identify themselves as a linguistic and cultural minority group. Contemporary debates in the field of Deaf Education will also be investigated along with issues such as the role of South African Sign Language (SASL) within the Bilingual-Bicultural classroom. Throughout the course, the focus will be on the integration of theory and practice in Deaf Education and with the SASL HL curriculum.

EDUC4165A Deaf Education I

Venue: T120, Thembaletu Building

Time: 1st Semester Mon: 16:00-19:00

Admission Requirement: Sign Language Skills

Coordinator: Guy Mcilroy, T124 Thembaletu Building, Center for Deaf Studies, 011 717 3746 guy.mcilroy@wits.ac.za

The module starts with an introduction to Sign Language, Deaf Culture, and the Deaf Community with specific reference to the South African context. Throughout the course the primary aim will be to enhance the students' understanding of the Deaf learner, with Sign Language being the focus within the educational content. It then introduces students to contemporary issues and debates within the field of Deaf Education both nationally and internationally. In addition to these various perspectives on educating the Deaf, the course will deal with language and reading instruction and the role of the teacher of the Deaf. The focus throughout will be on the application of the theory of Deaf Education in practical classroom situations and explicit links to South African Sign Language (SASL) and the Deaf Community in South Africa will be made.

EDUC4166A Deaf Education II

Time: 2nd Semester Mon: 16:00-19:00

Pre-requisite: Deaf Education 1

Venue: T120, Thembaletu Building

Coordinator: Guy Mcilroy, contact details as above

This module builds on the knowledge and skills acquired in Sign Language Part I and will focus on more advanced linguistic and practical aspects of South African Sign Language (SASL). In line with the Bilingual Education paradigm, Sign Language will be viewed as the first language of the Deaf learner, and literacy learning discussed from a second language learning perspective. The module then discusses Sign Language and the cognitive development of the Deaf learner. Issues such as language development, social development, creativity and memory will be discussed from both a theoretical and practical perspective. In order to effectively link theory and practice, the course will include a practical intervention component.

OPTIONS IN EARLY CHILDHOOD EDUCATION

EDUC4177A Early Literacy

Time: 1st Semester Mon: 16:00 – 19:00

Venue: WEC B-45

Presenter: Geeta Motilal, Wozani 3, 011 717 3296, geeta.motilal@wits.ac.za

The module deals with theoretical approaches to, and debates in, the teaching of reading, writing, speaking, and listening in the early years. It also considers the ways in which the latest research contributes to understandings of initial literacy learning.

EDUC4125A Contemporary Issues in Early Childhood Education

Time: 2nd Semester Mon: 16:00 – 18:00

Venue: To be announced. Check Honours notice board in Bohlaleng concourse.

Presenter: Theresa Giorza, Wozani WU134, 011 717 3268, theresa.giorza@wits.ac.za

Katarina Earle 0117173292 Katarina.Earle@wits.ac.za

This course deals with conceptualisations of child and childhood emerging from current research and practice and explores their implications for teaching and learning through three key areas of focus: presents and pasts of early childhood education; connecting with materials, spaces and the environment; and documentation-as-method in enquiry-based learning.

OPTIONS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

EDUC4011A Educational Policies and Change

Time: 1st Semester Mon: 16:00-19:00

Venue: To be announced

Presenter: Glodean Thani

This module introduces students to an understanding of the challenges of the new educational policies. It will provide students with an understanding of new policies as well as policy

analysis tools to examine the tensions and limitations of policy reforms aimed at greater equity, quality and efficiency as well as an understanding of how agents of policy implementation and delivery react and respond to these policy changes.

The first part of this module will expose students to the main new education policies and explore the assumptions and impact by examining the policy challenges and tensions at the various stages of the policy process. In the second part, the role and strategies of schools and department of education in promoting change and educational improvement will be examined. Concepts and constructs from the field of school effectiveness and school improvement and change will be used to analyse current school and departmental improvement strategies in Southern Africa

EDUC4104A Leadership, Management, and Organisational Development in Education

Time: 2nd Semester Mon: 16:00 – 19:00

Venue: To be announced – usual venue is B108. Check Honours notice board in Bohlaleng concourse.

Presenter: Douglas Andrews, Email: douglas.andrews@wits.ac.za Tel: 0117173012

The module will focus on two main themes: leadership and organizational development in education. Educational institutions in South Africa, like elsewhere, operate in a constantly changing environment. Part of their survival depends on greater awareness of what is outside their boundaries, how they define themselves and their ability to think strategically. In this regard, the module explores the concept of effective leadership, with particular reference to the local context and the educational contribution to the process of national reconstruction. It exposes students to different perspectives on educational leadership and provides a broader understanding of why attempts by educational institutions to ‘learn to learn sometimes seem paradoxical and confused. As leadership is considered crucial to the process, different conceptions of leadership come under the spotlight and the barriers to learning, change and agency are explored. The module then looks at the theory of learning organizations by considering what is meant by a learning organization, its characteristics and why this is important and relevant. It then explores the constraints to, strategies and processes for change in educational organizations, and accountability strategies central to organizational development.

OPTIONS IN E-LEARNING

EDUC4032A On-line Teaching and Learning

Time: 1st Semester Mon: 16:00 – 19:00

Venue: Leseding L211

Presenter: Reuben Dlamini, Leseding L263, 011 717 3559 reuben.dlamini@wits.ac.za

Fatima Makda, 0117173194, fatima.makda@wits.ac.za

Admission requirement: Basic computer competence in the use of word processing, spreadsheet and presentation software, and in the use of the Internet.

The course is taught in an online environment and investigates how to teach within online environments. The main focus of the course is that students should form a picture of what it is that a facilitator should or should not do in order to effectively support learning and assessment

in an online learning environment. The course attempts to model effective learning and assessment practice in an integrated, technology-assisted teaching-learning environment.

Topics covered include:

- theoretical traditions informing online learning
- models of online learning
- assessment in online learning
- creating a social presence in online classrooms
- authentic learning
- plagiarism and the Internet
- enhancing curriculum in an online environment

In addition, weekly posts to personal blogs and participation in synchronous chat sessions will be expected.

EDUC4127A Development of On-line Materials

Time: 2nd Semester: Mon: 16:00 - 19:00

Venue: Leseding L211

Presenter: Nokulunga Ndlovu, 0117173077 , Nokulunga.Ndlovu@wits.ac.za

Admission requirement: Online Teaching & Learning, or a history of work experience in the design and development of computer-based materials.

This module operates in the general terrain of the theory and practice of instructional design. It guides students in the selection, development, and evaluation of a range of online teaching and learning materials. Students are expected to engage in key debates in learning theory and instructional design theory, and to design, produce and justify a website (or similar) suitable for a particular teaching and learning context. Note that the course does not assume that “online learning” or “e-learning” is equivalent to “distance learning” and it is relevant to both face-to-face and distance educators.

OPTIONS IN HISTORY EDUCATION

EDUC4128A Issues in History Education

Time: 2nd Semester: Mon: 16:00 – 19:00

Venue: To be announced. Check Honours notice board in Bohlaleng concourse.

Presenters: Sarah Godsell

Contact: Sarah Godsell, CC211 Campus Centre 2nd Floor Admin Building 011 717 3841, sarah.godsell@wits.ac.za

This module is designed to strengthen the academic and professional competence of History educators and to prepare them for research into History Education. Recognizing the inseparability of subject content knowledge and conceptualization of pedagogy, the module helps the History educator engage with theories of ‘historical thinking’ and offers a deeper engagement with historiographical trends than is offered in undergraduate programmes. The module should assist educators to analyse and evaluate core issues in their teaching. The module will engage with issues of decolonization of history curricula and methodologies.

The course will have three sections:

- Historiography and assessing dominant views of history as a discipline
- Historical thinking and disciplinary literacy, with a practical application to materials development
- Curriculum design, ideology, and history.

OPTIONS INCLUSIVE EDUCATION

EDUC4016A Inclusive Education: Learning Support I

Time: 1st Semester Mon & Fri: 16:00 – 19:00

Venue: WEC - B47

Presenters: Louis Botha

The course aims to introduce the theoretical underpinnings of inclusive education and inclusive pedagogy. It is concerned with the key principles involved in inclusive education and democratic practices in teaching and learning. Students will develop the core knowledge and be exposed to skills, theory and knowledge required to teach, consult, collaborate and advocate in an inclusive education delivery model. The course also focuses on the research, advocacy and application of knowledge required to advance an inclusive agenda at school level.

During the first block the course introduces definitions and conceptualizations of inclusive education, inclusion and exclusion, as well as the pedagogies and challenges associated with these. The second block explores ways in which inclusive education can be taken forward through research, policy reform, practice and professional development.

EDUC4015A Inclusive Education: Learning Support II

Time: 2nd Semester Mon & Fri: 16:00 – 19:00

Venue: WEC - B47

Presenters: Louis Botha

The course has been designed to develop insight into inclusive education schooling contexts. It also focuses on the research, advocacy and examines several skills required to advance the implementation of inclusive education at school level.

The Course is divided up into two parts.

Part A: This part of the course presents a range of perspectives on exclusion and inclusion within educational contexts, focusing mainly on sociological, sociocultural and systems approaches. It looks at exclusion in education and research in terms of their economic, political, cultural, and ideological dynamics, and offers alternative, critical, counter hegemonic theoretical tools as a basis for inclusive teaching and research. While the focus is generally at a global (macrosociological) level, national and school-based examples are also included.

Part B: This part of the course examines the various theoretical models that enable support for learners in inclusive contexts. It further develops students' knowledge of Inclusive Pedagogies. It introduces the notion of assessment for inclusive contexts and examines the concept of dynamic assessment for all. Research on whole school improvement for inclusion is also addressed and students are exposed to accounts of inclusive practice within the schooling context.

Objectives of the course will enable students to:

- critically consider educational research, theory, policy, and practice regarding learning support for inclusive education
- challenge current educational practices and assumptions thereof regarding support for learners with barriers to learning.
- construct knowledge about the challenges inherent in implementing successful support for learners in the school context.
- Consider the principles of pedagogies of inclusion to their own teaching/learning context that enable learning.
- reflect upon the process of dynamic assessment in providing pedagogical opportunities for learner access and participation.

