



UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

**B.Ed. Honours
Student Handbook**

2013

**School of Education
Edgewood and Pietermaritzburg
Campuses**

B.Ed. Honours Specialisation Co-ordinators (Edgewood & Pietermaritzburg)

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Bachelor of Education Honours Student Handbook 2013

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1. Introducing the B.Ed. Honours degree

1.1 Staff and contact details

Postgraduate Studies and Research

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Edgewood: Private Bag X03, Ashwood, 3605

Natasha Naidoo

Pietermaritzburg campus

Tel: 033 260 6245

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Pietermaritzburg: Private Bag X01, Scottsville, 3209

(Note: Staff teaching on the Honours courses may be using other fax numbers.)

1.2 Purpose of the B.Ed. Honours degree

The B.Ed. Honours is designed to build the competence of expert educators and curriculum specialists, systems managers, or educational researchers. Through this qualification, learners will be prepared to embark on a course of study leading to an M.Ed. at HEQF level 9.

This degree requires that students enter a specific specialisation, and it includes an independent research project undertaken by the student. While students may take the degree for different purposes, a central element of the Honours degree is that it aims to provide a foundation for further academic study and research.

1.3 Who qualifies to enter? And how do I apply?

- a) Applicants may be registered for the qualification of Honours in any College, provided that they have:
 - (i) Completed a Bachelors degree regarded as appropriate by the College concerned; or
 - (ii) Been admitted to the status of that degree in terms of Rule GR7 (a); or
 - (iii) Attained a level of competence as defined in Rule GR7 (b).
- b) A College may prescribe further minimum criteria for admission to study.

Not all who qualify will be accepted. Staff capacity means that we take a limited number into each specialisation in the Honours degree. To enter the programme students need to have obtained 55% for their previous qualification. Students who do not meet this requirement, but who can provide evidence of relevant prior learning, may be accepted, although such applications have to be approved by the University Senate. Applicants may be asked to write an entrance test.

It is required of students that they are able to use computers both for producing assignments and for accessing emails and the Internet. If students do not have sufficient skills in that area, they must ensure that they get those skills in the first year of a part-time Honours degree. Staff may, for example, require that a student takes a course to develop these skills.

To apply, contact the administrative staff to get an application form. When you fill this in you **must** indicate your first, second and third choices for the specialisations on the application forms. Some specialisations cannot take all well-qualified applicants, and qualifying students may then be accepted into other specialisations where there are vacancies.

1.4 Delivery mode of the B.Ed. Honours degree at UKZN

1.4.1 Part-time students, Edgewood and Pietermaritzburg campuses

Students attend lectures either on weekday afternoons, on Saturdays, or (in the case of certain modules) on a block basis during the school holidays. **Edgewood** modules are mostly in the afternoons from **16:00-18:00** and **Pietermaritzburg** modules are mostly on Saturdays and during block holiday sessions.

Usually each module has contact time of between 25 and 30 hours. However, it is not sufficient to simply attend lectures. It is important to recognise that the B.Ed. Hons requires students to engage with academic texts in their field of specialisation. You will need to make time to do a lot of reading and writing of essays and assignments on your own, outside of the lecture time. You should plan to do a minimum of 10 hours' work on your studies per week.

1.4.2 Full-time students, Edgewood and Pietermaritzburg campuses

Depending on the specialisation, there are possibilities for full-time study on the Edgewood campus, which means that the degree can be taken in one year. The specialisation *Education and Development* is offered full time on the Pietermaritzburg campus. If you are teaching, you must register for the degree part time. Full-time students may only have paid employment of 20 hours per week.

1.5 Structure of the B.Ed. Honours degree at UKZN

The degree consists of seven modules, usually completed in two years of part-time study or one year of full-time study. Each module is worth 16 credits, except for the Independent Research Project, which is worth 32 credits. In order to be awarded the Honours degree you must achieve a total of 128 credits.

Part-time students **must** register for one but not more than two modules per semester. If you are studying part time, you have a maximum of eight semesters to complete a programme. *Should you exceed this limit, you will be excluded from continuing with the degree.*

Students have to apply for a particular specialisation (such as Adult Education or History Education). If accepted, in most cases they then take **two compulsory modules** which are taken by all Honours students, and **four core modules** that are required for the specialisation. In addition, one **elective module** from any other specialisation should be taken. At present elective modules are possible only on the Edgewood campus.

1.5.1 Compulsory modules

All students must register for the following two compulsory modules:

Understanding Research

and

Independent Research Project

Understanding Research addresses the reading and understanding of research. The aim is not the production of research. Students should be able to read, understand, analyse and evaluate published research (in the form of journal articles, evaluation reports, Government review reports, newspaper/popular media reports). This module also prepares students for their research work on the compulsory *Independent Research Project* module.

The *Independent Research Project* enables students to pursue a specific line of empirical or theoretical research in education, with particular reference to the South African context, through a supervised research project. In some specialisations students may work on a group project; in such cases there will be both assessment of the written work and an oral examination.

Assessment of the research project will be undertaken by the supervisor. The Higher Degrees Committee of the School responsible for the specialisation will appoint an external examiner for the research projects of students in that specialisation. More guidance on the roles of supervisors and students is given in Section 4.

1.5.2 Core modules in specialisations

Each specialisation requires that students take FOUR core modules from the specialisation. The specialisations and their core modules are set out in Section 2.

1.5.3 Elective modules

Where the number of compulsory and core modules totals six, students select one module in order to complete the degree. These may be drawn from a specialisation or from certain free-standing modules (see end of Section 2).

Flow diagram of the specific modules which comprise the B.Ed. Hons programme

FUNDAMENTAL MODULES	SPECIALISATION MODULES		GENERAL ELECTIVE MODULES
TWO MODULES = 48CR	COMPULSORY FOUR MODULES = 64CR	ELECTIVE	ONE MODULE = 16CR
UNDERSTANDING RESEARCH (16CR) INDEPENDENT RESEARCH (32CR)	FOUR SPECIALISATION MODULES (4x16 = 64CR)	DEPENDING ON SPECIALISATION	ANY 16CR MODULE FROM ANY OTHER B.ED. HONS SPECIALISATION

1.6 Assessment for the B.Ed. Honours degree

Assessment varies from module to module, with examinations in certain modules, while the majority are likely to require two written assignments of roughly 2000 words each. Assignments are marked by the course lecturer, and are also assessed by an external examiner.

Where there are examinations, students who fail but achieve a minimum of 40% are normally given the chance to write a supplementary examination. Where assessment is on the basis of course work, students who do not pass their assignments are able to resubmit work within the time period set by the lecturer.

Although each assignment will usually specify assessment criteria, below are typical assessment criteria applied to the marking of exams and assignments.

%	Broad description	Detailed description
0% - 29% FAIL	EXTREMELY WEAK	Random points which can be give minor credit; poor or no referencing; serious language difficulties.
30% - 39% FAIL	WEAK	Hard to understand; sketchy; clear misunderstandings of key points; serious omissions and mistakes; no attempt to analyse; no evidence of reading; no or poor referencing; possible serious language difficulties; serious plagiarism.
40% - 49% FAIL	NOT SATISFACTORY	Unclear; unstructured; lacks understanding; important omissions and flaws; no comprehensible argument or analysis; poor or no referencing; possible language difficulties; serious plagiarism.
50% - 59% PASS	SATISFACTORY	Intelligible; covers main points; lacks firm structure; shows understanding of key points; indicates reasons, but thin and flawed; repetition of course material; no evidence of wider reading; adequately but not fully referenced; possibly some language difficulties.
60% - 69% PASS	SOUND	Clear; covers main points; well structured; sticks to the topic; shows firm understanding; language does not intrude on meaning; offers reasons and evidence for arguments; some evidence of wider reading; no serious flaws; well referenced.

70% - 74% PASS	GOOD	Full; clear; insightful; logically structured; fully referenced; shows solid understanding; no plagiarism; well reasoned; evidence of additional reading; refers to authorities; strong language competence.
75% and over	EXCELLENT	Outstanding coverage of relevant material; thorough/comprehensive; never strays from the topic; extremely well structured; correct genre; evidence of independent thought and reading beyond the course material; creative and original presentation; fully referenced; strong language competence.

1.7 Academic rules and regulations

The detailed rules for the B.Ed. Honours can be found in the *College of Humanities Handbook*. It is important that you read the *College of Humanities Handbook*, as well as this *B.Ed. Honours Handbook*. The following information is a summary of important rules.

Registration is essential

Students who have not registered and paid for a module cannot attend the lectures, cannot write the exam of that module, and cannot have their work assessed in the case of coursework assignments. The University reserves the right to withhold results if a student has not paid **in full** for a module.

Distinction and summa cum laude

Award of degree *cum laude* and *summa cum laude*

- a) A degree of Honours may be conferred *cum laude* in accordance with the rules of the relevant College, as approved by the Senate, provided that, subject to exceptions as approved by the Senate, the student has:
 - (i) obtained a credit-weighted average of at least 75% over all modules required for the qualification; and
 - (ii) a mark of at least 75% for the prescribed project; and
 - (iii) a minimum mark of 68% in the remaining modules; and
 - (iv) successfully completed all modules in the curriculum without recourse to supplementary examinations; and
 - (v) completed the degree in the prescribed minimum time.

