

Wits School of Education



Master of Education (M Ed) **(By Coursework and Research Report)**

Programme Information
2024

University of the Witwatersrand
Johannesburg

Dear Prospective Student

Welcome to the Wits School of Education

A Master of Education degree opens opportunities for career development, professional renewal and research in a range of related fields. Education is a rich, interdisciplinary field that covers school teaching and much more. Current students and recent graduates include policy analysts, school principals, fieldworkers in democracy and human rights education, skills development facilitators and workplace trainers, youth workers, teacher educators, learning support specialists, curriculum designers, university lecturers, ministers of religion, journalists with an interest in education, and officials from both national and provincial education departments.

For the M Ed in coursework (CW) and research report (RR), students select three courses, of which two are normally selected from the ‘package’ most closely related to their likely area of research. The third course may be selected from another package in the School of Education or, subject to approval, from those offered by other schools in the Faculty of Humanities or in Science Education. In addition, a course in research design prepares participants for the research report. The RR comprises half the requirements for the degree.

Students with previous research experience may apply for admission to the MEd by Dissertation. Candidates for this research Masters Degree may be required to take one or two courses to deepen their theoretical grounding in their selected field of research. For more information about MEd by Dissertation, please contact the coordinator, **Dr Preya Pillay, at preya.pillay@wits.ac.za**

We look forward to collaborating with you in furthering your studies and enhancing your professional practice.

Dr P Ramsarup
Masters Programme Coordinator
Thembaletu Building
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PURPOSE OF THIS BOOKLET

This booklet aims to help applicants for the degree of M Ed by coursework and research report to gain an understanding of the M Ed courses offered and some key administrative aspects of the degree.

The purpose of this booklet is to provide Masters' Applicants with information about academic opportunities at the Wits School of Education. Applicants are requested to consider carefully which packages and courses they wish to choose for their M Ed. This is important because, at M Ed level, students should develop a commitment to a particular academic direction/specialisation, as this commitment affects the kind of research that students will undertake in the sphere of education, and the contribution or knowledge attached to making a new contribution in their workplace or future area of work.

MEd APPLICATION PROCEDURES

Students who apply must have an average of 65% in their previous academic qualifications. They need to fill in an online application form and attach the requested documents (including a copy of their Honours research project or another piece of research writing) and, in some cases, will be required to come for an interview to discuss the expectations of the course and the applicant. Some applicants may be required to write an assessment that gauges their level of academic understanding and writing. The date and time of the interview/assessment will be communicated to applicants.

Students who can demonstrate prior learning (Recognition of Prior Learning (RPL) may apply as special applicants, and students who are deemed to have an insufficient academic background in the study of education may be asked to complete concurrently two theory modules from the Honours programme. Such students will be informed that registration is subject to compliance with this condition of acceptance.

M ED REGISTRATION AND M ED PACKAGES

The Master of Education by course work and research report is composed of coursework and a research report, both of which carry equal weight.

The coursework part of the degree requires the successful completion of **three electives and the Research design course**, with an average mark of 60% to proceed with the research report. Research Design is presented twice annually. The first offering is during the first semester and is open to all registered full-time students. The second offering is for part-time students and takes place in the second semester. Note that attendance is mandatory for these courses.

The research part of the degree requires the successful completion of a comparatively small-scale research project and the presentation of a research report. The usual expectation is that the Research Report will be within the general domain of the coursework/package chosen, and there is room for students to conduct research in an area of specialised interest (e.g. curriculum studies, educational technology, etc.)

At the M Ed level, students should develop a line of specialisation, and therefore a certain combination of courses will be recommended by the appropriate package coordinator, as indicated in the groupings of courses in a later part of this booklet. Although combinations other than these are possible, depending on the student's background and interests, students should locate themselves in one area of specialisation or package. In practice, this means that, in the first semester of the year, a student should enrol for a course which is core to the package chosen. Thereafter, the student continues to study at least one course in that package and can elect to choose a third course outside the package, usually in the second semester of the year.

Students may, in certain cases, change their initial choice of courses in consultation with the M Ed package coordinator. The final choice of course options should be made and signed by the overall M Ed

programme coordinator by the time of registration. Should a student wish, with the advice of the relevant lecturers, to change his/her choice of courses after registration, he/she should complete and sign a change of registration form in the Faculty Office, within the first week of the semester.