EDUC4029 A Life Orientation (Not Offered in 2024)

Time: 2nd Semester Mon: 16:00 – 19:00

Venue: To be announced. Check Honours notice board in Bohlaleng concourse.

Presenter: René Ferguson, Campus Centre CC209, 011 717 3168 rene.ferguson@wits.ac.za

Democracy, human rights, citizenship education and professional practice are the key focus areas of this Life Orientation course. The course is concerned with developing subject knowledge for democratic citizenship education in the school context. It therefore also focuses on pedagogies that are transformative, inclusive, and dialogical. Drawing on these theoretical concepts, the course enables students to develop programmes for professional practice empirically, utilizing various appropriate research strategies and data collection methods.

Life Orientation can be combined with courses such as Inclusive Education: Learning Support 1 offered in Semester 1.

OPTIONS IN PHILOSOPHY OF EDUCATION

This specialisation aims to develop students as researchers in one of the primary disciplines of education, the Philosophy of Education.

Coordinator: Dominic Griffiths, Bohlaleng B59, 011 717 3045 dominic.griffiths@wits.ac.za

EDUC4288A African Philosophy of Education

Time: 2nd Semester Mon: 16:00 – 19:00

Venue: To be announced.

Presenter: Dominic Griffiths

This course explores selected issues in Philosophy of Education that have particular relevance for education in the African context. Students encounter cutting-edge ideas from this developing field of Philosophy, exploring the work of a range of philosophers and theorists writing from within and outside the African continent on themes that concern the philosophical possibilities, and challenges of education in the contemporary African landscape.

EDUC4274A Contemporary Debates in Philosophy of Education (NOT offered in 2024)

Time: 2nd Semester Mon: 16:00 – 19:00

Venue: To be announced.

Presenter: Dominic Griffiths

This course draws widely from multiple philosophical traditions in its theorising of contemporary educational questions and challenges. It investigates current issues, historical and contemporary thinkers and texts, framing them around philosophical concerns about the nature and purpose of education.

OPTIONS IN PRIMARY EDUCATION

EDUC4090A Child Development and School Learning (Not Offered in 2024)

Time: 1st Semester, Mondays: 16:00 – 19:00

Venue: B47

Presenter: Rashad Bagus, Bohlaleng B64 011 717 3069 rashad.bagus@wits.ac.za

This course is concerned with two fundamental issues: child development and school learning. To address these issues the first and more substantive part of the course is focused on child development and to this end engages with topics ranging from the concept of development to different theories of development, and finally to the different domains of development. Following from these topics, the second part of the course is devoted to an overview of the implications of theories of child development for learning in the context of the school.

EDUC4109A Issues in Primary Education II (Not Offered in 2024)

Time: 2nd Semester Mon: 16:00 – 19:00

Venue: To be announced. Check Honours notice board in Bohlaleng concourse.

Presenter: To be announced.

This course engages with a range of issues and controversies in primary school teaching. It is often the case that in attempting to protect young learners or themselves, teachers will avoid certain topics and teaching resources, restrict what learners read and resist utilizing certain pedagogies. The reasons for censorship are complex and raise questions regarding the practice of teachers and their moral responsibilities for preparing young learners for the complexities of life in a democracy.

OPTIONS IN PSYCHOLOGY OF EDUCATION

This specialisation intends to develop students as researchers in one of the primary disciplines of education, the Psychology of Education.

EDUC4090A Child Development and School Learning (Not Offered in 2024)

Time: 1st Semester, Mondays: 16:00 – 19:00

Venue: B47

Presenter: Rashad Bagus, Bohlaleng B64 011 717 3069 rashad.bagus@wits.ac.za

This course is concerned with two fundamental issues: child development and school learning. To address these issues the first and more substantive part of the course is focused on child development and to this end engages with topics ranging from the concept of development to different theories of development, and finally to the different domains of development. Following from these topics, the second part of the course is devoted to an overview of the implications of theories of child development for learning in the context of the school.

Please note: Child Development and School Learning can also be combined with a module/option taught in the second semester in specialisations such as Philosophy of Education, or Sociology of Education.

EDUC4170 Psychological Issues in Education (Not Offered in 2024)

Time: 2nd Semester, Mondays: 16:00 – 19:00

Venue: B47

Presenter: Rashad Bagus, Bohlaleng B64 011 717 3069 rashad.bagus@wits.ac.za

This course covers a wide range of contemporary psychological issues and their impact on our approaches to education. The course begins with an examination of the ideas of constructivism, facilitation, mediation, and then moves on to issues such as multiple intelligences, emotional intelligence, and learning styles and the critiques of these ideas in mainstream psychology.

Please note: Psychological Issues in Education can also be combined with a module/option taught in the first semester in specialisations such as Philosophy of Education.

OPTION IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

EDUC4199A Technical and Vocational Education and Training (TVET)

Time: 2nd Semester: Mon: 16:00 - 19:00

Venue: Khanya Block CE08

Presenters:

Piet Bothma L262 011 717 3276 piet.bothma@wits.ac.za

Vasi Naiker L265 011 717 3269 vasi.naiker@wits.ac.za

Admission requirement: Engineering Graphics and Design III/ IV OR Electrical Technology III/ IV OR Mechanical Technology III/IV

This course is designed to contribute to the overall development of TVET within the Wits School of Education (WSoE). This course will add to the range of options available in the overall BEd Hons programme and will allow students to specialise in the general Technical and Vocational Education and Training (TVET) terrain.

OPTIONS IN LANGUAGES, LITERACIES AND LITERATURES

EDUC4201A Language & Literacy Theories and Practices

Time: 2nd Semester, Tues, and Thurs, 16:00-18:00

Venue: Bohlaleng B4

Coordinator: Belinda Mendelowitz, L164, 011 717-3178, belinda.mendelowitz@wits.ac.za

Presenters: Ilse Fouche, Leseding (office number), office telephone number, ilse.fouche@wits.ac.za

Laura Drennan, Leseding L69, 011 717 3768, laura.drennan@wits.ac.za

The course exposes students to key theories, debates, and practices in the field of language and literacy education. Language and literacy are conceived of as social practices that are embedded in the power relations of schooling systems and their broader social contexts. The course examines how aspects of social, cultural and linguistic diversity impact on the teaching and learning of language and literacy. We study a range of language and literacy practices relevant to contemporary South African and global contexts, such as multilingual literacy practices, critical literacy practices, and literacy practices that occur across a range of changing modes and media, including digital technology.

EDUC4177A Early Literacy

Time: 1st Semester Mon: 16:00 – 19:00

Venue: WEC B-45

Presenter: Geeta Motilal, Wozani 3, 011 717 3296, geeta.motilal@wits.ac.za

The module considers theoretical approaches to and debates in the teaching of reading, writing, speaking and listening in the early years. It also considers the ways in which the latest research contributes to understandings of initial literacy learning.

EDUC4174A Visual Literacy and the Role of Media in Education (not offered in 2024)

Time: 1st Semester Mon: 16:00 – 18:00 and Fri: 16:00 – 18:00 (when scheduled)

Venue: B4

Presenters: Ana Ferreira, Leseding L76, 011 717 3179, ana.ferreira@wits.ac.za

This course explores the politics of representation through a focus on visuality, multimodality and media in its broadest sense. Students will engage with current theories and perspectives on representation, power, and multimodal sign systems,

as well as the impact that these systems have on a democratic and diverse South African context. They will work with a range of published media and everyday texts to investigate the relationship between image, word and context in relation to meaning making, with a view to developing pedagogies which foster critical thinking and active participation in a democratic society. Furthermore, students are introduced to research methods and practices that foreground the consumption and production of texts and artefacts which generate meaning through the integration of visual, verbal and other modes.

EDUC4273A IsiZulu in Education

Time: 2nd Semester, Monday, 16:00 – 18:00 (and Friday: 16:00 – 18:00 when scheduled)

Venue: B4

Presenters: Fikile Khuboni, Leseding, L74, 011 717 3201, fikile.khuboni@wits.ac.za

Sipho Ntombela, Leseding, L69, 011 7173803, sipho.ntombela@wits.ac.za or Sindi Msani, sindi.msani@wits.ac.za

The module addresses the critical need for exploring transformative and experimental pedagogies and approaches to the teaching and educational research of an African language. It consists of a series of units to frame students' engagements with transformative theories and pedagogies to enable social transformation across race, gender and inclusivity.

EDUC4173A Rethinking Literature in Education (Not offered in 2024)

Time: 2nd Semester, Monday, 16:00 – 18:00

Venue: B4

Presenters: Naomi Nkealah, Leseding L161, 011 717 3177 naomi.nkealah@wits.ac.za

Maria Prozesky, 0117173180, maria.prozesky@wits.ac.za

Ntsoaki Mokala, 01171773204, ntsoaki.mokala@wits.ac.za

What is 'literature' and why teach it? This module is premised on the notion that a thorough probing of these questions and the assumptions, institutions and methodologies which underpin them serves to enrich and render rigorous our role as teachers of literature. The proliferation of approaches to literature in the last three decades has placed renewed emphasis on interpretation and the construction of meaning. It is the aim of this module to explore multiple new approaches to literary texts and consider their relevance to education.

EDUC4185A Teaching Materials: Principles, Practices, & Design (not offered in 2024)

The focus of this module is on the development of expertise in designing and evaluating teaching and learning materials. Students engage with key debates in learning theory and materials design and have opportunities to design materials for a context of their choice.

EDUC4175A Writing: Theory and Praxis in Education

Time: 1st Semester, Monday, 16:00 – 18:00

Venue: B4

Presenters: Belinda Mendelowitz, Leseding L164, 011 717 73178, belinda.mendelowitz@wits.ac.za

Laura Drennan, Leseding L69, 011 717 3768, laura.drennan@wits.ac.za

This course aims to combine the practice of writing with discussion of theoretical issues in the language classroom. It is primarily a writing course, because of the assumption that when teachers write themselves, their own teaching of writing will be changed and informed. It will also provide the opportunity to reflect on issues of teaching writing, the role of voice, audience, imagination, multimodality, and evaluation. With this in mind, the course is designed to move recursively between theory and practice, asking students to discuss theoretical issues drawn from their experience of the writing workshops. Students will write a final paper derived from their journal reflections, readings and class discussion, which should itself be an attempt to bridge from personal writing to academic discourse. Student participation is essential to the course which is conceived as being collaborative and itself a process and dialogue between participants.