- b) A degree of Honours may be conferred *summa cum laude* in accordance with the rules of the relevant College, as approved by the Senate, provided that, subject to exceptions as approved by the Senate, the student has:
 - (i) obtained a credit-weighted average of at least 80% over all modules required for the qualification; and
 - (ii) a mark of at least 80% for the prescribed project; and
 - (iii) a minimum mark of 75% in the remaining modules; and
 - (iv) successfully completed all modules in the curriculum without recourse to supplementary examinations; and
 - (v) completed the degree in the prescribed minimum time.

Duly Performed requirement

In the case of formal summative examinations, all students need to meet the Duly Performed (DP) requirements for each module in order to qualify to write the examination. It is a DP requirement that students submit *all assignments* **and** achieve a *minimum mark* of 40% for their course work assignments. If you do not achieve 40% for your assignments, you will not be able to write the examination. To obtain a DP, students should also, as per the university regulations, *attend 75% of all lectures*. This means that Pietermaritzburg students may not miss more than one of the five day-long sessions.

Plagiarism

The University treats cases of copying the work of others without acknowledgement very seriously. This consists of copying verbatim from a book, article or the Internet, without acknowledging the source. At its most extreme, students pretend that what is in that section was written by them. In other cases, students use the ideas of others without acknowledging where these ideas come from. The usual procedure in these cases is for the assignment to be given 0%, and for disciplinary action to be taken against the student/s concerned. In line with the UKZN plagiarism policy, every assignment must be accompanied by a statement and signature by the student that the content of the assignment is their own work. See Appendix 8 for an example of such a statement.

Students may also be expected to run their assignments, and especially their Independent Research Projects through the software Turnitin.

Similar penalties apply in the case of students who cheat in examinations.

See the UKZN website for full details: <http://www.ukzn.ac.za>

Failing a module could result in exclusion

- a) A student may repeat a failed module not more than once, provided that this does not apply to the research project described in Rules HR4 and HR6 of the *College of Humanities Handbook*.
- b) A student who, after four semesters as a full-time student or six semesters as a part-time student, has not completed the requirements for the degree shall be excluded.

Attendance

Every student for the qualification of Honours shall attend an approved course of study as a registered student of the University for a period of at least two consecutive semesters after admission in terms of Rule HR2. Except with the permission of the Senate, all modules shall be completed at the University.

1.8 Advice for B.Ed. Honours students

Do not rush your qualification

College policy is that the B.Ed. Hons is a one-year full-time and two-year part-time qualification. Two years part time may seem a long time, and students are tempted to try to speed it up by taking additional modules. This approach is usually negative for the school where you teach (if you are a teacher), since teachers give up school time for their studies. It is also often negative for the student, who may under-perform because the work needs a lot of time and attention.

Many students who try to go this route manage to get through the degree, then find that they cannot progress academically because their pass mark is too low for admission into a Masters programme.

The Honours programme at UKZN sets high standards, and that is to the advantage of students. Do not allocate it too little of your time.

Plagiarism: Handle referencing carefully

Plagiarism (copying other people's work verbatim, without referencing or acknowledging it) is a serious academic offence and students are advised to handle their referencing with care in their assignments and projects. This handbook gives plenty of advice on how to do this right (see Section 3). Some students who have perhaps not studied in recent years often lose marks, and even plagiarise, as a result of not understanding this. For example, students may source something from the **Internet** and then use it without full quotation and referencing. This is easily picked up by staff and can lead to a mark of 0% or even a disciplinary hearing, and sometimes exclusion from the University. Talk to your lecturers if you are not sure. Learn to use the University plagiarism software called Turnitin, which will scan your work and pick up where work has been plagiarised.

If you run into trouble, get help

Many Honours students experience problems with payment or family problems that disrupt their studies. The University is keen to support students through these problems. However, often students do not discuss problems with the lecturer concerned until it is too late. Speak to your lecturer as soon as you realise you are having difficulties.

It is possible to withdraw from a module without financial loss. Another option is to take longer over the degree, which is allowed in the rules. Alternatively, it is possible to get help from Student Counselling. So, whatever the problem, consult your lecturer about your problems and how they can be resolved.

SUSPENSION OF REGISTRATION

- a) In order to pursue their studies in any semester, all students of the University shall complete the applicable registration procedure, thereby affirming their acceptance of the rules of the University.
- b) The Council, on the recommendation of the Senate, may impose conditions for the registration of any student.
- c) Except as provided hereunder, a student shall register in consecutive semesters.
 - i) On application in advance to the relevant College Office, and with the approval of the Senate, a student's registration may be suspended for a specified period of time not exceeding two (2) semesters. Under exceptional circumstances, a further such suspension of two (2) semesters may subsequently be applied for and approved.
 - ii) The Dean / Head of School may require that a student suspend his/her studies for a maximum of one semester should the student be unable to register for a valid curriculum that will allow satisfactory progress to be made towards the attainment of the qualification.
 - iii) A student with a suspended registration remains subject to the rules of the University, and may return to register before or at expiry of the period of suspension. The period during which registration is suspended shall not be included in any calculation towards the minimum and maximum periods prescribed for any qualification in terms of Rule GR12, nor for the evaluation of eligibility for the award of degrees *cum laude* or *summa cum laude* in terms of Rules BR6, HR8, CR17 and MR13.
- d) Should a student fail to register for a semester:
 - i) In the case of a postgraduate student who has not been granted suspension as provided for in (c) (i) or above, the student must apply to the relevant College for readmission should s/he subsequently wish to resume studies.
 - ii) In the case of an undergraduate student, should the break in studies exceed one (1) semester and the student has not been granted suspension as provided for in (c) (i) or (ii) above, the student must apply to the relevant College for readmission should s/he subsequently wish to resume studies. Such readmission shall only be approved under the conditions, rules and curricula applicable at the time of readmission.

2. Specialisations on offer

All students accepted into the degree need to enter one of the following specialisations. The requirements for each specialisation are set out in greater detail below. Not all specialisations have a new intake every year.

- Adult Education (Pietermaritzburg only)
- Curriculum Studies (Edgewood only)
- Comparative Education and Development (full-time Pietermaritzburg only)
- Educational Leadership, Management and Policy (Edgewood and Pietermaritzburg)
- Educational Psychology (Edgewood only)
- Gender Education (Edgewood only)
- History Education (Edgewood only)
- Language and Media Studies (Edgewood and Pietermaritzburg)
- Science and Mathematics Education (Edgewood only) – **(Not on offer in 2013)**
- Social Justice Education (Edgewood and Pietermaritzburg)
- Social Sciences Education (Edgewood only)
- Teacher Development Studies (Edgewood and Pietermaritzburg)
- Technology Education (Edgewood only)

Details of specialisations and modules in 2013

This section sets out the actual modules being offered in 2013 in the various specialisations, as well as certain free-standing modules.

2.1 Adult Education (offered only in Pietermaritzburg (PMB))

Co-ordinator: Ms Sandra Land 033 260 5497; land@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

Required modules of this specialisation are Foundations of Adult Education **and** Adult Learning, and at least one of Adult Literacy and Basic Education and Training, and Curriculum in Adult Education.

Foundations of Adult Education (EDAE705)

This module provides a general overview of significant historical developments of adult education, its ideologies, and the philosophies of selected educational thinkers, with particular reference to the contexts of adult education in South Africa today.

Adult Learning (EDAE702)

The aim of this module is to examine concepts, theories and research about adult learning. It will awaken students' critical awareness of their own and others' experience as adult learners and enable them to better understand the characteristics, needs and motivations of adult learners.

Curriculum in Adult Education (EDAE704)

The aim of this module is to examine the role of adult education curricula within various examples of adult education in society, and the implications of different curriculum theories, styles, and models for design. Students will become familiar with the concepts of needs, objectives, outcomes, innovation and evaluation relevant to the implementation of curricula, including factors such as teaching methods and assessment.

Adult Literacy and Basic Education and Training (EDAE703)

This module provides an overview of key issues related to the meaning, uses and purposes of adult literacy and ABET, particularly in the South African context. It introduces students to theoretical debates relating to links between literacy and development, issues in the teaching of literacy, and the influence of these debates on policy and provision.

2.2 Curriculum Studies (offered only at Edgewood)

Co-ordinator: Dr Bheki Khoza; Tel: 031 260 7595; Email: khozas@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

The concept of curriculum is a very important one for teachers, because you are experiencing the curriculum in your classroom every day. The modules in Curriculum Studies are designed to equip you with knowledge and skills for reflecting critically on curriculum issues and assessment practices in general and on your own practice in particular. Students are required to take all four modules on offer for 2012 (Edgewood Campus only), which will be Assessment in Education, Curriculum Context and Change, Curriculum Change and Development and Curriculum as Practice.

Assessment in Education (EDPD701)

The aim for this module is to develop knowledge and skills for reflecting critically on assessment issues in general and on the student's own practice in particular. The aim would be to demonstrate an understanding of social and psychological issues in assessment and to plan and justify an action towards alternative/authentic classroom assessment.

Curriculum Context and Change (EDCS702)

This module aims to equip students with the knowledge and skills for reflecting critically on curriculum issues and to provide an introduction to the nature of curriculum and Curriculum Studies, with particular reference to determinants of curriculum policy and practice as well as online curriculum design in South Africa.

Curriculum Change and Development (EDCS703)

The aim for this module is to develop a critical understanding of processes of curriculum design and development, with particular reference to the transformation of curriculum in South Africa. The module also provides a foundation for further study and research in the field of curriculum studies.

