Study units for the Honours BEd degree

(offered by the Department of Educational Studies)
Telephone number 012 429 4585

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Syllabus

Old curriculum

NB

Only students already registered for the old curriculum will be allowed to complete it. Students registering for the Honours BEd for the first time, have to register for the new curriculum.

The curriculum comprises ten papers selected from the following in accordance with the rules set out in Part 5 of the Calendar.

HONOUR'S LEVEL

Group A

OTF411Q  Theoretical Frameworks in Education I (offered for the last time in 2008)

NB

A student who has passed OFO411K retains credit for it and need not register for OTF411Q.

Syllabus: A pluralistic problem-centred approach to educational discourse
1. Metatheoretical perspectives that influence educational discourse (for example, Logical Empiricism, Critical Rationalism, Critical Theory, Phenomenology, Hermeneutics, Systems Theory, Postmodernism, African Philosophy)
2. The influence of metatheoretical perspectives on thematic issues of concern in education

ONA411Y  Research in Education (offered for the last time in 2008)

Syllabus:
1. Science and research
2. The subject of research
3. Data gathering: Literature study
4. Data gathering: Field work
5. Data gathering and analysis: A qualitative approach
6. Data gathering and analysis: A quantitative approach
7. Thinking in research - informal logic (the critical evaluation of research argumentation)
8. Thinking in research - phenomenological approach

Group B

OSI411X  Psychology of Education I (offered for the last time in 2008)

Syllabus:
1. The field of Psychology of Education
2. Characteristics of the participants in the educational occurrence
3. Becoming and development
4. The educator
5. Learning
6. Orientation to themes in Psychology of Education

ODI411E  Introduction to Didactics (offered for the last time in 2008)

Syllabus:
1. Didactics as a scientific discipline
2. Some teaching-learning models
3. The school: Theories and criticism
4. The curriculum: Foundations and components
5. Subject didactics: Nature, structure and instructional theory
6. The teacher and the functioning of instruction

OSO421U  Socio-education I (offered for the last time in 2008)

Syllabus:
1. Socio-education as a part-discipline of education
2. The family as a socio-educative environment
3. The school as a socio-educative environment
4. The society as a socio-educative environment
OHO421X  History of Education: Theory and Practice (offered for the last time in 2008)
Syllabus:
1. Orientation
2. The aim, point of departure and field of study of History of Education
3. Distinguishing characteristics of History of Education
4. The significance and meaning of History of Education
5. Historical-educational practice

Four from the following:
(i) Changing classroom practice
(ii) Curriculum development as a reflection of the spirit of a specific era
(iii) Juvenile delinquency: A burning educational issue in time perspective
(iv) Learning theories: A metabletic approach
(v) Educational discipline and corporal punishment as perennial educational problems
(vi) Changing views of the child
(vii) Gifted child education in the Eastern and Western world
(viii) Preprimary education through the ages
(ix) Street children: An age-old phenomenon
(x) Schools of thought from the educational past

OVO421E  Comparative and International Education I (offered for the last time in 2008)
Syllabus:
1. An introduction to Comparative Education
2. The structure and function of an education system
3. Education in the context of society and environment
4. The South African education system
5. National education systems and educational issues in comparative perspective

OSI4315  Psychology of Education II (offered for the last time in 2008)
Co-requisite: OSI411X
Syllabus:
1. Cognition and metacognition
2. Group work and optimal self-actualisation
3. Intelligence and the intellectually gifted child
4. Creativity
5. Sex education
6. School guidance
7. Leadership
8. Language
9. Study methods
10. Stress in childhood
11. School readiness
12. Personality
13. Motivation

OTF431U  Theoretical Frameworks in Education II (offered for the last time in 2008)
Co-requisite: OTF411Q
Syllabus: A pluralistic problem-centred approach to educational discourse
1. Metatheoretical perspectives that influence educational research (for example, Logical Empiricism, Critical Rationalism, Critical Theory, Phenomenology, Hermeneutics, Systems Theory, Postmodernism, African Philosophy)
2. The influence of metatheoretical perspectives on problem issues in educational research

OSO431W  Socio-education II (offered for the last time in 2008)
Co-requisite: OSO421U
Syllabus:
1. A number of characteristics of the modern family from a socioeducational perspective
2. The school as a socio-educative environment
3. Socialisation as an educative matter in community context
4. Contemporary youth problems in a socio-educative context
5. The socio-educative implications of a number of problematic phenomena in society
6. The socio-educative responsibility of society