EDUC4179A Language and Assessment

Time: 1st semester, Monday 16:00 – 18

Venue: B4

Presenter: Quinta Kemende Wunseh quinta.kemendewunseh@wits.ac.za

This course explores the theoretical and practical implications of concerns in the field of language and assessment such as formative and summative assessment for/of learning, multimodal assessment, and assessment in multilingual and multicultural contexts.

2. Curriculum for the B.Ed (Hons) - Languages, Literacies and Literatures

Honours Coursework Coordinator – Languages, Literacies and Literatures

Peter Merisi, 01171773003, peter.merisi@wits.ac.za

Honours Research Project Coordinator – Languages, Literacies and Literatures

Ntsoaki Mokala, L74, 011 717 3204, ntsoaki.mokala@wits.ac.za

The B.Ed (Hons) with Languages specialisation has the same structure as the general B.Ed (Hons) – the difference is that one of its two core courses is a language and literacy theory course. This programme consists of:

- ❑ Educational Theory, Research and Enquiry I - compulsory (25 credits)
- ❑ Language and Literacy Theories and Practices - compulsory (25 credits)
- ❑ One **language** options/elective offered in the first semester (20 credits)
- ❑ One **language** options/electives in the second semester (20 credits)
- ❑ The Research Project and the co-requisite Research Design course together make up the fifth module - compulsory (30 credits)

Admission requirements

To be eligible for entry to the B.Ed (Hons) with Languages specialisation, you need the same qualifications as for the general B.Ed. (Hons). In addition, *it is necessary to have taken a language (sub)major in your undergraduate qualification.*

Normally, successful applicants are expected to have obtained an average of at least 65% in their Language (sub) major in their previous qualification.

Curriculum

The structure of the B.Ed (Hons) with Languages specialisation is identical to that of the general B. Ed (Hons) degree. *However, the curriculum is different in that in addition to the two language electives, students also take a core course in language education.* This means three of the four coursework components are focused on language education.

Full-time Students

The full-time course comprises one year of study. Lectures are for the most part held during the week between 16:00 and 18:00, unless otherwise indicated in the relevant sections below.

(a) Two compulsory **core** courses:

- EDUC4129A Educational Theory, Research and Enquiry I (Semester I)
- EDUC4201A Language & Literacy Theories and Practices (Semester II)
- EDUC4196A Research Design (Semester I)
- EDUC4193A Research Project (Full year)

(b) One **elective** course in Semester I from the following:

EDUC4177A Early Literacy
EDUC 4175A Writing Theory and Praxis in Education (Not offered in 2024)

(c) One **elective** course in the Semester II from the following:

EDUC4273A IsiZulu in Education
EDUC4174A Visual Literacy and the Role of Media in Education (Not Offered in 2024)
EDUC4172A Rethinking literature in education (Not offered in 2024)
EDUC4179A Language and Assessment

(All specialisation options/electives will not necessarily be offered each year depending on staff availability and student numbers.)

Part-time Students

The part-time course comprises two years of study – lectures are held between 16:00 and 18:00, and additional group and/or individual supervision sessions will be arranged between students and their supervisors.

In the first year of part-time study:

Compulsory **core** courses:

EDUC4129 Educational Theory, Research and Enquiry I (Semester 1)
EDUC4201A Language & Literacy Theories and Practices (Semester 2)

In the second year of part-time study:

(a) Compulsory courses

EDUC4193A Research Project (Full year)
EDUC4196A Research Design (Semester I)

(b) One **elective** course in the first semester from the following:

EDUC4175A Writing: Theory and Praxis in Education
EDUC4177A Early Literacy
EDUC4179A Language and Assessment

(c) One **elective** course in the second semester from the following:

EDUC4173A Rethinking Literature in Education (Not offered in 2024)
EDUC4273A IsiZulu in Education
EDUC4174A Visual Literacy and the Role of Media in Education (Not Offered in 2024)
EDUC4179A Language and Assessment

Note: All specialisation options/electives will not necessarily be offered each year, depending on staff availability and student numbers (please confirm with the division before you register)

Timetable for BEd (Hons) – Languages, Literacies and Literatures

Full-time	Monday	Tuesday	Wednesday	Thursday	Friday
1 st Semester	Option 1 4-7pm	Ed Theory I 4-6pm	Research Design 10-12 am Supervision in Divisions 4-6pm	Research Design 9-11 am Ed Theory I 4-6pm	Option 1 4-6pm*
2 nd Semester	Option 2 4-7pm	Language & Literacy Theories and Practices 4-6pm	Supervision in Divisions 4-6pm	Language & Literacy Theories and Practices 4-6pm	Option 2* 4-7pm

*Possible extra session for Option courses

	Part-time Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
Year 1	1 st Semester		Ed Theory I 4-6pm		Ed Theory I 4-6pm	
	2 nd Semester		Language & Literacy Theories and Practices 4-6pm		Language & Literacy Theories and Practices 4-6pm	
Year 2	1 st Semester	Option 1 4-7pm		Res Design 4-6pm		Option 1 4-6pm*
	2 nd Semester	Option 2 4-7pm		Supervision in Divisions 4-6pm		Option 2* 4-7pm

*Possible extra session for Option courses

Course Descriptions

EDUC 4129A Educational Theory, Research and Enquiry I (This is a compulsory module for all students enrolled in the B.Ed. (Hons))

Time: 1st Semester, Tues, and Thurs: 16:00 - 18:00

Venue: L101

Coordinator: Dominic Griffiths dominic.griffiths@wits.ac.za

This course offers a challenging introduction to educational issues and debates arising from the theory of knowledge, and from considerations of educational institutions, curriculum, teaching, and learning. It will problematize the knowledge around which educational research and practice is organised.

EDUC4201A Language & Literacy Theories and Practices

Time: 2nd Semester, Tues, and Thurs, 16:00-18:00

Venue: Bohlaleng B4

Presenters: Ilse Fouche, Leseding (office number), office telephone number, ilse.fouche@wits.ac.za

Laura Drennan, Leseding L69, 011 717 3768, laura.drennan@wits.ac.za

The course exposes students to key theories, debates, and practices in the field of language and literacy education. Language and literacy are conceived of as social practices that are embedded in the power relations of schooling systems and their broader social contexts. The course examines how aspects of social, cultural and linguistic diversity impact on the teaching and learning of language and literacy. We study a range of language and literacy practices relevant to contemporary South African and global contexts, such as multilingual literacy practices, critical literacy practices, and literacy practices that occur across a range of changing modes and media, including digital technology.

EDUC4177A Early Literacy

Time: 1st Semester Mon: 16:00 – 19:00

Venue: WEC B-45

Presenter: Geeta Motilal, Wozani 3, 011 717 3296, geeta.motilal@wits.ac.za

The module considers theoretical approaches to and debates in the teaching of reading, writing, speaking and listening in the early years. It also considers the ways in which the latest research contributes to understandings of initial literacy learning.

EDUC4174A Visual Literacy and the Role of Media in Education (not offered in 2024)

Time: 1st Semester Mon: 16:00 – 18:00 and Fri: 16:00 – 18:00 (when scheduled)

Venue: B4

Presenters: Ana Ferreira, Leseding L76, 011 717 3179, ana.ferreira@wits.ac.za

This course explores the politics of representation through a focus on visibility, multimodality and media in its broadest sense. Students will engage with current theories and perspectives on representation, power, and multimodal sign systems, as well as the impact that these systems have on a democratic and diverse South African context. They will work with a range of

published media and everyday texts to investigate the relationship between image, word and context in relation to meaning making, with a view to developing pedagogies which foster critical thinking and active participation in a democratic society. Furthermore, students are introduced to research methods and practices that foreground the consumption and production of texts and artefacts which generate meaning through the integration of visual, verbal and other modes.

EDUC4273A IsiZulu in Education

Time: 2nd Semester, Monday, 16:00 – 18:00 (and Friday: 16:00 – 18:00 when scheduled)

Venue: B4

Presenters: Fikile Khuboni, Leseding, L74, 011 717 3201, fikile.khuboni@wits.ac.za

Sipho Ntombela, Leseding, L69, 011 7173803, sipho.ntombela@wits.ac.za or Sindi Msani, sindi.msani@wits.ac.za

The module addresses the critical need for exploring transformative and experimental pedagogies and approaches to the teaching and educational research of an African language. It consists of a series of units to frame students' engagements with transformative theories and pedagogies to enable social transformation across race, gender and inclusivity.

EDUC4173A Rethinking Literature in Education

Time: 2nd Semester, Monday, 16:00 – 18:00

Venue: B4

Presenters: Naomi Nkealah, Leseding L161, 011 717 3177 naomi.nkealah@wits.ac.za

Maria Prozesky, 0117173180, maria.prozesky@wits.ac.za

Ntsoaki Mokala, 01171773204 , ntsoaki.mokala@wits.ac.za

What is 'literature' and why teach it? This module is premised on the notion that a thorough probing of these questions and the assumptions, institutions and methodologies which underpin them serves to enrich and render rigorous our role as teachers of literature. The proliferation of approaches to literature in the last three decades has placed renewed emphasis on interpretation and the construction of meaning. It is the aim of this module to explore multiple new approaches to literary texts and consider their relevance to education.

EDUC4185A Teaching Materials: Principles, Practices, & Design (not offered in 2024)

The focus of this module is on the development of expertise in designing and evaluating teaching and learning materials. Students engage with key debates in learning theory and materials design and have opportunities to design materials for a context of their choice.

EDUC4175A Writing: Theory and Praxis in Education

Time: 1st Semester, Monday, 16:00 – 18:00

Venue: B4

Presenters: Belinda Mendelowitz, Leseding L164, 011 717 73178, belinda.mendelowitz@wits.ac.za Laura Drennan, Leseding L69, 011 717 3768, laura.drennan@wits.ac.za

This course aims to combine the practice of writing with discussion of theoretical issues in the

language classroom. It is primarily a writing course, because of the assumption that when teachers write themselves, their own teaching of writing will be changed and informed. It will also provide the opportunity to reflect on issues of teaching writing, the role of voice, audience, imagination, multimodality and evaluation. With this in mind, the course is designed to move recursively between theory and practice, asking students to discuss theoretical issues drawn from their experience of the writing workshops. Students will write a final paper derived from their journal reflections, readings and class discussion, which should itself be an attempt to bridge from personal writing to academic discourse. Student participation is essential to the course which is conceived as being collaborative and itself a process and dialogue between participants.