Curriculum as Practice (EDCS704)

Curriculum as Practice is designed to provide teachers and other educators with an overview of the field of curriculum practice. The module explores various issues related to the nature of desirable curriculum practice, the impact of the institutions on practice and curriculum decision making. Students in this module will engage in an ongoing dialogue regarding the following questions:

- What is teaching? What is learning? How do people learn?
- What knowledge do teachers need to be effective in their classrooms, schools and communities?
- What is the nature and process of curriculum decision making by teachers?
- What approaches work best in empowering teachers in their everyday curriculum practice?
- What impact do the school and classroom contexts have on the quality of curriculum practice?

2.3 Comparative Education and Development

Co-ordinator: Dr Marietjie Van Der Merwe 031 260 5070; vandermerwem@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

1) To educate our students on major world developments, issues (e.g. girls' education, education finance, orphaned and vulnerable children) and institutions (local, regional, international) that play a key role in the field of comparative education and development; 2) to educate our students on global educational policy lending and borrowing practices from a comparative perspective; 3) to provide our students with practical work experience through placement in various projects or organisations working on education and development issues within the NGO and public sectors; and 4) to train our students in research methods and theories to help them undertake independent research, participate in large-scale studies and use academic literacy to deepen their academic skills.

Introduction to Education and Development (EDDE 701)

This module examines the key concepts, terms and approaches that are widely used in the field of International Educational Development (IED). The module focuses on international, regional, national and local institutions, processes, policies and frameworks that inform and underpin education and development with emphasis on “developing countries”. The intersection of “global forces” and their impact on education and development will be examined within the broader context of socio-cultural and historical factors that gave/give rise to the notion of “underdevelopment” and the role that education is often presumed to play in fast-tracking “development”. The module “problematizes” concepts such as “modernisation”, “globalisation” and “development”.

Comparative Education (EDDE704)

This module examines historical and contemporary issues, approaches, debates and methodologies that define and shape the field of comparative education. Rather than dwelling on the traditional practices of comparing global education systems, the module focuses on “contexts” (political, economic, social, local, regional, global, etc.) under which “education”, broadly defined, takes place as well as the research methodologies, approaches and debates that inform the work of practitioners (comparativists) of comparative education and those of IED.

Advanced Theories in Education and Development (EDDE702)

This module teaches students how to read theory and work with theory in Education and Development (EDDE) in a detailed, informed and nuanced manner. It is impossible to take an in-depth look at all the theories of EDDE, so the module does two things. Firstly, it introduces students to the major theoretical developments in EDDE in the last 50 years; and secondly, it opens out for a detailed exploration of the work of Franz Fanon, especially *The Wretched of the Earth*.

Students are required to also choose two electives from either Social Justice or Adult Education or any other suitable electives from other Social Science disciplines.

2.4 Education Leadership, Management and Policy (ELMP) (offered at Edgewood & PMB)

**Co-ordinators: Mr Siphwe Mthiyane 031 260 1870 (Edgewood); mthiyanes@ukzn.ac.za
Mr Pete Jugmohan 033 260 6046 (Pietermaritzburg); jugmohanp@ukzn.ac.za**

Purpose(s) of the programme and the qualifications it offers

To develop students' ability to engage with theories, debates, policies and research in the field of leadership and management in education. To enable teachers to develop knowledge, skills and values needed to critically engage with the challenges they experience as teachers in these present times.

Introduction to Education Leadership and Management (EDMN712)

The aim of this module is to introduce students to the concepts and theories of leadership, management, organisations and learning organisations with a view to developing students' capacity to participate as change agents in the process of developing schools into learning organisations.

Introduction to Education Policy, Planning and Development (EDMN705)

This module is to introduce students to critical debates of policy formulation and promote critical thinking, understanding and application of key issues regarding policy analysis and policy process. Students will be equipped with skills of interpreting various policies.

Managing Change in Education (EDMN706)

The module explores some of the research findings, main theories and processes of educational management for the management of educational change. Students will examine the themes of institutional, group and personal change and development that assist educational institutions to respond to the impact of educational change.

Managing People in Education (EDMN708)

The purpose of this module is to introduce the students to:

- frameworks of key areas related to the management of people in education;
- theoretical and ethical issues underpinning the management of people in education; and
- links between the theory and the practice of managing people in education and, in particular, to their own contexts.

2.5 Educational Psychology (offered only at Edgewood)

Co-ordinator: Dr (V.) Linda Jairam 031 260 1438; jairam@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

The programme aims to prepare students to work in the field of education in relation to life skills, human development, inclusion and psycho-educational support. The proposed Honours Programme will allow students to specialise in various fields of Educational Psychology such as Life Skills Education, Human Development and Learning, Introduction to Inclusive Education and School Psycho-educational Support.

Human Development and Learning (EDPY701)

This module is designed to provide educators with a deeper understanding of human development and learning in order for them to become more effective educators. Educators need to understand the theories, milestones, factors and issues affecting human development so that they take them into consideration in their daily interactions with learners. The purpose of this module is to acquire knowledge and skills in order to promote the optimal development of learners and to enhance teaching and learning.

Introduction to Inclusive Education (EDPY702)

The aim of the module is to raise awareness regarding the debates around the shift in emphasis from “special needs” to “addressing barriers to learning and development in school, community and society”. Theoretical underpinnings of this shift will be debated, including conceptualisations in recent policy documents in South Africa. Students will be required to explore interventions aimed at increasing the participation of those learners who are marginalised on account of difference from the culture and curriculum of the school.

Life Skills Education (EDPY704)

This module will equip educators with knowledge and skills to help learners with problems make informed decisions and guide them with career and other choices in life. The aim is to develop students’ general knowledge and competence in being able to “read the world”. Students will be exposed to multiple truths, use of frameworks/templates in interrogating phenomena, orientation of general knowledge (historical, geographical, economic and current issues) and awareness of themselves. The philosophy of social constructivism is relevant as the module tackles issues and challenges that confront young people in their quest to make sense of the world around them.

School Psycho-educational Support (EDPY707)

This module is designed for educators and school management staff who are concerned about the psychological health and well-being of students and educators in schools. The purpose of this module is to introduce students to the concept of psycho-educational care and support in education. Through the use of case studies drawn from local contexts, the module will focus on providing students with skills to analyse the psychological needs of learners within their schools. It will also develop and offer practical school-based interventions for educators to help learners with problems or concerns which impact on their academic performance.

2.6 Gender Education (offered only at Edgewood)

Co-ordinator: Dr Shakila Singh 031 260 7326; singhs7@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

- To introduce students to and familiarise them with the concept of gender.
- To demonstrate how gender functions in education.
- To promote greater critical awareness of the influences of gender on the overall functioning of education and the performance of learners and facilitators in educational environments.
- To encourage the development of gendered awareness and self-examination among students.
- To develop a commitment to gender justice in the education system and provide students with tools to promote gender justice in school.

Gender and Education (EDGE701)

This module is informed by a commitment to gender justice and introduces students to the concept of gender. It explores how gender operates in education (particularly in school settings), within both the hidden and overt curriculum, and aims to get students to reflect on their own practices and institutional locations.

Gender, Curriculum and Identity (EDGE702EC)

This module is informed by a commitment to gender equality and introduces students to the concept of gender and curriculum. It develops a gendered awareness of how the curriculum operates. It explores how the curriculum reinforces patriarchal notions of masculinity and femininity in areas of study, in curricula documents and materials and in classroom practices, and it focuses on their role in the process of the construction of gendered identities.

Gender Regimes and Justice (EDGE703)

This module is informed by a commitment to gender justice and introduces students to feminism, its origins, politics and key features. It examines the concepts of gender justice and gender regimes and encourages students to apply these concepts in discussions and assignments. It explores how gender operates in education (particularly in school settings), both within the official and unofficial (hidden) curriculum, and aims to get students to reflect on their own practices and gender regimes in their institutional locations. It also aims to get students thinking about how certain gendered practices in their own institutions can be identified and how obstacles to pursuing gender justice can be overcome.

Gender and Education Management (EDMN701)

This module is informed by a commitment to gender justice and critiques and analyses gender practices and discourses in educational management. It discusses gender theories in international and comparative contexts. It focuses on the development of gender-sensitive educational management practices and acquaints practitioners with the relevant laws and policies governing school management in South Africa.

2.7 History Education (offered only at Edgewood)

Co-ordinator: Prof. Johan Wassermann 031 260 3484; wassermannj@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

This programme aims to provide educators with a contemporary perspective of History Education by presenting relevant recent theories, developments and research in the field including: Problems in Historical Understanding; Teaching Historical Literacy; methodological issues surrounding the teaching of African History; and the use of film and information communication techniques (ICT) in History Education to convey a sense of the past. The implications of these advancements in History Education will also be illuminated, contextualised and examined. This programme will also provide a conceptual framework within which to understand and address problems in History Education.

Issues in Teaching African History (EDHS701)

The module aims to examine and debate the nature of African History and how it manifests itself within the South African school context. Selected issues that impact on this recent inclusion in the curriculum will be explored so as to empower students to effectively conceptualise methodologies, policies and theories to teach African History effectively.

History and Social Science Education through Film and ICT (EDHS702)

The purpose of this module is to provide a theoretical and practical understanding of issues in teaching and learning Social Science and History Education through film and information communication techniques. Relevant theories and practices will be studied by analysing the use of film and ICT as powerful tools in Social Science and History Education. The influence of these media in conveying a sense of the past to learners in the present will be examined.