ODI431J  Didactics in Action
Co-requisite: ODI411E
Syllabus:
1. Teaching-learning practice and subject didactics
2. Contemporary didactical themes
3. The significance and procedure of text study as didactical research method
OHO4313  History of Education: The Past and Future of Contemporary Educational and Teaching Problems (offered for the last time in 2008)

Syllabus:
1. Orientation
2. Educational and teaching problems in a historical-educational perspective Six from the following:
   (i) Multicultural education
   (ii) The origin and development of special education from antiquity till the 20th century
   (iii) From Bantu Education to People’s Education
   (iv) The private school: A modern phenomenon?
   (v) Aspects of Indian education in South Africa since 1899
   (vi) An historical-educational perspective on the use of children’s and youth literature in education
   (vii) Education and politics through the ages
   (viii) Great thinkers on educational and teaching problems
   (ix) Educational management in time perspective
   (x) Education, music and the child: Tradition and innovation
   (xi) The controversy of South Africa’s history of teaching

OVO431G  Comparative and International Education II (offered for the last time in 2008)
Co-requisite: OVO421E
Syllabus:
1. Comparative Education as a science
2. A study of modern education systems
3. Critical issues in education in international perspective

OME441L  Mentoring in Education (offered for the last time in 2008)
1. Mentors
2. Protégés
3. The mentoring relationship
4. Mentoring in education
5. Practical mentoring in schools

OSI441B  Parent Guidance (offered for the last time in 2008)
Syllabus:
1. The nature of parent guidance
2. Foundations of parent guidance and the foundations of education
3. Parent guidance models taken from different theoretical perspectives
4. Education skills and educationally effective actions
5. Child development and developmental problems
6. Parents with special needs

ODI441L  Themes In Didactics
Co-requisite: ODI411E
Syllabus: A selection of three of the following themes:
1. Environmental education
2. Civic education
3. Multicultural education
4. Computer-aided instruction
5. Instructional design and management
6. Adult education
7. Mentoring

ODI442M  Curriculum Theory
Co-requisite: ODI411E and either ODI431J or ODI441L
Syllabus:
1. The relationship between didactics, curriculum, child and reality
2. Curriculum terminology
3. Paradigms and models
4. Methodology

Group D

New curriculum

The curriculum comprises five papers selected from the following in accordance with the rules set out in Part 5 of the Calendar.

FUNDAMENTAL LEARNING (COMPULSORY)

HBEDTRD  Theory and research in education
Purpose: to assist you to demonstrate an understanding of the theoretical underpinnings of education, by introducing you to a pluralistic problem-centred approach to educational discourse. It will also explore ways in which research decisions may be influenced by underpinning theoretical considerations as well as the particular needs of different educational disciplines. The module is intended to introduce you to the nature of educational research and to develop introductory research skills in both qualitative and quantitative methods of enquiry.

HBEDTL6  Teaching and learning
Purpose: to build on the work usually covered in undergraduate pre-service and in-service programmes by providing a more rigorous academic perspective on the core processes of learning and teaching and the dynamic interrelationship between them. The module will help you to see that understanding the learners and their diverse needs is central to decision-making in education but that other factors also impinge on the development of appropriate
learning programmes. The module will place particular emphasis on appropriate outcomes-based assessment practice as integral to meaningful learning and teaching.

HBEDEC5  SA education in context
*Purpose:* to provide you with a broader perspective on education decision-making and systems from the twin perspectives of historical experience and comparative studies from within South Africa as well as lessons of experience from other countries, ranging from under-developed to developed economies. The module will provide you with opportunities to engage with scenarios and case studies based on experience and will equip you with the necessary knowledge, skills and attitudes to provide informed and reflexive leadership on contemporary educational issues.

**ELECTIVE LEARNING**

Students choosing the Hons BEd (general) will be required to focus on the following areas in their elective option:

HBEDSSC  Schools and society
*Purpose:* to ensure that educators are able to understand the interrelatedness of relationships on micro, meso and macro level that influence the education of learners in the present social environment. The scope of this module is the various relationships in the family, in the school and in society that influence the learning and development of learners. Research questions that will be addressed are related to adequate relationship formation in families and communities and the pastoral role as one of the identified roles of the teacher. Focus will be on research as independent inquiry.