EDUC4179A Language and Assessment

Time: 1st semester, Monday 16:00 – 18

Venue: B4

Presenter: Quinta Kemende Wunseh quinta.kemendewunseh@wits.ac.za

This course explores the theoretical and practical implications of concerns in the field of language and assessment such as formative and summative assessment for/of learning, multimodal assessment, and assessment in multilingual and multicultural contexts.

Please consult the relevant sections of this booklet for information on the Research Design and Research Project pp. 12-13

3. Curriculum for the B.Ed. (Hons) in Mathematics Education

Honours Coordinator – Mathematics Education

Herman Tshesane, Marang block M24, 011 717 3468 herman.tshesane@wits.ac.za

The B.Ed (Hons) in Mathematics Education has the same structure as the general B.Ed (Hons) – the difference is that one of its two core courses is a mathematics education. This programme consists of:

- ❑ Educational Theory, Research and Enquiry I - compulsory (25 credits)
- ❑ Issues in Mathematics Education Research - compulsory (25 credits)
- ❑ One **mathematics** course offered in the first semester (20 credits)
- ❑ One **mathematics** course offered in the second semester (20 credits)
- ❑ The Research Project and the co-requisite Research Design course together make up the fifth module - compulsory (30 credits)

Admission requirements

To be admitted into the programme a student must have:

- (a) experience in teaching Mathematics at either primary or high school level; and
- (b) an average of 65% in Mathematics courses from previous qualification

Full-time Students

The full-time course comprises one year of study. Lectures are for the most part held during the week between 16:00 and 18:00 (except Research Design course: 09:00 - 11:00), unless other times are indicated in the descriptions below.

- (a) Compulsory core courses:

EDUC4129A Educational Theory, Research and Enquiry I (Semester I)

EDUC4202A Issues in Mathematics Education Research (Semester II)

EDUC4196A Research Design (Semester I)

EDUC4193A Research Project (Full Year)

- (b) One course in the first semester:

EDUC4203A: Mathematics and Mathematical Thinking I

EDUC4291A: Algebraic Thinking for Teaching

- (c) One option in the second semester from the following:

EDUC4204A: Mathematics and Mathematical Thinking II

EDUC4126A Mathematics and the Young Child (for those interested in Foundation Phase mathematics)

EDUC4290A: Geometric Reasoning for Teaching

Part-time Students

The part-time course comprises two years of study – lectures are held in the first year on Tuesdays, Wednesdays and Thursdays between 16:00 and 18:00 for the Educational Theory and Research Design modules. Lectures in the second year are held on a Monday between 16:00 and 19:00 unless otherwise indicated in the descriptions below. It is recommended that returning part-time students set aside Wednesday afternoons for supervision; please note supervisors may make individual arrangements with students depending on mutual availability.

In the first year of part-time study

(a) Compulsory courses

EDUC4129 Educational Theory, Research and Enquiry I (Semester I)

EDUC4202A Issues in Mathematics Education Research (Semester II)

In the second year of part-time study

(a) Compulsory courses

EDUC4193A Research Project (Full year)

EDUC4196A Research Design (Semester I)

(b) One course in the first semester:

EDUC4203A: Mathematics and Mathematical Thinking I

EDUC4291A: Algebraic Thinking for Teaching

(c) One option in the second semester from the following:

EDUC4204A: Mathematics and Mathematical Thinking II

EDUC4126A Mathematics and the Young Child (for those interested in Foundation Phase mathematics)

EDUC4290A: Geometric Reasoning for Teaching

(All specialisation options/electives will not necessarily be offered each year depending on staff availability and student numbers.)

Timetable for BEd (Hons) – Mathematics Education

Full-time

	Monday	Tuesday	Wednesday	Thursday	Friday
1 st Semester	Option 1 4-7pm	Ed Theory I 4-6pm	Research Design 10-12 am Supervision in Divisions 4-6pm	Research Design 9-11 am Ed Theory I 4-6pm	Option 1 4-6pm*
2 nd Semester	Option 2 4-7pm	Issues in Mathematics Education Research 4-6pm	Supervision in Divisions 4-6pm	Issues in Mathematics Education Research 4-6pm	Option 2* 4-7pm

*Possible extra session for Option courses

Part-time

		Monday	Tuesday	Wednesday	Thursday	Friday
Year 1	1 st Semester		Ed Theory I 4-6pm		Ed Theory I 4-6pm	
	2 nd Semester		Issues in Mathematics Education Research 4-6pm		Issues in Mathematics Education Research 4-6pm	
Year 2	1 st Semester	Option 1 4-7pm		Res Design 4-6pm		Option 1 4-6pm*
	2 nd Semester	Option 2 4-7pm		Supervision in Divisions 4-6pm		Option 2* 4-7pm

*Possible extra session for Option courses

Course Descriptions

EDUC 4129A Educational Theory, Research and Enquiry I (This is a compulsory module for all students enrolled in the B.Ed (Hons))

Time: 1st Semester, Tues and Thurs: 16:00 - 18:00

Venue: L101

Coordinator: Dominic Griffiths dominic.griffiths@wits.ac.za

This course offers a challenging introduction to educational issues and debates arising from the theory of knowledge, and from considerations of educational institutions, curriculum, teaching, and learning. It will problematize the knowledge around which educational research and practice is organised.

EDUC4202A: Issues in Mathematics Education Research

Time: 2nd Semester: Tuesday and Thursday: 16:00-18:00

Venue: M76

Coordinator: Lawan Abdulhamid, Marang M24, 011-717-3868
lawan.abdulhamid@wits.ac.za

The course introduces students to key issues in mathematics education research with specific attention to curriculum, learning, teaching, assessing and language issues in mathematics education. The course includes issues such as mathematical proficiency, levels of tasks cognitive demands, research on textbook's use, teacher knowledge and practice, and multilingualism in the teaching and learning of mathematics, including how to develop analytical framework for mathematics education research. In all aspects of the course attention is given to international and local literature, with particular focus on the South African context. You will explore your own teaching and examine some of the dilemmas and challenges facing teachers of mathematics.

EDUC4203A: Mathematics and Mathematical Thinking 1

Time: 1st Semester: Mondays 16:00-19:00

Admission requirement: You must be a mathematics teacher.

Venue: To be announced. Check Honours notice board in Marang concourse.

Coordinator: Batseba Mofolo-Mbokane, batseba.mbokane@wits.ac.za

The course aims to deepen students' mathematical knowledge and provide a more advanced perspective on key aspects of the secondary school curriculum with particular focus on function and calculus. It also introduces students to selected research related to the teaching and learning of function and calculus including key underlying concepts.

EDUC4291A: Algebraic Thinking for Teaching

Time: 1st Semester: Mondays 16:00-19:00

Venue: M76

Coordinator: Herman Tshesane, Marang block M24, 011 717 3468
herman.tshesane@wits.ac.za

This course is designed for educators working with 5- to 12-year-olds, aiming to cultivate a robust foundation in algebraic thinking. Throughout the course, we will delve into the intricacies of early algebraic concepts, emphasizing their multi-dimensionality. The course specifically introduces students to multi-dimensionality of early algebraic thinking according to three overarching types, namely, that of analytic thinking, structural thinking, and functional thinking, with generalizing being the scarlet thread that runs through all three. In all aspects of the course attention is given to international and local literature, with particular focus on the South African context. You will explore your own teaching and examine some of the dilemmas and challenges facing teachers of mathematics in the teaching of early algebra.

EDUC4290A: Geometric Reasoning for Teaching

Time: 2nd Semester: Mondays 16:00-19:00

Venue: M76

Coordinator: Herman Tshesane, Marang block M24, 011 717 3468
herman.tshesane@wits.ac.za

The course offers an interdisciplinary focus on Geometric Reasoning across different Geometric concepts in Mathematics Education at the Senior Primary level. Students will explore and critically examine research-based learning and teaching approaches and frameworks for working with young children, as well as developments in how Mathematicians have viewed Geometry, and how this view has morphed over time, culminating in the New Mathematics and the pluralisation of Geometries.

Students will be provided with opportunities to envision teaching for learners' awareness of geometric structure and generality and its relevance to the learning and teaching of Geometry and Measurement in the primary school. While continuing to build on concepts covered in the B.Ed curriculum, the main focus in the Geometric Reasoning course will be on 2D and 3D Geometry and Measurement, and more specifically, on visual thinking and how it can be developed in learners in the learning and teaching of Mathematics.

EDUC4204A: Mathematics and Mathematical Thinking 2

Time: 2nd Semester: Mondays 16:00-18:00

Admission requirement: You must be a mathematics teacher.

Venue: To be announced. Check Honours notice board in Marang concourse.

Coordinator: Jacques Du Plessis jacques.duplessis@wits.ac.za

This course focuses on deepening students' mathematical knowledge and providing a more advanced perspective on key aspects of the secondary school curriculum with particular focus on Euclidean geometry and statistics. It also deals with research related to the teaching and learning of geometry and statistics, including the essential underlying concepts.

EDUC4126A Mathematics and the Young Child

Time: 2nd Semester Mon: 16:00 – 19:00

Venue: WEC – W66

Presenter: Corin Mathews, Marang MC3, 011 717 3051, corin.mathews@wits.ac.za

This course aims to deepen students' conceptual and procedural understanding of mathematics and mathematical teaching and learning in the early years. The course is informed by current research in mathematics education. Students will be required to apply this knowledge to practice.

Please consult the relevant sections of this booklet for information on the Research Design and Research Project pp.12-13

4. Curriculum for the B.Ed (Hons) in Science Education

Honours Coordinator – Science Education

Sphamandla Zulu, Marang M46, 011-717-3262 sphamandla.zulu1@wits.ac.za

The B.Ed (Hons) in Science Education has the same structure as the general B.Ed (Hons) – the difference is that one of its two core courses is a science course. This programme consists of:

- ❑ Educational Theory, Research and Enquiry I - compulsory (25 credits)
- ❑ Key Issues in Science Education Research - compulsory (25 credits)
- ❑ One **science** option offered in the first semester (20 credits)
- ❑ One **science** option in the second semester (20 credits)
- ❑ The Research Project and the co-requisite Research Design course together make up the fifth module - compulsory (30 credits)

Admission Requirements

To be admitted to this programme a student must be teaching Physical Science or Life Sciences currently.