Teaching Historical Literacy (EDHS703)

The purpose of this module is to provide students with a theoretical understanding of and practical competencies in the key elements and theories of Historical Literacy. The index for Historical Literacy will be studied by exploring the various components. The influence and impact of Historical Literacy on teaching, learning and the curriculum will be analysed.

Problems in Historical Understanding (EDHS704)

The purpose of this module is to provide a theoretical understanding of issues related to historical understanding in educational contexts. Cognitive theories and issues related to historical understanding, education and students' ability to think historically will be studied by exploring various frameworks and methodologies.

2.8 Language and Media Studies (EDLE 705) (offered at Edgewood & PMB)

Co-ordinator: Mr Eugene Marais 031 260 3674; maraise@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

- To enable students to enhance their critical reflective and creative abilities as practitioners and improve their skills in planning, teaching, facilitation and evaluation in the fields of language education and media.
- To ensure that students who complete this qualification with language and media as a specialisation are able to carry out competent research and to contribute to the ongoing development of this field of study.
- To deepen knowledge in the field of language and media education.

Language Learning and Teaching in Multicultural Societies (EDLE701)

- Explore and critique key insights from sociolinguistic research that have implications for the multicultural language classroom.
- Explore, in particular, issues of social identity, power and congruence between learners' home discourses and the discourses of formal schooling.
- Consider critically the implications of these issues for language policy in schools and the teaching/learning practices within the language classroom in a multicultural society.

Language in Education (EDLE702)

The purpose of this module is to provide a theoretical and practical understanding of issues in teaching and learning language in education. Relevant theories and practices will be studied by analysing language in education. The programme aims to develop the professional competence of language teachers/practitioners by facilitating insights into the debates around the nature of the teaching of language. The programme also focuses on the development of methodological approaches and understandings of current policy in the teaching and learning of language and literacy. Students are introduced to issues in language in education, particularly language policy, and language teaching and learning in the South African context.

Narrative in Education (EDLE703)

This module will equip students with an understanding of the structure of narrative and the way it is embedded in a variety of discourses and texts. Students will study how the concept of story is an essential part of children's understanding from an early age, and will also look at the ways that learning can be improved using narratives in the classroom. The use of Narratives in Research will also be investigated, and different approaches will be examined. A focus of the course will be on applying these insights to enable learners to write their own narratives, either fictional, publishable narratives, or inner narratives through journaling, poetry-writing, etc. Students will focus on the reading and teaching of literary narratives in the classroom with special emphasis on the reader in the process of the construction of meaning. Students will examine a selection of narratives. The narrative genres that will be covered are novels, plays, short stories, films and television narratives.

Critical awareness of Language and Media (EDLE705)

- To develop an awareness of the role that language and media play in contemporary lives and the attendant pedagogical implications.
- To introduce educators to recent theoretical developments to inform practical engagement in the field of language and media education.

Understanding Academic Literacy (EDLE 700)

This module introduces students to a variety of analytical approaches to language data analysis as well as the conventions and strategies necessary to write academic essays. Written, spoken and multimodal discourses are analysed.

2.9 Science and Mathematics Education (Not on offer in 2013)

Co-ordinators: Science Education: Dr Michèle Stears 031 260 3444; stearsm@ukzn.ac.za

Mathematics Education: Dr V Mudaly 031 260 3682; mudalyv@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

- To develop leadership potential in Mathematics and Science educators. This will be done by introducing them to current trends in Science and Mathematics Education. The module will also enable students to critically reflect on their beliefs and practices. These skills will enhance their capacity to problematise and critically address relevant issues in education and improve their professional and academic practice.
- To ensure that educators in Science and Mathematics are able to carry out competent research and to contribute to the ongoing development of this field of study.

Curriculum development in Science and Mathematics Education (EDSM702)

The purpose of this module is to provide educators with an understanding of the nature of curriculum and the determinants of transformation and change. Particular attention is given to the role of the teacher in curriculum decision making and curriculum evaluation. Educators will also be critically engaged with the aims of Science and Mathematics Education in relation to a holistic approach to curriculum.

Issues in Science and Mathematics Education (EDSM703)

The purpose of this module is to raise awareness of current issues in teaching and learning in Science and Mathematics Education, including the nature of science and mathematics, controversial issues, culture, gender and religion.

Assessment in Science and Mathematics Education (EDSM704)

To introduce educators to assessment models and issues in Science and Mathematics Education, with emphasis on reflecting on current practice and developing new forms of assessment appropriate to the curriculum.

Teaching and Learning in Mathematics and Science I (EDSM707)

Introduces Mathematics and Science educators to current thinking about teaching and learning , with an emphasis on what constitutes effective teaching, how children learn and classroom environment studies.

Teaching and Learning in Mathematics and Science II (EDSM705)

Introduces educators to current thinking about teaching and learning, with an emphasis on i) developing higher-order skills such as problem solving and critical thinking, and ii) inquiry teaching with emphasis on role of investigations and practical activities.

2.10 Social Justice and Education (offered at Edgewood & PMB)

Co-ordinator: Dr Pholoho Morojele 031 260 3432 (Edgewood); morojele@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

To enable educators to explore issues of diversity, oppression and inclusion in society and specifically within education, based on a critical and theoretically informed understanding of the relevant issues, with a view to changing educational practice and enabling social action towards a socially more just society.

Introduction to Social Justice Education (EDSJ701) – Compulsory module

To enable students to understand how classism, sexism and other forms of oppression impact on the lives of people in South Africa, in particular within education, and to introduce them to relevant concepts and models of oppression and liberation.

Race, Racism and Education (EDSJ702)

To develop educators who have a critically informed and reflective understanding of race as a social construct, who understand racism as a form of oppression with effects at personal, institutional and societal levels, and who have resources to challenge racism in their spheres of influence, but particularly within education.

Education and Social Inequality (EDSJ704)

This module aims to develop a clearer understanding of the meaning, nature and scope of the relation between education and social inequality. It stimulates students into taking a sociologically informed thinking about educating, and aims to develop a 'sociological imagination' and a 'social consciousness'.

Diversity and Education (EDSJ706)

It aims to promote a critical understanding of issues of diversity and the relationship of diversity to oppression in society and specifically in education settings in South Africa. It aims to equip learners with the relevant conceptual understandings of oppression related to one or more specific forms of oppression at personal, institutional and societal level, and to strengthen their abilities to address these issues as educators and trainers.

2.11 Social Science Education (offered only at Edgewood)

Co-ordinator: Nsizwazikhona Chili 031 260 3622; chili@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

- To enable educators to explore issues of Social Science Education, based on a critical and theoretically informed understanding of the relevant issues, with a view to changing educational practice and enabling effective teaching and learning.
- To ensure that Social Science Education educators are able to carry out competent research and to contribute to the development of this field of study.

Perspectives in Social Science Education (EDHS705) – Compulsory module

The purpose of this module is to provide a theoretical grounding in the teaching and learning of Social Science in an interdisciplinary context as it relates to the professional development of educators.

Teaching Historical Literacy (EDHS703)

The purpose of this module is to provide students with a theoretical understanding of and practical competencies in the key elements and theories of Historical Literacy. The index for Historical Literacy will be studied by exploring the various components. The influence and impact of Historical Literacy on teaching, learning and the curriculum will be analysed.

History and Social Science Education through Film and ICT (EDHS702)

The purpose of this module is to provide a theoretical and practical understanding of issues in teaching and learning Social Science and History Education through film and ICT techniques. Relevant theories and practices will be studied by analysing the use of film and ICT as powerful tools in Social Science and History Education. The influence of these media in conveying a sense of the past to learners in the present will be examined.

Teaching and Learning in Business Education (EDBU701)

This module aims at providing graduate students of Business Education (Economic Education, Accounting Education and Business Management Education) with advanced pedagogical, pedagogical content knowledge and curriculum development knowledge in the field of Business Education as it relates to an African context.

Contemporary issues in Life Orientation Education (EDLF701)

The purpose of this module is to provide students with a theoretical understanding of the interdisciplinary nature of Life Orientation (LO) Education and to investigate contemporary issues in LO Education.

Introduction to Travel and Tourism Education (EDTT701)

The module's aim is to provide students with an understanding of the nature of travel and tourism management within the socio-economic, cultural and political context of Southern African and the regional context.

Critical issues in Arts and Culture Education (EDAR701)

The aim of this module is to provide students with a theoretical understanding of the nature of Arts and Culture Education in an African context, as well as an understanding of Arts and Culture Education as critical and innovative pedagogy in the social sciences.

2.12 Teacher Development Studies (offered at Edgewood & PMB)

Co-ordinators: Dr K. Pithouse-Morgan 031 260 3460 (Edgewood); pithousemorgan@ukzn.ac.za

Dr C. Bertram 033 260 5349 (Pietermaritzburg); bertramc@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

The field of Teacher Development Studies (TDS) has, since the early 1990s, emerged as a distinctive and rapidly growing field of scholarship and research. Studies in Teacher Development focus on researching and theorising both formal and informal processes and policies that contribute to the development of teacher learning, teacher identities, teacher socialisation, teacher knowledge/s, among other things. The understanding of teachers that underpins Teacher Development Studies is expansive and ranges from student teachers to university educators. Thus, Teacher Development Studies intersects with the Scholarship of Teaching and Learning at all levels of education, including Higher Education. Research and scholarship in Teacher Development Studies focuses on processes of teacher development that can take place against a backdrop of initial or continuing teacher education programmes or interventions, but that are not limited to such programmes and interventions. Hence, Teacher Development research and scholarship takes into account processes of development that begin long before teachers enter initial teacher education programmes and continue throughout their teaching careers.