HBEDPCK  People-centred schools.
*Purpose:* to focus on the fact that schools are people-centred organisations and will explore the ways in which a school can be made an effective site of learning by providing guidelines for support and interaction between the key role-players: learners, teachers and SGB/parent representatives. The module will explore in detail the dynamic partnership between educators and parents required by the implementation of the South African Schools Act 1996 and amendments

**SPECIALIST STUDIES**

The two modules in this component will focus on a particular sub-specialism within the field of educational enquiry. You will acquire new knowledge and skills in these specialist areas and also be required to apply a range of the research knowledge and skills developed in component 1 of the programme within your specialist area.

You may choose to study two modules in any one of the following specialist areas:

- Adult basic education and training
- Early childhood development
- Education management
- Environmental education
- Inclusive education: barriers to learning
- Mathematics education
- Natural science education.
- School guidance and counselling (additional entry requirements apply)

If you do not want to focus on one of the above specialist areas, then you can enrol for the Hons BEd (general) option.

**Adult basic education and training**

HBEDAT5  Adult teaching and learning
*Purpose:* to provide students with an understanding of the policy framework for ABET and enable them to design an original learning programme in selected learning areas. They will also be able to facilitate adult learning and mentor and support adult learning by designing and using appropriate teaching resources. They should be able to assess by using a range of assessment strategies.

HBEDMAB  Managing ABET in context for development
*Purpose:* to able to link ABET to the development of human resources within the national development programme aimed at restructuring the economy, addressing past inequalities and the building of a democratic society. They will also understand that ABET forms part of a coherent national development policy and that ABET links with development programmes, employment creation initiatives, further education and training opportunities and that it allows career-pathing. Learners will understand the theories and practicalities of managing projects competently

**Early childhood development**

HBEDBLV  Becoming, learning and assessment of the young child in the early childhood development phase
*Purpose:* to gain insight, knowledge and skills about the becoming, learning and assessment of the young child in the Foundation Phase; about education and teaching in the Early Childhood Development phase, which is imbedded in Theories of Education of the past and present, while taking cognisance of teaching programmes within a global perspective, as well as the Outcomes-based paradigm of South Africa; about curriculum development for the young child in the Foundation phase, while being able to manage learning programmes and sites.

HBEDETE  Education and teaching of the young child in the early childhood development phase
*Purpose:* to form the basic question of what the learners know about the historical and contemporary influences on teaching determining the character of teaching in the Early Childhood Development phase; as well as interpreting critically, education and global teaching programmes. The issues influencing curriculum development such as: diversity, multi-culturalism, multi-lingualism, anti-bias and developmentally appropriateness will be dealt with. Understanding of the policy for the provision of the Early Childhood Education phase in the Republic of South Africa will be achieved, as well as a focus on the nature of the management task of the principal in Early Childhood Development.

**Education management**
HBEDMSV  Managing the school as an organisation

Purpose: to focus on the school as an educational organisation by exploring ways in which the school can be managed to create and maintain an environment that is conducive to teaching and learning. The performance of school management competencies are explored with a consideration of democratic practices, support to learners and colleagues, and a responsiveness to changing circumstances and needs. Appropriate management and leadership practice is developed within context.

HBEDOBG  Organisational behaviour in education and education law

Purpose: to focus on basic organisational behaviour in an educational organisation and will explore ways in which learners can be equipped to create an environment in which effective teaching and learning can take place. The module will examine the performance of organisational behaviour competencies in ways that are legal and democratic and which demonstrate responsiveness to changing circumstances and needs. The context is the South African education and educational legal system that are characterised by diversity and a large developing world sector.

Environmental education

HBEDALQ  Analise the impact of the curriculum on effective mathematical practices

Purpose: to analyse the different components of a mathematics curriculum, as well as the nature of different perspectives on mathematics curricula. Learners will free themselves from the traditional curriculum and teaching approach by understanding the NCS and RNCS. This successful implementation of the NCS and RNCS is dependent on a broader understanding of the possibilities of the positive influence of the Reform movement in Mathematics Education. The Hons BED (Mathematics Education) will provide professional educators and teachers at a post-graduate level with a clear understanding of the way knowledge in Mathematics Education are formed, how students understand mathematics and how they represent their understanding.

HBEDAMU  Aanlise modelling in school mathematics

Purpose: to identify the nature and quality of mental models and schemata in Mathematics Education. Studying the relationship between modelling, symbolising and problem solving will reveal to them the deeper nature and value of pedagogical content knowledge in Mathematics Education. Misconceptions will become powerful teaching opportunities to adjust and strengthen mental models about specific mathematics concepts. The Hons BEd (Mathematics Education) will provide professional educators and teachers at a post-graduate level with a clear understanding of the way knowledge in Mathematics Education are formed, how students understand mathematics and how they represent their understanding.