Full-time Students

The full-time course comprises one year of study. Lectures are for the most part held during the week between 16:00 and 18:00 (except Research Design: 09:00 - 11:00), unless other times are indicated in the descriptions below.

(a) Compulsory core courses:

EDUC4129A Educational Theory, Research and Enquiry I (Semester I)

EDUC4205A Key Issues in Science Education Research (Semester II)

EDUC4196A Research Design (Semester I)

EDUC4193A Research Project (Full Year)

(b) One course in the first semester from the following:

EDUC4206A Chemistry and Physics for Educators I

EDUC4208A Life Science for Educators I

(c) One course in the second semester from the following:

EDUC4207A Chemistry and Physics for Educators II

EDUC4209A Life Science for Educators II

(All options/electives will not necessarily be offered each year depending on staff availability and student numbers.)

Part-time Students

The part-time course comprises two years of study – lectures are held in the first year on Tuesdays, Wednesdays, and Thursdays between 16:00 and 18:00 for the Educational Theory

and Research Design modules. Lectures in the second year are held on a Monday between 16:00 and 19:00 unless otherwise indicated in the descriptions below. It is recommended that returning part-time students set aside Wednesday afternoons for supervision; please note supervisors may make individual arrangements with students depending on mutual availability.

In the first year of part-time study

Compulsory Core Courses

EDUC4192A Educational Theory, Research and Enquiry I (Semester I)

EDUC4205A Key Issues in Science Education Research (Semester II)

In the second year of part-time study

(a) Compulsory Courses

EDUC4193A Research Project (Full year)

EDUC4196A Research Design (Semester I)

(b) One course in the first semester from the following:

EDUC4206A Chemistry and Physics for Educators I

EDUC4208A Life Sciences for Educators I

(c) One course in the second semester from the following:

EDUC4207A Chemistry and Physics for Educators II

EDUC4209A Life Sciences for Educators II

Timetable for BEd (Hons) – Science Education

Full time

	Monday	Tuesday	Wednesday	Thursday	Friday
1 st Semester	Option 1 4-7pm	Ed Theory I 4-6pm	Research Design 10-12 am Supervision in Divisions 4-6pm	Research Design 9-11 am Ed Theory I 4-6pm	Option 1 4-6pm*
2 nd Semester	Option 2 4-7pm	Key Issues in Science Education Research 4-6pm	Supervision in Divisions 4-6pm	Key Issues in Science Education Research 4-6pm	Option 2* 4-7pm

*Possible extra session for Option courses

Part time

		Monday	Tuesday	Wednesday	Thursday	Friday
Year 1	1 st Semester		Ed Theory I 4-6pm		Ed Theory I 4-6pm	
	2 nd Semester		Key Issues in Science Education Research 4-6pm		Key Issues in Science Education Research 4-6pm	
Year 2	1 st Semester	Option 1 4-7pm		Res Design 4-6pm		Option 1 4-6pm*
	2 nd Semester	Option 2 4-7pm		Supervision in Divisions 4-6pm		Option 2* 4-7pm

*Possible extra session for Option courses

Course Descriptions

EDUC 4129A Educational Theory, Research and Enquiry I (This is a compulsory module for all students enrolled in the B.Ed (Hons))

Time: 1st Semester, Tues and Thurs: 16:00 - 18:00

Venue: L101

Coordinator: Dominic Griffiths dominic.griffiths@wits.ac.za

This course offers a challenging introduction to educational issues and debates arising from the theory of knowledge, and from considerations of educational institutions, curriculum, teaching and learning. It will problematize the knowledge around which educational research and practice is organised.

EDUC4205A Key Issues in Science Education Research

Time: Tues and Thurs 16:00-18:00

Venue: To be announced

Presenter: Mpunki Nakedi, Marang M239, 011 717 3095, mpunki.nakedi@wits.ac.za
Sphamandla Zulu, sphamandla.zulu1@wits.ac.za
Mabel Moloi, 0117178720, mabel.moloi@wits.ac.za

This course introduces students to ideas in science education research, including key theoretical ideas related to learning, teaching, curriculum and assessment in science. It also provides opportunity for students to develop specialised content knowledge for teaching by engaging with a selection of fundamental science concepts and procedures, and then reflecting on these in relation to the theoretical ideas of the course.

EDUC4206A Chemistry and Physics for Educators I

Time: Mon and Fri 16:00-1800

Venue: To be announced

Admission requirement: Teaching Physical Sciences or Life Sciences

Presenter: Belinda van der Westhuizen, Marang M242 Tel: 011 717 3263
belinda.vanderwesthuizen@wits.ac.za
or

Elaosi Vhurumuku, 0117173246, Elaosi.Vhurumuku@wits.ac.za
Mabel Moloi, 0117178720, mabel.moloi@wits.ac.za

This course aims to introduce students to the basic concepts on the nature and structure of matter through an historical view of the evolution of chemistry concepts and an emphasis on the importance of chemical language in talking about the concepts and selected topics from the following aspects of Classical Physics: motion, fluids, heat, sound, light, electricity, and magnetism. In the process of exploring this content, they are introduced to a number of important related topics which are all relevant to their teaching of the physical science curriculum. It also deals with research related to the teaching and learning of these topics, including the essential underlying concepts thus extending students' knowledge in these areas. Issues of pedagogy relevant to the teaching of these topics, and the current and possible future school science curricula in South Africa, are also incorporated.

EDUC4208A Life Sciences for Educators I

Time: Mon and Fri 16:00-1800

Venue: To be announced

Admission requirement: Teaching Physical Sciences or Life Sciences

Presenter: Mpho Mosabala, Marang M46, 011 717 3262
mpho.mosabala1@wits.ac.za

This course focuses on deepening students' life sciences knowledge and providing a more advanced perspective on key aspects of the secondary school curriculum with particular focus on Cell biology, genetics and physiology. It also deals with research related to the teaching and learning of these topics, including the essential underlying concepts

EDUC4207A: Chemistry and Physics for Educators II

Time: Mon and Fri 16:00 to 18:00

Venue: To be announced

Admission requirement: Teaching Physical Science or Life Science

Presenters: Belinda van der Westhuizen, Marang M242, 011 717 3263

belinda.vanderwesthuizen@wits.ac.za

Emmanuel Mushayikwa, 0117173249, Emmanuel.Mushayikwa@wits.ac.za

This course aims to introduce students to the evolution of understanding of acid base concepts through a historical approach. In the process of exploring acids and bases, they are introduced to a number of important related topics which are all relevant to their teaching of the physical science curriculum. The course also covers selected aspects of Modern Physics from the following: relativity, atomic structure, condensed matter, nuclear physics, elementary particles, and cosmology and astrophysics. Pedagogy for teaching these topics, and trends in the advancement of these areas of physics relevant to current and future school curricula are also included.

EDUC4209A: Life Sciences for Educators II

Time: Mon and Fri 16:00 to 18:00

Venue: To be announced

Admission requirement: Teaching Physical Science or Life Science

Presenter: Monde Kazeni, Marang M46, 011-717-3262 Monde.kazeni@wits.ac.za

Caleb Mandikonza, 0117173260, caleb.mandikonza@wits.ac.za

This course focuses on deepening students' life sciences knowledge and providing a more advanced perspective on key aspects of the secondary school curriculum with particular focus on Evolution and Biodiversity. It also deals with research related to the teaching and learning of these topics, including the essential underlying concepts.

Please consult the relevant sections of this booklet for information on the Research Design and Research Project pp.12-13

PART 2: POLICIES IN THE B.Ed (Hons) PROGRAMME

Assessment Policies for all BEd (Hons) Programmes

- ❑ Students need to attend and participate in at least 75% of each module to satisfy the Satisfactory Performance (SP) requirements necessary to qualify to write the exam or exam equivalent/take-home assessment.
- ❑ Students need to achieve a mark of at least 50% in each of the five modules specified to complete the BEd (Hons) degree.
- ❑ If a student fails one module only, and that module is not the research project, then:
 - A failure on 45-49% in a module will be condoned by the Faculty, provided that the student has achieved an average mark of at least 55% for all five components of the degree;
 - A failure on 45-49% in cases where the average for all five components is less than 55% may be repeated once.
 - A course failed on 40-44% may be repeated once.
- ❑ A distinction for the BEd Hons degree will be granted to students who attain an average of 75% for all the five modules, as well as a minimum of 75% in at least 2 modules.
- ❑ Overall marks for each module are obtained from a combination of coursework and examinations.
- ❑ Coursework assignments range from academic essays to applied activities in the classroom.
- ❑ Examination formats range from formal examinations to open-book examinations to examination equivalents/take-home assessments.
- ❑ All examinations are externally examined as required by the University Standing Orders, Rules and Regulations.
- ❑ **A deferment of the submission of the research project only** may be applied for to the Head of School, provided students can substantiate with written evidence the cause of the delay and if it is within the time frame specified by the project coordinator at the beginning of the year.
- ❑ Deferred examinations may be granted in the event of medical incapacity, religious observance, representative sport, or family bereavement, provided that suitable evidence is provided within three working days of the date of the relevant examination. Applications should be made in the first instance to the Faculty Office.
- ❑ Please note that there are no supplementary examinations in the BEd Hons programme.

Plagiarism Policy

Plagiarism means the theft of ideas from others or copying or using others' ideas without acknowledging them. No person develops academic ideas in a vacuum. We all get ideas from each other. Consequently, in an academic context it is important to explicitly acknowledge your sources, using appropriate referencing conventions and to re-work ideas into your own thinking. It is not acceptable to copy long tracts from another text, unless it is as a quotation and appropriately cited and acknowledged. Too many quotations suggest that you are not doing enough of your own thinking. Plagiarism applies to ideas that you get from colleagues (such as fellow student's essays) as well.