Mentoring in Schools (EDPD704)

The purpose of this module is to facilitate the professional development of experienced teachers as on-site mentors, to address different phases of the professional career. It will develop the specific roles and responsibilities of teachers as mentors, particularly in mentoring colleagues and students in South African schools. It focuses on the schooling context as a powerful space for the sharing of expertise through peer-driven professional development initiatives. It emphasizes the developmental approach to mentoring as a valuable contribution to the South African educational experience.

Personal and Professional Identities in Teaching (EDPD705)

The purpose of the module is to explore the concept of teacher identity within a context of changing education policy and practice, as well as a range of social realities. It also provides opportunities for exploring interconnections between teacher identity, teachers' self-inquiry and teacher development. Some key questions we consider are: What do we mean by 'teacher identity'? What influences teacher identities? What does it mean to be 'a teacher' and 'a professional'? Why do teacher identities matter? What is the significance of teachers' inquiry into their own personal and professional selves?

Understanding Teacher Education and Professional Development (EDPD707)

The focus of the module is on *teacher learning* as a foundational aspect of *teacher development*. The purpose is to explore a range of relevant issues, perspectives and practices related to teacher learning. Some key questions we consider are: What is teacher development? What is teacher learning? What is the impact of teachers' early learning experiences on their development as teachers? What is the impact of teachers' initial teacher education experiences and of continuing professional development? What does 'lifelong learning' mean for teachers? What is the value of teacher learning communities? How do different professional contexts affect teacher learning? How can teacher learning be supported in particular professional contexts?

Teachers and Curriculum (EDPD711)

The focus of the module is on *curriculum* as a significant factor in *teacher development*. The purpose is to explore a range of relevant issues and perspectives related to teachers and curriculum, particularly teachers' responses to curriculum policy and curriculum change. Some key questions we consider are: What do we mean by *curriculum*? How can key concepts help us to understand curriculum? How might teachers' past curriculum experiences affect their responses to curriculum policy and curriculum change? How do teachers negotiate tensions between external regulation of teachers' work and their own relative autonomy (that is, the ways in which teachers have agency to implement the curriculum in their classrooms in particular ways)? What factors affect teachers' interpretation and implementation of curriculum policy? Why do teachers sometimes choose not to implement official curriculum policy? How can curriculum policy-making and curriculum change processes become more 'teacher friendly'?

2.13 Technology Education

Coordinator: Dr Busi Alant 031 260 7606; alantb@ukzn.ac.za

Purpose(s) of the programme and the qualifications it offers

To develop critical Technology Education students with regard to:

- the nature and role of Technology Education;
- curricula and assessment in Technology Education; and
- to prepare students for future research endeavours in the field of Technology Education.
-

Since Technology Education is a relatively new field, particularly in the South African context, a fundamental assumption is that the programme can only achieve the above purposes through students' reflection on their own learning experiences in Technology Education. Thus, the programme also strongly promotes advancement in the technological literacy of the students themselves.

Curriculum Development in Technology Education (EDTE701)

The purpose of this module is to provide students with a critical understanding of the theories, principles and debates which characterise curricular issues, particularly the inclusion of Technology Education in the South African curriculum - and its increasing inclusion in the general education curricula of other countries. This includes a critical review of historical developments in this field; the relationship between Technology Education, Technical Education and Science Education; the vocational / academic debate; and the nature of Technology Education curricula in selected countries.

Design for Technology Education (EDTE702)

This module extends students' existing understanding and skills in the field of Design in Technology Education. The module seeks to:

- extend students' ability to employ drawing and visualisation skills in the presentation

- and communication of design work;
- apply these skills within the context of selected product design problems;
- use these learning experiences as a basis for investigating the nature, role and assessment of design in Technology Education curricula; and
- use research in this field as a basis for development of design-focused learning materials in Technology Education.

Indigenous Science and Technology (EDTE703)

This module provides the space for students to explore issues associated with Indigenous Knowledge Systems, with particular reference to Science and Technology. Furthermore, the module seeks to:

- introduce students to the evolution of the concept of Indigenous Knowledge Systems;
- broaden students' understanding of academic perspectives with regard to Indigenous Knowledge Systems and its relevance to Science & Technology Education;
- examine conceptual issues associated with Indigenous Knowledge Systems, including the nature of the intersection between mainstream Science and Technology and Indigenous Knowledge;
- provide students with insight into selected Indigenous Science and Technologies; and
- explore the implications of the inclusion of Indigenous Knowledge Systems in the curriculum for sustainable development, capacity building and intellectual development of Science & Technology in Africa in the 21st century.

Research in Technology Education (EDTE704)

The purpose of this module is to prepare students for future research endeavours in the field of Technology Education. Thus, the main outcome is that (by the end of the module) students will produce a thorough and well-reasoned proposal for a research project. Drawing on various relevant theoretical perspectives, this module addresses a variety of discourses relating to Technology Education (for example, gender, social justice, globalisation, sustainable development, etc.) with a particular focus on national and international trends. It surveys past and present philosophies that have influenced the development of Technology Education. Emphasis will be placed on the development and/or strengthening of a personal philosophy of Technology Education.

2.14 Free-standing module

This module is not located within specialisations.

Management of HIV/AIDS and reproductive health in education

Co-ordinator: Prof. Thabisile Buthelezi 031 260 3471; Buthelezit10@ukzn.ac.za

This module focuses specifically on the management of HIV, AIDS and reproductive health in education. It aims to equip education managers and potential managers (senior educators), at regional, district and school level with a strong understanding of HIV/AIDS and its dynamics, and reproductive health as it applies to education. The module covers a wide range of theories and approaches of dealing with HIV, AIDS and related social issues in education. Participatory methodologies are used in class. Maximum participation and application of theory to practice is expected from students.

3. Research modules

All B.Ed. Honours students complete TWO compulsory research modules.

3.1 Understanding Research (EDRS701)

Purpose of the module

This module seeks to develop students' competency to critically engage research articles within their respective paradigms, and as such prepares students for their independent research and facilitates the ability to engage research for the purpose of improving practice.

The purpose of this module is also to make B.Ed. Hons students better readers and users of research. The aim is not the production of research. Students are introduced to the fundamental concepts that underpin educational research, such as paradigms, methods, data analysis and presentation, and validity. Students will develop the knowledge and competencies to be able to read, understand, analyse and evaluate published research (in the form of journal articles, Government reports and popular media reports).

3.2 The Independent Research Project (EDRS732)

Purpose of the module

The purpose of this module is to provide B.Ed. Hons students with experience of a small independent research project, to foster intellectual independence and critical reflection. The module will develop research capacity in the methodology and techniques of a particular education specialisation.

The following guidelines apply to all B.Ed. Honours students in relation to the supervised Independent Research Project module.

The research for and writing of the report to complete this module involves both the student and the supervisor in a process of growth and discovery. While the major responsibility for the research and writing process belongs to the student, the supervisor plays an important role as the expert consultant and advisor in the formulation, development and completion of the research project.

Students must be allocated supervisors roughly two months before the time that the student registers for the Independent Research or Special Project module, so that supervision can commence promptly when the semester starts.

Some work on the research project is likely to have a literature review approach, rather than involving empirical research such as fieldwork. It is also possible that a group of students will work on the same project and be jointly supervised by one supervisor. The sections below have been divided into the supervisor's and the student's responsibilities, but since the relationship between the two is interdependent, both supervisor and student should read both sections.

3.2.1 The Supervisor's Responsibilities

Provide supervision

The supervisor will guide the student to complete and submit his/her Independent Research Project for examination by a specified due date within the semester of registration for the module. The academic co-ordinator will approve the due date.

As mutually arranged prior to meetings, the student (or group of students) and supervisor will meet regularly during the semester. In order to arrange for the meetings, the student and supervisor will need to exchange communication contact details, e.g. telephone and email addresses. They will meet for structured meetings. These may be face-to-face meetings and virtual meetings (using electronic mail).

The supervisor should advise the student if they plan to be absent from campus for a significant period, in which case adequate alternative arrangements should be made.

Maintain a supervision record

The supervisor is responsible for ensuring that a supervision record is kept of all (face-to-face and virtual) meetings. This record should include clear information about the event of the meeting, the student's achievement since the previous meeting, and what the student should achieve by the next supervision meeting. Both the supervisor and student should sign the record of each meeting and retain their own copies of the meeting record.

Although it is the responsibility of the supervisor to ensure that such a record is kept, s/he can delegate the compilation of this record to the student.

At the end of the semester, the supervisor must submit a short report (see appendices for sample) about the student's progress to the Research Office, copied to the Academic Co-ordinator and Specialisation Co-ordinator.

Assist student in planning his/her research project

The supervisor gives the student guidance on the research process, from the formulation of a researchable problem, the identification and review of relevant literature and other print and electronic resources, to the theoretical framework, research design and applying for ethical clearance, field data generation and analysis, and writing up of the research.

The supervisor also guides the student to maintain the time schedule for his/her project and to submit the research project report by the due date to the B.Ed. Honours Administrator.