Full-time students: Please note that in terms of the University Standing Orders, you may not work outside the University unless you have permission from the appropriate University structure – in this case, the programme coordinator.

The university standing order defines a full-time candidate as follows:

One who is available to attend and participate in the Graduate Programme of the Faculty in which he or she is registered;

One who is employed by and has obligations to a structure recognised by the University as adequate for purposes of the candidate's research provided that the candidate can produce acceptable certification from his or her employer that his or her time will be fully devoted to his or her approved research or the Graduate Programme of the School. Such a candidate may be required by the Head of the School to meet additional requirements, including participation in the work of the School.

Note: A full-time member of staff may not be registered as a full-time candidate for a higher degree, except with the permission of the Head of School who will need to satisfy the Graduate Studies Committee that adequate arrangements have been made for the fulfilment of the duties of the candidate concerned.

A candidate who does not fulfil the definition of a full-time candidate, as defined above, will be deemed to be a part-time candidate.

MASTERS PROGRAMME CO-ORDINATION

MED CO-ORDINATOR

Dr P Ramsarup
Masters Programme Coordinator
Thembaletu Building
Tel: 011-717-3076
Presha.ramsarup@wits.ac.za

ADMINISTRATOR

Ms. Cathrine (Nini) Monyane
Room A204 Tel: 011-717-3221
Cathrine.Monyane@wits.ac.za

FACULTY ENQUIRIES, 2ND FLOOR, CAMPUS CENTRE

Deputy Faculty Registrar: Ayanda Zwane Tel: 011 717 3021
ayanda.zwane@wits.ac.za

Senior Faculty Officer: Faith Herbert Tel: 011 717 3018
faith.herbert@wits.ac.za

Faculty Officer: Madile Ntebe Tel: 011 717 3271
madile.ntebe@wits.ac.za

Faculty Admin Officer: Lebo Mokone Tel: 011 717 3332
Lebo.mokone@wits.ac.za

PACKAGE CO-ORDINATORS

(Contact coordinators for all course information)

Applied Language and Literacy Education (ALLE)

Dr Ilse Fouche

Room L169 Tel: 011-717-3181 Ilse.Fouche@wits.ac.za

Curriculum and Tertiary Teaching

Lynne Slonimsky

Room L24

Tel: 011-717 3184 lynne.slonimsky@wits.ac.za

Educational Leadership, Policy and Skills

Dr Pinkie Mthembu

Room B163

Tel: 011-717-3012 Pinkie.mthembu@wits.ac.za

Education and Work

Dr Presha Ramsarup

Room WM12,

Tel: 011 717 3364 presha.ramsarup@wits.ac.za

Educational Information and Engineering Technology

Alton Dewa

Tel: 011 717 3337 **Email:** alton.dewa@wits.ac.za

Inclusive Education

Dr Tanya Bekker

Room L128,

Tel: 011-717-3403 Tanya.Bekker@wits.ac.za

Mathematics and Science Education

Dr Batseba Mofolo-Mbokane

Tel: 717 3411 batseba.mbokane@wits.ac.za

LIST OF MED COURSES

Please note that not all courses are on offer every year as they are subject to demand and availability of staff. Course and package selection must be approved by the M Ed overall programme coordinator at the time of registration.

All candidates must complete **two compulsory courses** AND **three electives** to qualify for the M.Ed. by coursework degree. The compulsory courses across the Master in Education degree are:

EDUC7030A: Research Design

EDUC7031A: Research Report

Research Design Coordinator: Dr Ramsarup and Dr Hewlett

In addition, each candidate must complete and pass three electives: two selected from **any one** of the following packages, and the third chosen from any of the remaining packages:

Curriculum Studies Package

EDUC7013A Issues in Curriculum (Core course)