The university regards plagiarism in a very serious light and has a specific plagiarism policy to address this problem. There are three levels of plagiarism which vary according to how serious the offence is. For example, distinctions are made between intentional and unintentional plagiarism as well as first time and second time offenders. Further details about this policy will be communicated in your lectures.

Postgraduate students are expected to know about plagiarism from their undergraduate studies and therefore plagiarism offences at postgraduate level are considered particularly serious. All incidents of plagiarism will be reported to the School of Education's Plagiarism Committee for investigation. Students who are found guilty of plagiarism may face stern penalties including suspension from the university.

There will be opportunities for students at all levels to learn how to reference and incorporate the ideas of others into their academic essays. This will happen in your specific disciplines and through workshops. Students are also advised to consult the Handbook for APA Referencing for guidance on correct academic referencing.

Policy regarding submission of assignments

Turnitin is the software that Wits uses to help detect plagiarism. A Turnitin Similarity Index Report, **with a similarity score of 15% or less**, must be submitted with all assignments, including the Research Report. Please ask your lecturer for assistance on how to submit your assignments through Turnitin on Ulwazi. No assignments including the Research Report will be accepted without the requisite Turnitin Similarity Index Report.

Extensions of the submission date of assignments may be granted by course **lecturers only if compelling evidence** is provided of medical incapacity, religious observance, representative sport, or family bereavement.

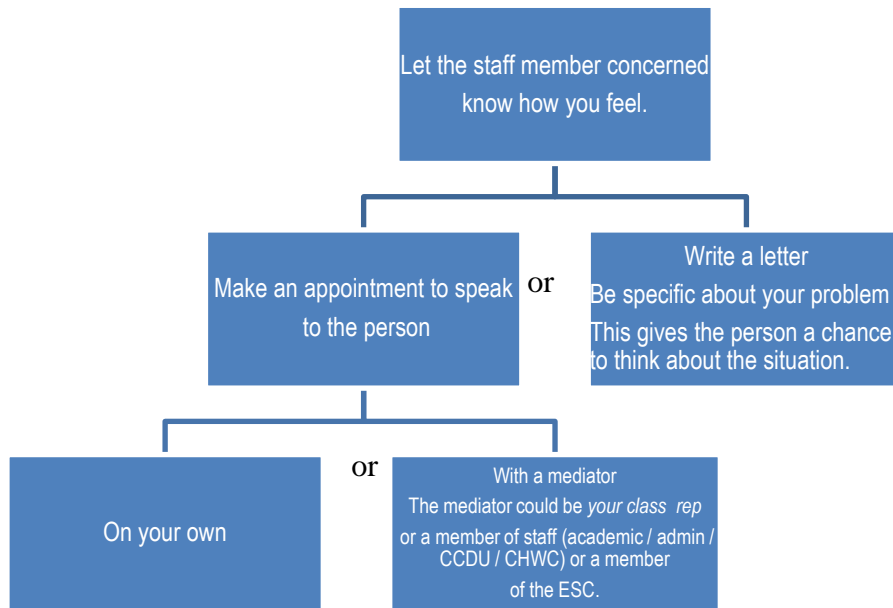
Assignments submitted late without an extension having been granted may be accepted only up to three days after the formal submission date and will receive a maximum mark of 50%.

Grievance Procedures

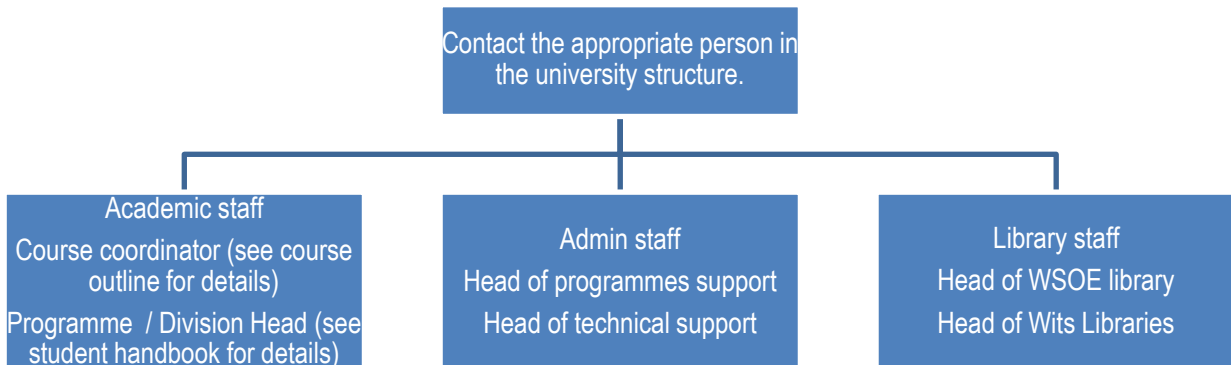
What to do if you feel you have been treated unfairly in the WSOE

The university wants to protect students against poor teaching, unfair assessment, racism, sexual harassment etc., while ensuring that members of staff are also treated fairly. Here is the procedure to follow if you feel a member of university staff has been doing you an injustice.

Step 1:



Step 2: If you feel that Step 1 was not successful, then:



Step 3: Senate Process: If you feel that Step 2 was not successful, then:

Make a written statement to the Head of School
(The staff member will respond in writing, and the Head of School will resolve the situation)

Cancellation of Registration

If you decide to discontinue your studies and to cancel your registration for either the whole course or any part of it, please make sure that you follow the necessary procedures with the Faculty Office.

Do not simply disappear and assume that your failure to attend lectures or submit assignments will be sufficient to inform the University of your decision to suspend/cancel your registration

If you fail to cancel your registration officially, you will still be legally liable for the payment of fees to the University. In addition, you will be indicated as having failed your course(s) at the end of the academic year, and such failure/s will appear on your academic record, and this may jeopardise your future re-admission to the university.

PART 3: WRITING OF YOUR RESEARCH PROJECT

Introduction

According to the Standing Orders for the BEd (Honours) degree, the standard format of this degree is five components: four of these components are taught courses as detailed in Part 1 of this booklet and the final component is a research project which consist of 30 credit units. There are two components' requirements to the Research Project, namely, a Research Proposal and the final Research Project.

Important Timelines

Semester 1

Event	Dates 2024
First teaching block	Monday 12 February- Wednesday 27 March
Second teaching block	Monday 08 April – Thursday 23 May
Submission of Proposal	Wednesday 15 May
Ethics Application	22 April (Early submission) 20 May
Examinations	Friday 31 May – Friday 28 June

Semester 2

Event	Dates 2024
Third teaching block	Monday 15 July –Monday 02 September
Fourth teaching block	Monday 09 September – Tuesday 22 October
Submission of Research Project	Monday 14 October
Examinations	Wednesday 30 October – Tuesday 16 November

N.B. You cannot repeat the research project so you must make sure, with the assistance of your supervisor, that you are on track to submit on time and pass. You may not request an extension.

Preliminary Information

To be successful in writing your research project, it is important to understand “research”, the ethical considerations necessary to conduct research, and the process of the supervision and completion of the Research Project.

What is Research?

The word “research” is derived from the French word “recherche” which means “to search closely”. This “close search” is not just going to the library to collect materials or selecting the first list of “hits” produced by an internet search engine but involves a process of inquiry and systematic investigation which leads to the discovery of “new knowledge”, the use of existing knowledge in a new and creative way to generate new concepts, or the advancement of existing knowledge and theories which may lead to a new understanding of what was previously known. The process of research further involves the collection, organisation, and analysis of evidence – which includes the synthesis and analysis of previous research - to increase our understanding of a specific topic or area of knowledge.

Quite importantly, the meaning of research varies across disciplines and the approaches to research depend on conceptions of knowledge (epistemology) and vary considerably both within and between humanities and the sciences¹. In the latter part of this booklet this issue will be discussed in greater detail.

Why write a Research Project?

The requirement to produce a Research Project is the most demanding academic task you will be required to do in the BEd (Honours) degree. However, there are numerous benefits to writing a Research Project:

First, during the research and writing process you will learn the conventions of academic writing which include maintaining an “academic tone”, avoiding plagiarism, and citing sources appropriately. Second, given the mass of information available, you will learn to review and organise information, and to focus it consistently on a specific topic/question. Third, you will learn something new about how research is conducted and discover numerous new ideas. Fourth, you will come to know what ethical demands a researcher must fulfil to conduct research with humans (and some may argue, even animals). Finally, given the time constraints on the writing and submission of the research project, you will learn to manage your time effectively to complete timeously each aspect involved in the research project.

How does the Research Project work?

The Research Project is an independent investigation that you will do under supervision. Quite importantly, the type of project you decide to pursue – which is discussed later - will influence the process involved in the production of the project. In general, this process involves the following:

- Choosing a topic (especially, but not exclusively, from your area of specialisation)
- Working on the development of a proposal with a supervisor who will help you to refine your topic and direct you to relevant literature. (Please note that according to the Honours timetable, Wednesday afternoons are reserved for consultation/meetings with supervisors.)

¹ The Education Theory, Research and Enquiry I course is devoted to this issue.

- Writing a proposal which indicates what you intend to do, how you intend to do the research on your selected topic, and why you have decided to pursue the topic and the reasons for adopting the research approach you have selected.
- The supervisor’s approval of the proposal and the completion of the compulsory Ethics clearance applications – by the student and signed by the supervisor - to be submitted to the Ethics Committee.
- Obtaining ethical clearance from the Ethics Committee to conduct your research. (Please note that the type of clearance you will need to obtain will depend on the nature of the research you intend to conduct – this is discussed in detail later.)
- Reviewing the literature in your chosen area of focus.
- Conducting the research, you proposed.
- Analysing the findings (if it involved any kind of empirical dimension) of your research.
- Writing the final Project and submitting it by the final date in the manner stipulated by the Honours coordinator.
- Very importantly, throughout the foregoing process you should be in conversation/consultation with your supervisor on an ongoing basis and further provide the work-in-progress required by the supervisor on a consistent basis.