Identify student's research needs

Given that the student will have attended only the Understanding Research module that introduces students to the world of research, methodology, and empirical research, the supervisor is responsible for identifying gaps in the student's knowledge of methodology, and assisting him/her in identifying resources to close the gaps.

Assessing work in progress

The supervisor will require the student to apply for ethical clearance prior to commencing any field data collection, and to hand in work in progress at appropriate intervals. This work will be read, assessed and given oral and written formative feedback within a reasonable time.

Advising student prior to presenting the research report for examination

Prior to the date when the student is due to submit his/her research project report for examination, the

supervisor will advise the student on the appropriate format in which he/she should present the report.

Internal examiner

Normally the supervisor will be the internal examiner for the research report.

External examiner

Prior to the due date for examination, the supervisor will propose an external examiner to the School Higher Degrees Committee, which shall appoint the examiner. There will normally be one external examiner for each specialist area.

The student is not entitled to know the identity of the examiner and may not attempt to establish their identity or interfere in the examining process in any way, unless the examiner gives his/her consent.

3.2.2 The Student's Responsibilities

The prime responsibility for the Independent Research lies with the *student*. While the supervisor is responsible for giving the student guidance, the student is ultimately responsible for making his/her decisions after considering the supervisor's advice. The following are the student's specific responsibilities:

Orientating yourself

Students are responsible for ensuring that they are familiar with the University and College rules and procedures for study at B.Ed. Honours level. Students are expected to read the relevant documents containing these rules and procedures, including those accessible on the College web pages at <http://www.ukzn.ac.za>

Responsibility for the allocation of supervisors rests with the School for the student's specialisation. In very special cases, students may negotiate through the relevant Head of School to have a different supervisor, but there is no guarantee that the student's chosen supervisor can be assured.

Initiating the research project

Students should begin thinking about a researchable problem or issue early on, so that the topic is identified by the end of the semester immediately preceding the Independent Research module. Once the student has identified an initial research problem, he/she should develop a research design working with the supervisor. In cases of empirical research, the student needs to apply for ethical clearance according to the School Guidelines and application format. (These are available from the School office or College web pages at <http://www.ukzn.ac.za>, or the supervisor should have these.) After receiving provisional ethical clearance, the student may commence fieldwork.

Planning for the research study

In consultation with the supervisor, the student is supposed to take the study period into account in working out a time schedule for completing the project and submitting the report by the due date. The schedule should cover:

- (a) Review of the literature
- (b) Development of research methods (drafting instruments and piloting them if the study is empirical)
- (c) Generation of data
- (d) Analysis of data
- (e) Completing written chapters
- (f) Handing in the research report

Taking responsibility for supervision

Students bear partial responsibility for ensuring that meetings with their supervisors do occur. Students

are required to attend meetings once they have been arranged. It is crucial that students come to these meetings having prepared in advance. Students should submit any work to be discussed at a supervision meeting in reasonable time to enable the supervisor to read it prior to the meeting. The supervisor might delegate the task of compiling a record of supervision meetings to the student.

Should tensions arise between the student and the supervisor in the process of supervision, students are advised to discuss these with the supervisor first. If, after that conversation, the matter is not resolved, the student should then discuss the concerns with the B.Ed. Honours Academic Coordinator and/or Head of School at the earliest opportunity. Should a satisfactory solution not be found, then the student may raise such tensions with the Deputy Dean (Post-Graduate Studies and Research), and subsequently with the Dean of the School. In extreme cases, the supervisor and the Head of School might agree that the best solution is to appoint a new supervisor for the student. It might, however, not be possible to appoint another supervisor within the time constraints of the module.

Maintaining progress

Students are required to maintain a steady progress in accordance with the time schedule agreed upon with the supervisor. Hence, students are expected regularly to submit work in progress to the supervisor in advance of supervision meetings. Failure to submit work in progress should be noted and recorded in the student's supervision file.

Writing, presenting and submitting the report for examination

Students are responsible for writing their own research reports. The supervisor only gives advice on the content of the dissertation, and is not responsible for decisions students make on the direction of the writing.

Students should not expect the supervisor to read and correct multiple drafts of the work. The number of drafts should be agreed upon between the supervisor and the student.

The supervisor is **not the editor**. Students are responsible for checking spelling, grammatical and referencing errors in their work. Such proofreading is not the supervisor's work. To make editing easier for themselves, students are encouraged to use computers and to word process all drafts and use the recommended software for citing references

3.2.3 Proposed template for the IRP proposal

**School of Education
Research Proposal
Independent Research – B.Ed. Honours**

Section 1: Personal Details

Student – name/number:

Postal address:

Phone:

Email:

Qualifications and institutions:

Specialisation and school:

Student's signature		Date	
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Supervisor		Institution	
Signature		Date	

Co-supervisor		Institution	
Signature		Date	

Submitted to School Higher Degrees Committee		Date	
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Section 2: Project Description

Project title

Background and Introduction (10 lines)

Location of the study (5 lines)

Rationale and Purpose (10 lines)

Literature Review (List at least 5 key works related to your study in APA format that you have consulted)

Key questions to be asked (in bullet form)

Research methodology (in table format – see below)

Research question/s	How to be researched/Methodology to be used	How to be analysed
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3.2.4 Assessment and duration of the Independent Research

The final report should be between 6000 and 8000 words long, in 1.5 spacing and 12 point font. The report is internally examined by the supervisor and also moderated by an external examiner (external to UKZN).

The student must submit the research report to the B.Ed. Honours Administrator on or before the due date.

For students who have collected empirical data, the format of the report is informed by the structure of a journal article. Students who are writing an extended literature review will have a different structure.

Examiners will be commenting on the following aspects of your report:

1. **Rationale.** Are the purpose and the context of the research clearly stated?
2. **Literature review.** Does the student demonstrate a thorough understanding of the key debates/ issues in the field?
3. **Methodology.** Are the methods and sampling procedures clearly described? Are these appropriate for the study?
4. **Presentation of findings.** Is the presentation of the findings clear and easy to follow? (At the Hons level there may be a stronger focus on description than analysis.)
5. **Discussion and conclusion.** Are the key findings summarised and are the data interpreted in defensible ways? Is there an attempt to link the findings back to the literature?
6. **References.** Are all books and journals cited in the text correctly and referenced using APA 5th?

Overall, the writing needs to be logical, well-structured and coherent.

Duration of Independent Research

The duration of the Independent Research module is one semester. The student whose report for an Independent Research module is not submitted by the end of the semester of first registration shall be deemed to have failed the module.

Students who fail are excluded from the degree, and are required to appeal against exclusion if they wish to continue with the degree. Staff are asked to guide students to withdraw from the module if they are not likely to submit on time.

4. Reference guide

In assignments and academic pieces of writing, the writer usually mentions and draws on other sources of information. These sources must be disclosed so that the writer cannot be accused of plagiarism. The sources may be:

The usual published forms – such as books, chapters in edited books, journal and newspaper articles, legislation and Government publications.

Electronic sources and productions in a variety of media – such as Internet pages, photographs and DVDs.

Informally published or unpublished documents – such as conference papers.

There are styles for how a writer discloses and refers to his/her sources. When the writer discloses a source, the disclosure must be embedded in the text or body of the assignment or article, and this is referred to as a 'citation'. A citation is a short form or signposting of a reference to the source being cited. It provides the author's last name and the year when the source was published. A citation is always written in curved brackets. Look at the following sentence. The embedded citation refers to a 1998 report written by two authors:

Thus, in all public schools the first elections to establish governing bodies were in 1997 (McPherson & Dlamini, 1998).

When an extract or phrase from a source is quoted, the exact page in the source text must be provided in the citation as well. For example, in the following sentence the author has quoted a few words from a research report - therefore the author is an organisation - and the exact page for the quoted phrase in the source is given:

The teacher education system inherited from apartheid was 'a highly fragmented system..., organized broadly along ethnic lines, and controlled by fifteen different ministries in terms of different acts' (National Education Policy Investigation, 1992, p.5).

If a writer refers in the text to the source by the name responsible for authorship, then only the year needs to appear in the curved brackets, immediately after the name of the author. Look at the example in the following sentence:

The National Education Policy Investigation (1992) found that many challenges were inherited from the teacher education system of the apartheid era.

Citations are abbreviated acknowledgements that point the reader to the list of full references that appears at the end of the assignment, article or chapter. The list of full references is most often arranged in alphabetical order according to the author/s, then by year order, and then by first letter of the title. For example, the full references for the two citation examples given above are:

McPherson, G. & Dlamini, M. (1998). *Democratic school governing bodies in the Province of KwaZulu-Natal: The first elections*. Durban: Education Policy Unit (Natal).

National Education Policy Investigation. (1992). *Teacher education: Report of the NEPI Teacher Education Research Group*. Cape Town: Oxford University Press & National Education Coordinating Committee.

There are many different citation and referencing styles used among academic institutions and publications around the world.

In the School of Education of the University of KwaZulu-Natal, we have approved the style known as APA 5th for use in assignments and dissertations. Please note that ALL postgraduate assignments and dissertations submitted in this School MUST follow the APA 5th style for citations and references.

We recommend that you use the EndNote® electronic software program for all your citations and references. From time to time we offer a short introductory workshop and demonstration to help you start using EndNote®, and we advise you to attend one or more of these workshops. The EndNote® software is loaded on the computers in the postgraduate student LANs and, for the duration of your studies at the University of KwaZulu-Natal, a copy can be downloaded and installed on your home PC. For assistance with this, contact the consultant in the student LANs or the ITD helpdesk.