HBEDWCL  Whole school development through environmental education

Purpose: to reflect on the terms sustainability education, sustainable society, holistic approach and whole school development. A detailed study of whole school development is done: key elements and its ability to bring transformational changes about at school level. The role of awareness raising and education for sustainable development is discussed. The role of eco- schools in terms of whole school development is analysed.

Inclusive education: barriers to learning

HBEDIE6  Introduction to inclusive education: assessment and learner support.

Purpose: for successful students, at the conclusion of their studies, to play a critical advocacy role in the establishment of an inclusive ethos in education provision, be competent organisers of personal and learners’ development and be able to effectively engage with stakeholders to support the above mentioned.

HBEDABH  Addressing barriers to learning.

Purpose: to ensure that practitioners are able to function effectively in inclusive settings. Qualified learners are expected to manage learning sites in inclusive settings and to be able to work in multi-disciplinary teams to support other professionals, and to support individuals or groups learning and working in inclusive settings. Qualified students are capable of:

- Using mathematics in practical applications within inclusive settings
- Gathering information regarding inclusive settings and inclusion
- Selecting individual and group activities for social, recreational, academic and physical inclusion
- Delivering and supporting professional services in inclusive settings to provide optimal care
- Supporting individuals and groups learning and living in inclusive settings to participate in activities
- Managing administration in inclusive settings according to specific requirements
- Advocating human rights and inclusion within specific communities
- Creating healthy, safe and secure inclusive settings that ensure the protection of individuals and groups

Mathematics education

HBEDMUF  The mediation of environmental learning

Purpose: to study the various theoretical and practical explanations of how learning takes place, as well as processes that foster learning. The student will learn to be able to critically reflect on the process of mediating learning in environmental education contexts and will learn to evaluate, select and implement various assessment strategies for environmental learning.

HBEDIOB  Organisational behaviour in education and education law

Purpose: to focus on basic organisational behaviour in an educational organisation and will explore ways in which learners can be equipped to create an environment in which effective teaching and learning can take place. The module will examine the performance of organisational behaviour competencies in ways that are legal and democratic and which demonstrate responsiveness to changing circumstances and needs. The context is the South African education and educational legal system that are characterised by diversity and a large developing world sector.

Natural science education

HBEDCIU  Current issues in Science Education

Purpose: to develop postgraduate-level knowledge, skills and competencies to enable learners to be competent facilitators of the Natural Science Curriculum, Physical Sciences Curriculum/ and Life Sciences Curriculum to a target audience having a diverse linguistic and cultural backgrounds. Even within the same culture, learners should develop the competence to be gender sensitive and to accommodate learners with special needs in order to create an appropriate culture of learning.
HBEDCDP  Curriculum design and evaluation for Science Education

*Purpose:* to provide students with an understanding of the nature and development of school Science curricula at a national and international level as well as the relationship between theory and practice regarding the school Natural Science (GET) curriculum as in the Revised National Curriculum Statement (RNCS) and the school Physical Science and/or Life Sciences (FET) curriculum as in the National Curriculum Statement (NCS).

**School guidance and counselling**  
(a separate selection process applies for this specialisation)

HBEDOPW  Orientate psycho-educationally to perform specialised tasks of the counsellor

*Syllabus:* The theoretical framework of the relational theory, schools of thought in counselling, ethics, practice administration, and counselling skills with a strong emphasis on learning problems and related barriers. Students should be able to demonstrate the counsellor identity by being able to mediate guidance and counselling opportunities in a manner which is sensitive to the diverse guidance needs of clients; construct guidance and counselling environments; display sound knowledge of principles and strategies of guidance and counselling to managing educational guidance and counselling settings in the South African context; develop a supportive relation with educators, parents and other key persons and organisations; comply with ethical behaviour; apply different approaches to guidance and counselling managing in ways which are appropriate to the clients and the context within different education settings.

HBEDAAG  Assess and apply psychometrics and statistics

*Purpose:* to provide students with postgraduate-level knowledge, skills and applied competences to enable them to be competent psychometrists and counsellors in educational settings; South Africa with competent psychometrists and counsellors in educational settings; qualify learners to register as counsellors with the Health Professions Council of South Africa. The scope of this module is the various categories of psychological tests, standardised and non-standardised media, and projection or expression media to determine tendencies regarding cognitive, physical, emotional and behavioural aspects as displayed in a systemic environment.