This booklet provides the information relevant for the writing of your research project and a detailed description of the nature and scope of the B.Ed (Hons) Research Project itself. To this end the booklet consist of three major sections:

- Section A: Principles for developing a Research Proposal
- Section B: The Nature and Scope of the Research Project
- Section C: The Supervision Process

Principles for Developing a Research Proposal

a. Deciding on a Research Topic

The most difficult aspect of a Research Project is finding a research topic that is “worthwhile” and not merely an issue that can be answered based on common sense. The topic must also be sufficiently limited so that it is doable within the time allocated for writing a proposal, getting ethical clearance, doing the research, and writing the Project. Consequently, you should devote quite a bit of time to think about the topic you want to pursue and to consult with your supervisor regularly at this initial stage.

Every project must have a purpose and should be built around a specific problem. Think carefully about the topics you choose (especially but not exclusively in your area of specialisation) and make sure it is a topic that fits with a specialisation where you can be matched to a supervisor.

To decide on a research topic an important early step is to become familiar with the research which has been done in your area of interest. Consult education journals, recent books on the topic, and your supervisor. It may also be helpful to do some mind-mapping or brainstorming exercises to clarify the research area.

The following checklist of questions may help you decide whether a chosen topic is suitable:

- Is there a need for research in the area?
- How suitable is the topic in terms of the research methods that you have been exposed to in the Research Design course?
- Is it achievable within the time constraints of your degree registration (as either a full-time or second year part-time student) and other commitments you might have?
- Am I able to pursue the topic given my current abilities?
- Is it sufficiently interesting to devote a whole year of study to it?

b. Formulating a Research Question

In general, all research topics are directed by, or grounded in, a particular research question. To answer this research question, you often need to address several prior, sub-questions which may be implied by the main research question.

While there may be a variety of ways to describe the nature of a research question, the minimum requirements that a research question should meet is that it be clear, focused, relatively complex and arguable. By this we mean that the research question

- should be clear and unambiguous,
- should not cover a vast area of research but be focused on a limited area and devoted to a specific issue,
- should be relatively complex and arguable, i.e., it should not be obvious, trivial, or predictable because if it is a very simple question then there is no need to conduct research on it.

c. Ethical Considerations when Selecting a Research Topic/Question

When you decide to pursue a specific topic/research question it is very important at this early stage to keep in mind that the university requires that all research conducted by students (and staff) must be vetted and approved by the University's Ethics Committee. To this end a distinction is made between research involving human subjects (which is often empirical research) and research of a conceptual nature (which is non-empirical and do not involve human subjects).

To get approval for research involving human participants, numerous ethical conditions must be met. In broad terms, the university expects you to abide by the codes of informed consent which include the following:

- Participants must be informed of the nature of the intended research.
- Participants participation must be voluntary.
- Participants must be informed that they can terminate their participation in the research at any point in the research process.
- Participants (as well as the institutions to which they belong) must remain anonymous.
- Raw data collected from participants (or institutions) must be kept confidential and not be disseminated publicly.
- Raw data collected from subjects must be kept securely and must be destroyed upon completion of the project; and

- Subjects (as well as institutions where the research were conducted) should, if requested, be allowed to see the final research.

To demonstrate that you have taken all the above into consideration in your proposed research you will be required to complete an Ethics Application which you must submit (with your proposal) to the Ethics Committee.

It is extremely important to keep in mind that getting Ethics Approval may be a lengthy process (especially if you fail to show that you have taken all the foregoing requirements into account) and this may affect the writing and timeous completion of your final Research Project.

The specific details of the Ethics Application Form will be presented to you by the Chairperson of the Ethics Committee in the Research Design or Academic Skills course.

A topic/research question which does not involve human subjects, and which relies on the interrogation of texts must also be approved by the Ethics Committee. However, in this case you will be required to complete an Ethics Waiver Application which you will have to submit with your proposal to the Ethics Committee. Such waiver applications are also vetted by the Ethics committee to ensure that human subjects are not involved in your proposed research, and in general, these applications tend to be approved more quickly.

d. The Research Proposal

As indicated by its label a research proposal is just that – a proposal of the research you intend to pursue. Although this might appear self-evident, students often provide a large amount of detail in the proposal which should be included in the final research project. It is also important to note that the type of research you intend to pursue will affect the nature of the proposal you will construct. Keeping these in mind, the following part provides the details of the different dimensions of a research proposal.

The structure and content of a research proposal

The intention of the proposal is to ensure that you have done sufficient preliminary reading in your choice; that you have thought about the issues involved; and that you are able to provide more than a broad description of the topic which is to be investigated. At the same time, however, the proposal is not a ‘fixed blueprint’. One cannot predict one’s findings or conclusions beforehand or cling mechanically to an argument since the research will inevitably alter or even ‘unseat’ one’s initial expectations.

Thus, while there is no fixed formula for writing a proposal, we suggest that you use the following sequence of headings as a guideline:

Title

The title of a proposal captures the essence of the topic you intend to investigate. It should be brief and precise and should avoid redundant phrases such as “A study of ...”, “An investigation of ...”, and so on. Very importantly, the title should contain the essential concepts/words that a researcher would need to locate your research in an electronic database.

Aim

The aim of your proposal should provide a concise statement of what you intend to research and should include your research question (and sub-questions) or a brief indication of the central argument/s you intend to pursue. Keep all the principles discussed earlier in mind and formulate a research question using the recommendations outlined above.

Rationale

Your proposal needs to show why the proposed research is important and to justify the effort of doing such research. Such justification may either be of an empirical nature (i.e., you hope to add to, or extend an existing body of knowledge using empirical methods), or of a theoretical/conceptual nature (i.e., you hope to elucidate contentious areas in a body of knowledge or will provide new conceptual insights into such knowledge). Remember, all research is part of a larger scholarly enterprise (or a scholarly conversation), and you should be able to argue for the value and positioning of your research.

Literature Review

An essential component of any research proposal is the provision of what may be seen as a 'history' of the specific issues to be researched. By reviewing the pertinent literature in your research interest, you can show the origin and development of the issues and debates in the area concerned and, very importantly, demonstrate how and where your research concerns would fit into these debates. Furthermore, the literature review is intended to show how your research will relate to, and/or extend the existing research on the topic. In such a review it is important to concentrate on the central issues, debates, and literature in concern and to disregard any issues or literature that may be tangential to your specific concerns. An important consideration in a literature review is the inclusion of primary sources and secondary sources.

Theoretical/Conceptual Framework

While some researchers believe that a proposal (as well as the final research report) should contain a theoretical framework, the necessity to provide such a framework is often dictated by the nature of the research to be conducted. In some cases, issues might arise due to the inadequacy of an existing theory to explain a phenomenon and in these cases the researcher would need to provide a comprehensive account of the theory to show how and where in the theory the shortcoming occur. In other cases, the researcher would investigate something empirically and consequently require a theory (or explanatory framework) to help him/her to explain (or make sense of) the data obtained from such empirical investigation. Finally, a researcher might simply interrogate an idea/concept philosophically to gain greater clarity and understanding of the meanings of such a concept, or to propose alternate ways of understanding the concept. In the latter instance it would be more appropriate for the researcher to show (in the literature review) the various ways the concept has been understood by previous researchers and hence would not need to provide a theoretical framework.

Stated in simple terms, the type of research you intend to pursue would determine whether a theoretical framework/explanatory framework is necessary.

Research Method

The description of the research method, like the theoretical framework, is determined by the nature of the research you are proposing to conduct.

Empirical Research

If your research is empirical your research method could be either quantitative, qualitative, or mixed. In any of these cases you would describe how you will conduct the research by outlining the design of your research, the exact research method you intend to adopt, the nature of the sample you intend to use, the research instrument you will use to collect data, and how you will analyse/interpret the data. If your research is quantitative, you should also include the statistical methods you intend to use to interpret the data collected.

Non-Empirical Research/Conceptual Research

As the label indicates, non-empirical research does not involve collection of primary data and is based on working with issues at a conceptual level. That is, non-empirical/conceptual research seeks solutions to problems using existing knowledge as its source. It is premised on working with concepts or ideas - and the assumptions on which they are based - as they appear in texts. As such, conceptual research focuses on how texts frame particular issues and the concepts which influence them.

Conceptual research proceeds only on theoretical level characterized by the review of literature and critical analysis of a problem to make sense of the world in which we operate. Conceptual analysis is variously labelled as ‘discursive analysis’, ‘textual analysis’ and ‘content analysis’. Such research can take on a variety of forms such as theory development, historical research, systematic literature reviews, and critical analyses. Furthermore, depending on the specific form, it may also utilise hermeneutics (i.e., the art or science of interpretation) or semiotics (i.e., the study of signs and symbols especially as they occur in language or other forms of communication such as texts) as a specific research method. ***What is important to note is that there is no clearly defined or standard “template” which can be used to engage in non-empirical research and each of the approaches listed may use one or more methods to accomplish its objectives.***

Ethical Considerations

As stated earlier If you intend to use human participants then your research must conform to the ethical standards for research established by the university. You are therefore required to show how your proposed research will meet these requirements.

References

Referencing is a process of formally acknowledging another person’s ideas used in constructing your own writing. It consists of ‘in-text’ referencing (citations) and the list of

references (Reference List) at the end of your work. When you refer to another piece of work you must always acknowledge the source of that information.

- to demonstrate the evidence supporting your arguments
- to credit the author of the idea
- to enable others to identify your sources and follow up your work.
- to avoid accusations of plagiarism

You must use the APA format, which is the official style of the American Psychological Association (APA). It is commonly used to cite sources in psychology, education, and the social sciences.

Scope of the proposal

As indicated earlier, the proposal is not a very detailed document. What is important is that all the relevant aspects of the proposal described above are addressed in your proposal. Please note that while a more extensive literature review is required for proposals which intend to engage in conceptual research, other types of empirical research need not have overly detailed literature reviews.

The length of the proposal should be between 1,500 – 2,000 words. The submission date of the proposal is Wednesday, 15 May 2024.

The Nature and Scope of the Research Project

From the earlier description of the Research Proposal, it will be evident that the B. Ed (Hons) Research Project is not a dissertation, research report, or thesis. It is a relatively limited and focused project which attempts to address a research question (and some related sub-questions) either in an empirical or a conceptual way. To accomplish this end the project must have a clearly defined aim and research question, show why addressing the question is important, locate the question within the literature which may have dealt with the question before, adopt (if required) an appropriate research method to answer the question, and finally on the basis of the findings obtained (or inferences made) draw conclusions which might shed new light or provide new insights on the problem.