In the EndNote® styles, you will find that **APA 5th** is already preformatted for your use. Below, we provide you with the template or format of **APA 5th** style for citations and the templates for each of the reference types that postgraduate students are most likely to need for the references at the end of assignments, articles and dissertations. If you are working manually on the computer with citations and references, rather than using EndNote®, then you should follow **APA 5th** style **precisely and accurately** as it is presented below. Occasionally one or more examples are presented in the shaded blocks.

Please note that the use of square brackets only indicates where you would insert information, and does not mean you are to use square brackets.

TEMPLATE FOR CITATIONS: (Author, Year, p./pp. Cited Page/s)

Use pp. if more than a single page is cited.

(Bhengu, 2003)

(Bhengu, 2003, p.54)

(Bhengu, 2003, pp. 54-55)

Bhengu (2003) claims that ...

TEMPLATES FOR THE REFERENCE LIST

JOURNAL ARTICLE

Author. (Year). Title. *Journal, Volume* (Issue), Pages.

Christie, P. (1998). Schools as (dis)organisations: the 'breakdown of the culture of learning and teaching' in South African schools. *Cambridge Journal of Education*, 28(3), 283-300.

BOOK

Author. (Year). *Title* ((Edition number) ed.). City: Publisher.

Meighan, R. (1986). *A sociology of education*. (2nd ed.) London: Cassell Education.

Bot, M., Dove, S., & Wilson, D. (2000). *The education atlas of South Africa 2000*. Houghton: The Education Foundation.

THESIS

Author. (Year). *Title*. Unpublished Thesis Type, University, City.

Herman, C. (2004). *Prophets and profits: A case study of the restructuring of Jewish community schools in Johannesburg, South Africa*, a thesis submitted for the degree of Doctor of Philosophy. University of Pretoria, Pretoria.

CONFERENCE PROCEEDINGS (PAPER)

Author. (Year of Conference, Date). *Title*. Paper presented at the Conference Name, Conference Location.

Pampallis, J. (2000). *Education reform and school choice in South Africa*. Paper presented at the 'School Choice and Educational Change' conference held at the Michigan State University, USA, on 15-17 March, 2000. (Unpublished).

NEWSPAPER ARTICLE

Reporter. (Year, Issue Date). *Title*. *Newspaper*, p./pp. Pages.

Nyathikazi, T. (2000). The great trek ... from township to city suburb. *Metrobeat*, (n.d.), pp. 8-9.

COMPUTER PROGRAM

Programmer. (Year). *Title* ((Version) Version) (Type). City: Publisher.

BOOK SECTION

Author. (Year). *Title* (Translator, Trans.). In Editor (Ed./Eds), *Book Title* ((Edition number) ed., Vol. (Volume number), pp. (Pages)). City: Publisher.

Alberts, P. (1986). First steps. In S. Burman & P. Reynolds (Eds), *Growing up in a divided society: the contexts of childhood in South Africa* (pp. 333-354). Johannesburg: Ravan Press.

MAGAZINE ARTICLE

Author. (Year, Date). *Title*. *Magazine*, *Volume*, Pages.

(As per example of Newspaper article above.)

EDITED BOOK

Editor (Ed./Eds). (Year). *Title* (Edition ed., Vol. Volume). City: Publisher.

Chisholm, L. (Ed.). (2004). *Changing class: education and social change in post-apartheid South Africa*. Pretoria: Human Sciences Research Council.

Motala, E. & Pampallis, J. (Eds). (2001). *Education and equity: The impact of state policies on South African education*. Sandown: Heinemann Publishers.

REPORT

Author. (Year). *Title* ((Type) No. (Report Number)). City: Institution.

MAP

Cartographer ('Cartographer'). (Year). *Title* (Type).

AUDIOVISUAL MATERIAL

Author. (Year). Title. On *Series Title* (Type). City: Publisher.

ARTIST

Artist ('Artist'). (Year). *Title* (Type of work).

ELECTRONIC SOURCE

Author. (Year, Last Update Date). Title. *Series Title* Edition. Retrieved Access Date, Access Year, from URL

Bhengu, B. (2003). Exit examinations: a critique. Retrieved 15 June, 2005, from <http://www.ecp.ngo.za>

MANUSCRIPT

Author. (Year). *Title*. 'Unpublished manuscript', City.

FILM OR BROADCAST

Director ('Writer') (Year). Title (Medium). In Producer ('Producer'), *Series Title*. Country: Distributor.

STATUTE

Name of Act, Code Number Sections (Year).

South African Schools Act, 84 (1996).

Appendix 1

Example of a supervision meeting report

Student _____ Student No. _____

Supervisor _____

Date of meeting _____ Duration ____ hours

The meeting concerned the first draft of the literature review. Good progress.

Discussion:

1. Suggestions for sub-headings to give more structure to the review.
2. Cited sources need to be accurate, and should include recently published works.
3. Advised to contact (name) about how to reference using EndNote software.
4. Additional authors to consider are...
5. Checked progress against the time plan. Progress good and on schedule.

Plan for next meeting:

- Revised drafts of interview instruments and ethical clearance application to be emailed within 15 days for (supervisor's) comment.
- (Student) to identify one suitable participant for pilot of the interview instrument.

Next meeting on: _____ at _____.

Signed _____
(Supervisor) (Student)

Appendix 2

Example of the supervisor's final report

B.Ed. Honours

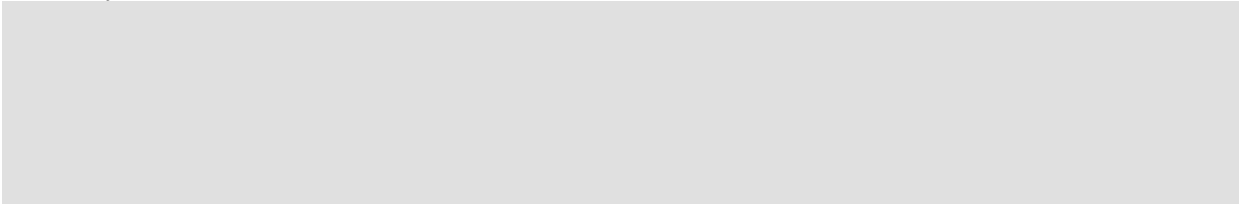
Independent Research Module: Supervisor's Final Report

Student _____ Student No. _____

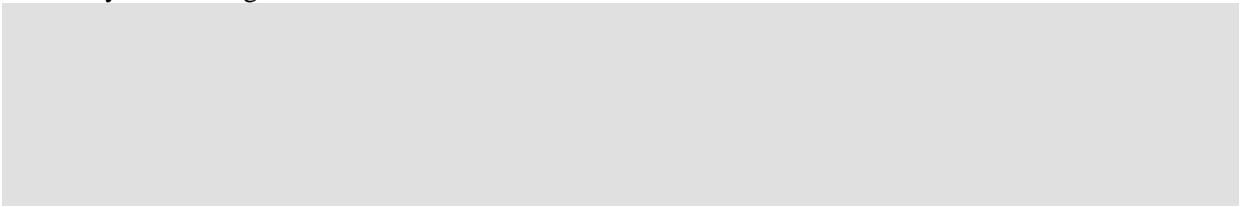
Supervisor _____

Specialisation _____

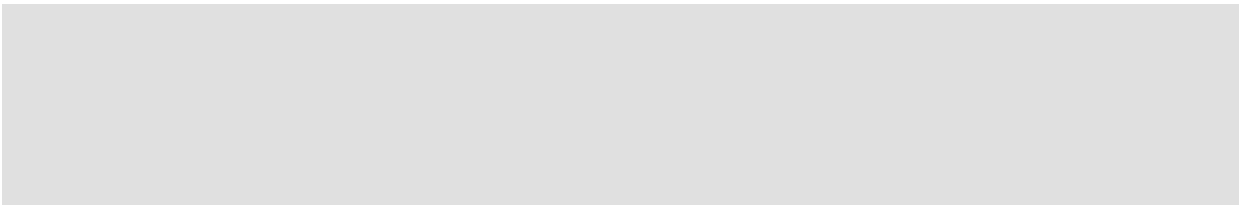
Summary of student's achievement:



Summary of challenges encountered:



Comment:



Submitted by: _____

Signed: _____

Date: _____

Appendix 3

Ethical Clearance Application Process

Visit the following website for full details: <http://www.ukzn.ac.za/education>

The following flow diagram sets out to assist students and staff with the process to be followed for EC applications in the School of Education:

Research Projects, Research Articles, Masters by Full Thesis and PhD Applications:

1. Students submit their Research Proposals (RP) to the School for review by the School Higher Degrees Committee (SHDC). Once the proposal has been passed, the student should then submit the Ethical Clearance (EC) application to the Research Office (FRO) for review. No EC application will be considered if it has not been passed by the SHDC. Students and Supervisors should therefore ensure that the RP has been passed before submitting the EC Application.

1. Students submit their Research Proposals (RP) for review by the Higher Degrees Committee (HDC). Once the proposal has been passed, the student should then submit the Ethical Clearance (EC) application to the Research Office (RO) for review. No EC application will be considered if it has not been passed by the HDC. Students and Supervisors should therefore ensure that the RP has been passed before submitting the EC Application.

Staff Projects/Article EC applications are submitted directly to the RO for processing.