EDUC7091A Assessment in Schooling and Higher Education

EDUC7029A Psychology and Pedagogy

EDUC7040A Studies in Pedagogy

EDUC7030A Research Design

EDUC7031A Research Report

Package co-ordinator: Lynne Slonimsky

Educational Leadership, Policy and Skills Package

EDUC7015A Issues in Education Policy

EDUC7096A Issues in Education Leadership and Management

EDUC7095A Leadership and Management of Teaching and Learning

EDUC7099A Managing Educational Change

EDUC7030A Research Design

EDUC7031A Research Report

Package co-ordinator: Pinkie Mthembu

Education and Work

EDUC7133A Knowledge and Work

EDUC7131A Education, Skills, and Development

EDUC7140A Economic Concepts for Research in Education, Skill
Formation and Work

EDUC7030A Research Design

EDUC7031A Research Report

Package co-ordinator: Presha Ramsarup

Educational Technology Package

EDUC7029A Psychology and Pedagogy

EDUC7097A Studies in the Field of Educational Technology

EDUC7098A Design and Development of Online Learning

EDUC7030A Research Design

EDUC7031A Research Report

Package co-ordinator: Alton Dewa

Inclusive Education Package

EDUC7068A Inclusive Education: conceptions, issues and strategies¹

EDUC7108A Studies in Inclusive Education¹

EDUC7029A Psychology and Pedagogy

EDUC7062A Education and the social order

EDUC7141A Transformative Practices in Teaching and Education
Research

EDUC7030A Research Design

EDUC7031A Research Report

Package co-ordinator: Tanya Bekker

¹ All Inclusive Education students *must register* for the core Inclusive Education courses: EDUC 7068A and EDUC 7108A. Then select *one* of either EDUC 7029A or EDUC 7062A or EDUC 7141A. EDUC 7030A and EDUC 7031A are compulsory MED courses.

Mathematics Education Package

EDUC7094A The Learning and Teaching of Mathematics

EDUC7136A Curriculum issues in Mathematics Education

SCED7017A: Current issues in Mathematics Education (CiME).

EDUC7136A Curriculum Issues in Mathematics Education

SCED7030A Teaching and Learning of Algebra

Package co-ordinator:

Dr Batseba Mofolo-Mbokane

Science Education Package

EDUC7033A The Learning and Teaching of Science

EDUC7143A Current issues in Science Education

Students will be advised to select the third option from other packages on offer within the programme and this option must not clash with these Science modules.

Package co-ordinator: Caleb Mandikonza

Tertiary Teaching Package

(See under Curriculum Studies: Tertiary Teaching for details of courses)

EDUC7101A Scholarship of Teaching and Learning (Core course)²

EDUC7029A Psychology and Pedagogy

EDUC7091A Assessment in Schooling and Higher Education

EDUC7030A Research Design³

EDUC7031A Research Report

And 2 electives:

EDUC7029A Psychology and Pedagogy [Sem 1]

EDUC7091A Assessment in Schooling and Higher Education [Sem 2]

Students could choose a third course from other Master's packages or from other Masters courses in the faculty of Humanities. The choice of the third course will be based on the candidate's area of specialization and interests. Tertiary Education students should discuss possible options with Ms Slonimsky.

* Students with a post-graduate research in the Humanities and Social Sciences **may** be exempted from attendance from the research design course. Please discuss with the course coordinator first, to confirm eligibility for exemption from this course.

Package co-ordinator: Lynne Slonimsky

Applied Language and Literacy Education

EDUC7115A Paradigms and Methods in Applied Studies

EDUC7119A Critical Literacy, New Literacy Studies and Multi-literacies

EDUC7122A Language and Assessment

EDUC7123A Language Policy and Planning

EDUC7030A Research Design

EDUC7031A Research Report

Package co-ordinator: Ilse Fouche

Optional third course for all packages (subject to the consent of M.Ed. Coordinator for your area of specialization).

EDUC7141A Transformative Practices in Teaching and Education Research

Students accepted with the proviso that they will do one or two of the Hon modules

Please note:

Students who do not have a strong background in education can be accepted into the Masters programme on a part time basis if they also follow concurrently one or both of the following two Hons modules:

EDUC4005A Educational Theory: Research and Enquiry 1

EDUC4006A Educational Theory: Research and Enquiry 2

FACILITIES FOR POST-GRADUATE STUDENTS

HAROLD HOLMES LIBRARY / EDUCATION LIBRARY

The Education Library is situated on the Education Campus and supports the teaching, learning and research of Wits Education. It also provides special room facilities for all postgraduate students

Library Hours

Monday, Tuesday, Thursday	08h00-21h30
Wednesday	09h00-21h00
Friday	08h00-17h00
Saturday	09h00-13h00

April, mid-year and year-end breaks

Monday, Tuesday, Thursday, Friday	08h00-17h00
Wednesday	09h00-17h00
Saturday	Closed

Education Librarian:

Tel: 011 717-3240

The Education Library incorporates a strong collection of educational material, posters and audio-visual media which is available to students.