Thus, while research in general (as discussed above) may involve the discovery of new knowledge, an Honours Research Project does not have this as an assessment criterion. What is important is that the project demonstrates an understanding of the nature and history of the research problem, shows a knowledge of the appropriate research method (if needed) to investigate the problem, and presents the foregoing in a logically structured and coherent way using the appropriate academic conventions regarding the clarity of writing, the appropriate citation of sources.

The nature of the research you decide to do, will inform the structure and content of your Research Project. It is also important to note that it is extremely difficult (if not impossible) to specify the exact page length, number of words, or even assessment weighting (in a positivist way), for any given section of the project. According to the Standing Orders for the BEd (Honours) the length of the research project may vary from 8000 to 10 000 words (depending

on the subject and nature of the research pursued). It is recommended that you use 1,5 line spacing and font size 12 for the text of the Project.

Below is a general list of recommended components of a complete Research Project (but keep in mind that the components and sequence will always be dictated by the type of research you pursue):

Title Page

The title page should contain the title of your research project, your name and student number, the name of your supervisor, and quite importantly, the Ethics Protocol Number you received from the Ethics Committee. You can also include the University and School logo on the title page but avoid the use of borders or any other embellishments on this page.

Abstract

Like an academic article, your project must contain an Abstract which is written on a separate page. The Abstract should be concise and provide a clear description of the topic, the purpose of the research, the research method (if any) used in the project, the most important findings, and the conclusions. It is further recommended that you include a list of key words below the Abstract.

Acknowledgements

It is conventional for an author of a research project to acknowledge the role of their supervisors, individuals (such as family), and institutions, in the writing and completion of the research.

Table of Contents

This page is usually headed by the word 'Contents' and includes in tabular form the title and page numbers of the different chapters, the list of references, and appendices (if these are included in the Project)².

List of Abbreviations

This is completely optional and should only be used where you have devised your own abbreviations for commonly used terms. This list should only be included when there are a significant number of such abbreviations (6 or more), and these should be arranged alphabetically together with their meanings.

Introduction

² Please keep the standard printing convention in mind – look at any book for this information - when creating the Contents page and make sure that the different parts/chapters are labelled as follows: Introduction, Chapter 1, Chapter 2, Chapter3, Conclusion. You can obviously include the headings of major sub-sections within a Chapter on the contents page as well. Please note that in a printed book the Introduction is not Chapter 1 and neither is the Conclusion, Chapter 4.

In the Introduction you establish the context of your research Project. Following the context you provided, you can then state the aim of your research, the research problem, and the specific research question (and possible sub-questions) you intend to address and provide the reason/s (rationale) for engaging in the research.

Following the Introduction, the Research Project will then take on different formats depending on the nature of the research.

(a) Suggested Empirical Research Project Format

Literature Review

A literature review presents an argument within the academic literature related to your topic to show the need for your research. It is here that you unpack the concepts and definitions in your research question and discuss the relationships between them. It does not describe or summarise what others have said but rather shows that you understand the academic debates and how they shed light on your proposed topic. Thus, this section identifies the conceptual framework, which will guide and inform your research.

Methodology and Research Design

This section should explain the following:

Your research method/approach: why you chose it, why it was appropriate to your research, and how you ensure that your method produced valid and reliable results. Explain how your data count as evidence or support the claims you are making in this report.

Your methods of data collection: how you decided on the sample, whom you interviewed/questioned, etc. (If you used questionnaires you need to discuss what type of questionnaire/questions and why you chose these.)

You should be as detailed as possible and justify why you have employed the chosen methods.

Presentation of Research Data

In this part of the Project the results of the research should be presented. Tables, drawings, figures, and quotes are examples of research data that you need to include. You can also use your own photographs, field notes and critical reflections as data.

Analysis of research findings

At some point, you need to focus on the meaning of the data you have collected in terms of the hypotheses/ research questions and underlying theoretical concepts. You need to give the data meaning through a critical and creative analysis. Where possible link your findings back to the literature that you have discussed in the literature review section.

Conclusion

In the conclusion, you round off the research process. You may want to provide a few overall conclusions. If you feel your project was restricted, you may want to point to further research.

References

The Conclusion should be followed by a list of references. You are required to adhere to APA style referencing.

Appendices

Appendices should be numbered sequentially and titled. Each appendix should contain a single, complete set of material, e.g., the questionnaires, interviews, observation schedules, or documentary analysis.

(b) Suggested Non-empirical/Conceptual Research Project Format

After the Introduction to the Project, the succeeding chapters will consist exclusively of either an extensive review of the literature (divided into different dimensions covered by the literature), or the presentation of concepts and ideas related to the topic and a critical interrogation of these concepts/ideas.

Regardless of the nature of the conceptual research you pursue it is important that you provide a logically structured and substantive presentation of ideas, a critical analysis of such ideas, and very importantly, the development of a specific argument related to the research question the project intended to address.

The non-empirical/conceptual Research Project will end with a Conclusion, limitations of the project, and a list of all the References used in the Project.

Referencing and Plagiarism in the Research Project

In the Academic Skills sessions, you will have learnt how to avoid plagiarism and the appropriate forms of referencing using the American Psychological Association's (APA) style of referencing. It is important to reiterate that in the writing of your Research Project that you must (a) acknowledge an author's ideas appropriately, (b) correctly reference direct quotations throughout the project, and (c) provide a complete, alphabetised list of all sources referenced in the text of your Project and to provide the necessary publication details for each entry in your list of references. Please note that your Research Project will be submitted via the Turnitin program and any Project with a high similarity index (of more than 15%) will be penalised severely and/or failed.

The Supervision of the B. Ed (Hons) Research Project

(a) Selection and/or Allocation of Supervisors

It is essential that you either select or be allocated to a supervisor as soon as possible. Students usually select a supervisor from the Options/Electives for which they have registered, and this should be the first avenue you should pursue to get a supervisor. If the person you approach to supervise your project is unable to accommodate your request due to the number of students who have already approached him/her for supervision, or a lack of familiarity with the topic you would want to pursue, you should contact the coordinator of the Honours Project in your division urgently, to ensure that you are allocated to a supervisor as soon as possible.

It is sometimes possible to negotiate supervision by more than one person (usually two) and across Divisions (e.g. Education and Curriculum). This is particularly appropriate for interdisciplinary projects. The advantages are enrichment of the project with even more specialised knowledge, critical input, and diversity of opinion; and additional support. However, conflicting advice might be confusing, so ensure that roles are clear and that you are honest and open in all your interactions with your supervisors.

(b) The Supervision Process

The University has established a “Statement of Principles for Postgraduate Supervision” (which is attached to this booklet) which all students and supervisors must sign. This document sets out in detail the roles, responsibilities, and expectations of the supervisor and the student in the supervision process. Please read this document carefully and ensure that both you and your supervisor meet the expectations contained in the document. Also note that according to “Statement of Principles for Postgraduate Supervision” the minimum hours for face-to-face contact, spread over each year of registration, is ten (10) hours for an Honours Research Project³.

Completion of Work-in-Progress on the Research Project

To complete a project on time it is essential that you work continually and consistently on it. Between your supervisor and yourself you can

- set up a sequence for the completion of the different components of the project,
- the dates when the different parts of the work-in-progress must be submitted,
- reasonable time allocations for the receipt of feedback from your supervisor,
- times for the re-submission of drafts (if necessary) of sections for which feedback was provided,
- times for the receipt of “re-looked at” drafts to be re-submitted to the supervisor to see if the recommendations/feedback have been followed, and
- the final completion of the Project for the perusal by the supervisor before the official submission of the Project.

Please note that in the process described above the responsibility for the completion of the work-in-progress and the final completion and submission of the project resides with the student. The supervisor will provide you with ongoing support and direction (which is described in the next section) but, the final product is ultimately the responsibility of the student.

³ The Standing Orders for the BEd (Honours) degree indicate that the minimum hours of supervision per research essay or research project would normally be six but individual Schools or Disciplines may provide more than the six hours stipulated.

N.B. You cannot repeat the research project so you must make sure, with the assistance of your supervisor, that you are on track to submit on time and pass. You may not request an extension.

What I cannot expect from my supervisor

It is unreasonable to expect your supervisor to:

- be available 24 hours a day (stick to their advertised office hours and make appointments).
- provide you with all the references for your literature review.
- correct your spelling, grammar, references.
- keep you motivated.
- ensure that you keep to your deadlines.
- be responsible for the content and presentation of your report.

How to avoid problems?

The relationship between the supervisor and student should be based on mutual respect and shared interest. Therefore,

- Plan the meetings with your supervisor carefully. Stick to them as much as possible. Do not miss meetings or be late. Supervisors are busy and often schedule meetings with students consecutively, so if you are late, you will inconvenience both your supervisor and other students.
- Clarify with your supervisor what the busy periods during the year will be for both of you: research break, exam periods, holiday periods, etc.

If it is not going as, it should?

Despite people's good intentions, problems may surface between you and your supervisor. For example, s/he might not know enough about the topic you have chosen, or you may have less time than you anticipated. Whatever the problem, do not wait too long! You need to complete and pass your Project. If you fail, you cannot repeat this course, so the implications of supervisory breakdown are severe.

Please discuss your problem in the first instance with your supervisor. If you then require further help get in touch with the BEd Honours Project Coordinator, Dr Glodean Thani

You can also get in touch with the BEd Honours Overall Coordinator, Dr Lawan Abdulhamid

For complex issues or grievances that remain unresolved, it is advised to escalate matters under exceptional circumstances only. The primary point of contact should be Professor Emmanuel Ojo, Deputy Head of School for Postgraduate Studies (Email: postgrad.wsoe@wits.ac.za). Utilise all available Faculty structures and resources through the Deputy Head's office for resolution. Escalation beyond this level to Professor Juliet Perumal, Head of School, should be a rare occurrence.

It is important to follow correct procedures when resolving problems to ensure that your grievance is dealt with as efficiently as possible.

Submission and Assessment of the Research Project

The Research Project must be submitted on Ulwazi via the Turnitin program and must be accompanied by the similarity index report from TurnItIn. Your similarity index must be below 15%.

The Project will be assessed internally by your supervisor, moderated by a member of staff in the discipline, and then submitted to an external examiner whose mark on the project is accepted as the final mark for the Project.