2. Staff and Students conducting research at schools are responsible for obtaining permission from the KZN Department of Education (see EC guideline document). The contact details are below:

Mr S Alwar
The Research Officer, RESEARCH, STRATEGY, POLICY DEVELOPMENT AND ECMIS
DIRECTORATE, G 23 - Metropolitan Building, PIETERMARITZBURG, 3200

Office number is: 033-3418611 or 033 341 8613

or

The Research Officer, RESEARCH, STRATEGY, POLICY DEVELOPMENT AND ECMIS
DIRECTORATE
PRIVATE BAG X9137
PIETERMARITZBURG3200

Email: SibusisoA@kznedu.kzntl.gov.za (Sibusiso Alwar)

3. If it has been determined that the EC application is for “**Expedited Review**” then The EC application is reviewed (2-3 weeks for review) and the outcome sent to the supervisor/s concerned. If it has been determined that the EC application is for “**Full Review**” it will have to be reviewed by the Research Committee (RC) at a specially convened meeting called at the discretion of the Chair of the RC. Students (for both types of review) will receive a letter from the RC Chair recommending the application to the HSSEC for approval.

For students whose applications are not approved, they must endeavour to make the necessary corrections and resubmit it to the RO for referral to the HSSEC. Please refer to the schedule of meetings for 2009.

Appendix 4

Plagiarism: Disciplinary process

Plagiarism involving postgraduate students

Disciplinary process

1. Highlight plagiarised sections.
2. Academic staff must award a mark for the work submitted (student is innocent until proven guilty).
3. Attached to the submission are copies of the plagiarised source. This constitutes the essential evidence. The portions of the source that have allegedly been plagiarised must be highlighted and preferably numbered to correspond with the highlighted sections in the student's submission.
4. A statement must be made to RMS. The statement together with the student's submission and the plagiarised source are submitted to RMS. This is a crucial feature of the process.
5. Academic Staff informs the School Officer of the case.
6. RMS sends the case to the Student Disciplinary Officer (SDO), Kay Sathee x7039.
7. If charges are drafted by the Proctor, they are sent to SDO for delivery to the student.
8. SDO liaises with the student. The SDO gets acknowledgement of receipt of the pending case from the student.
9. A hearing is then set. The student is entitled to be represented by a fellow student or a full-time member of staff from the School of Law or a postgraduate student from the School of Law.
10. In a case where a student's work has clearly been copied from another student's work, potentially both students can be charged, either because collusion between the two or negligence on the part of one of the students is suspected.

The Student Discipline Court deals with the more serious cases. The Executive Dean's Tribunal, headed by the Dean of Student Services, deals with the less serious cases, and makes the judgment.

11. If the student is guilty, the penalty imposed consists of *inter alia* any mark awarded being forfeited, and the student's academic record being flagged.
12. If a student fails to appear at the hearing, a judgment can still be rendered in the student's absence (*in absentia*), and the consequences will apply if the student reregisters.

Summary of steps to be taken by academic staff (except in cases of minor cheating)

- 1 Lecturer identifies suspected plagiarism.
- 2 Lecturer awards a mark as normal (because there is no finding of guilt as yet).
- 3 Lecturer traces the source used, and makes a copy.
- 4 Lecturer highlights and numbers the relevant text on the student's submission and the source.
- 5 If there is already an examiner's report, that should go ahead as evidence.
- 6 Lecturer goes to RMS to make a statement on the issue, and informs the School Officer that this has gone to RMS.

- 7 Once RMS is satisfied that all the relevant information has been received from the lecturer, it will open a docket which is sent to the SDO.
- 8 The SDO then enters the details on the database and forwards the docket to the Proctor for a decision.
- 9 The School/ College Officer can follow up with the SDO to check on the process.
- 10 The Proctor examines the issues and in his/her discretion determines whether there is sufficient evidence to warrant prosecution.
- 11 The Proctor either drafts charges or declines to prosecute.

Appendix 5

Suspension of Registration Template



UNIVERSITY OF KWAZULU NATAL
COLLEGE OF HUMANITIES
SCHOOL OF EDUCATION

APPLICATION FOR SUSPENSION OF REGISTRATION

SURNAME: _____ FIRST NAME: _____

STUDENT NO: _____

QUALIFICATION CURRENTLY REGISTERED FOR: _____

PERIOD REGISTERED: _____ PERIOD OF SUSPENSION: _____

REASON:

SIGNATURE: _____ DATE: _____

SIGNATURE OF DISCIPLINE CO-ORDINATOR: _____

DATE: _____

SIGNATURE OF ACADEMIC CO-ORDINATOR: _____

DATE: _____

Appendix 6

Withdrawal from Qualification/Module Template



**UNIVERSITY OF
KWAZULU-NATAL**

UNIVERSITY OF KWAZULU NATAL

COLLEGE OF HUMANITIES

SCHOOL OF EDUCATION

APPLICATION FOR WITHDRAWAL FROM QUALIFICATION/MODULE

SURNAME: _____ FIRST NAME: _____

STUDENT NO: _____

QUALIFICATION CURRENTLY REGISTERED FOR: _____

NUMBER OF YEARS REGISTERED: _____

NAME OF QUALIFICATION/MODULE/S: _____

REASON:

SIGNATURE: _____ DATE: _____

PERIOD OF ATTENDANCE: _____

SIGNATURE OF DISCIPLINE CO-ORDINATOR _____ DATE: _____

SIGNATURE OF ACADEMIC CO-ORDINATOR: _____ DATE: _____

Appendix 7

Guidelines for Formulating a Dissertation/Thesis or Research Topic

The dissertation title is the first summary of what your research is about. The topic should be researchable and be able to be completed within the designated time and with the available resources. The following are some points to consider when choosing a topic.

1. The topic should be formulated in specific rather than general terms. A useful analogy to establish a research focus is to consider a jungle, then a tree, then a branch and finally a leaf. The leaf is your area of specific focus. The leaf should clarify the empirical referents of your research and the necessary limitations for its scope and approach.
2. Does the title signal your line of argument in a reasonably substantive way? Are the words used ones that you will discuss at length in your thesis?
3. With empirical research covering a period of time, it is advisable to put a date limit in your title.
4. Avoid obscure and unnecessarily lengthy titles.
5. Steer clear of topics that cannot be done without breaching ethical guidelines.
6. Avoid the use of abbreviations in your title.
7. Title should be free of jargon and acronyms that are unknown to its readers.
8. If citing a book in your title, transcription must reflect the exact wording, order, spelling, but not necessarily the punctuation, capitalization and typeface of the title page.
9. **Quotation marks:** if quotation marks are used in a title, they should be double (i.e. "..."), not single (i.e. '...'):

Preschoolers Infer Ownership From "Control of Permission"

10. **Numbers:** numerals should be used for:

(a) numbers of 10 or more (e.g. 10, 25, 43)

(b) ages (e.g. 24-months-old), dates (e.g. 13 June 2009), scores or points on a scale (e.g. a 5-Point Likert scale Inferring the Outcome of an Ongoing Novel Action at **13 Months**)

(b) Numbers should be spelt out when they are:

- (i) numbers that start a title,
- (ii) numbers under 10 (e.g. three, five, seven),
- (iii) common fractions (e.g. two-thirds).

11. Capitalisation in titles

The first letter of a title and subtitle should be capitalised. If a colon is used, the first word after the colon should also be capitalised.

What Makes a Good Team Player?: Personality and Team Effectiveness

Do not capitalise **articles** (i.e. a, an, the) unless they are the first letter of a title or subtitle

What Makes a Good Team Player?: Personality and Team Effectiveness

Do not capitalise **prepositions** that have three or fewer letters (e.g. as, at, by, in, of, off, on, to, up)

Women and Women of Colour in Leadership: Complexity, Identity, and Intersectionality

Do not capitalise **conjunctions**, whether **coordinating conjunctions** (e.g. and, but, or, for, nor) or **subordinating conjunctions** (e.g. because, as, since)

Follow-Up Outcome in Short-Term Group Therapy for Complicated Grief

All **adjectives, adverbs, nouns, pronouns,** and **verbs** should be capitalised, in addition to all words that have four letters or more.

Ethical consideration should be taken into account in naming the institutions/school.

12. Colon: used to separate thematic, analytic or theoretical positions on one hand or empirical references or limiting features on the other.

Educational trajectories of rural students in an elite university: English learning experience and beyond.

13. **Hyphenation.** Consult an appropriate dictionary on whether a word is hyphenated or not. Words starting with prefixes such as co, non, post, or re are generally not hyphenated unless there is a possibility of misunderstanding (co-op, post-master's) or the root word begins with a capital letter (post-Renaissance). Words beginning with the prefix self should always be hyphenated. Likewise, hyphenate compounds that are used as adjectives (decision-making), but not those that are used as nouns (decision maker). Always hyphenate the word part-time

14. **Hyphenated compounds**

When hyphenated compounds are capitalised in titles, both words should be capitalised (compared with just the first word in reference lists, for example)

Working Memory Span Development: A **T**ime-**B**ased **R**esource-**S**haring Model Account

15. Use the word 'and' rather than the ampersand symbol (&).

Appendix 8

Declaration

I declare that:

- 1) The ideas reported in this assignment, except where otherwise indicated, are my own work.
- 2) This assignment does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- 3) This assignment does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - Their words have been rewritten but the general information attributed to them has been referenced
 - Where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- 4) This assignment does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the assignment and in the reference section.

Signed

Full Name

Date