In addition, with two main libraries and ten divisional libraries to choose from, students have access to a wealth of information. State-of-the-art computerisation enhances information retrieval. The Wartenweiler Library on the East Campus has the University's main collection of books. The William Cullen Library houses reference material, government publications, theses, historical papers and periodicals.

THE WITS SCHOOL OF EDUCATION [WSoE] WRITING CENTRE

The Wits School of Education Writing Centre is a satellite of the main Wits campus Writing Centre and was established in 2010 to give undergraduate and postgraduate Education students support with their academic writing. The Centre employs several senior Education students who are trained to work with students on an individual basis to develop their writing confidence and proficiency. Students who attend the Writing Centre receive individualised attention regarding their conceptualisation, organisation and expression of ideas.

Because of the smaller size of the WSoE campus, we have expanded to run several workshops on academic writing. These sessions provide strategies for tackling all aspects of research reading and writing to meet academic task requirements.

If you would like to make an appointment with a writing consultant, please visit the Centre which is open from 13h00 to 17h00, Monday to Friday. You need to bring a draft of the assignment or chapter you are working on. If you are a postgraduate student, you will be matched with a postgraduate writing consultant.

Venue: First-floor WSoE Harold Holmes Library

COMPULSORY ORIENTATION SESSIONS

M Ed students will be required to attend a few orientation sessions to assist them to understand the academic culture, learning demands, plagiarism policy and procedures in existence at Wits University. There will be three or four compulsory sessions, led by the Library and Writing Centre personnel, scheduled usually on Friday afternoons in the first semester of the academic year.

COMPUTER FACILITIES

The university has several walk-in centres with computer equipment for the use of students. To gain access to these facilities students must register with the Computer Centre through Wits Education. Students make use of these facilities to access email and develop word- processing and presentation skills necessary for academic work. The Postgraduate Computer Laboratory on the Education Campus is located in Room 105, Boyce Block.

MED TIMETABLE

Class sessions are usually scheduled between 16h00 –18h00 as follows:

Coursework Options: Mondays or Tuesdays and Thursdays. In exceptional cases, classes may run on Wednesday evenings.

Research Design: Fridays

Note: Days and times of class meetings are subject to change depending on the course and availability of the course presenter. In case of change, students will be informed by the course presenter.

Full-time students are expected to do all three-course options, the research design and the research report in their first year of registration.

Part-time students normally have to do the three-course options and the research design course in their first year (2-course options in Semester 1, then the 3rd core course and Research Design in Semester 2). In the second year of registration, part-time students do their Research Report.

RESEARCH SEMINARS

There are weekly seminars in which visiting scholars, postgraduate students and staff of Wits Education present their research work for discussion. The seminars are usually held at lunchtime. Full time M Ed students should schedule their time so that they can attend these seminars on a regular basis.

COURSE SCHEDULE

(Note: courses are offered subject to demand)

COURSES RUNNING IN 2024

Note: Full-time [F/T] and second-year part-time [P/T] students will do their Research Design course [EDUC7030] in the first semester and part-time first-year students will do EDUC7030 in the second semester.

FIRST SEMESTER	Curriculum Studies	Education and Work	Educational Technology	Tertiary Teaching	Educational Leadership, Policy and Skills	Inclusive Education	Maths Education	Science Education	Applied Language and Literacy Education
EDUC 7030A <i>Research Design (for most F/T and 2nd year P/T students)</i>	EDUC7013A <i>Issues in Curriculum (core course)</i>	EDUC7140A <i>Economic Concepts for Research in Education, Skill Formation and Work</i>	EDUC7029A <i>Psychology and Pedagogy</i>	EDUC7029A <i>Psychology and Pedagogy</i>	EDUC7096A <i>Issues in Educational Leadership & Management</i>	EDUC7068A <i>Inclusive Education, conceptions, issues and strategies</i>	EDUC7094A <i>The earning and Teaching of Mathematics</i>	EDUC7033A <i>A: Science Education (Learning and Teaching Science Theories)</i>	EDUC7115A <i>Paradigms & Methods in Applied Language Studies</i>
	EDUC7029A <i>Psychology and Pedagogy</i>	EDUC7131A <i>Education, skills and Development</i>	EDUC7097A <i>Studies in the Field of Educational technology</i>		EDUC7015A <i>Issues in Education Policy</i>	EDUC7029A <i>Psychology and Pedagogy</i>		EDUC7143A <i>Current issues in Science Education</i>	EDUC7122A <i>Language and Assessment</i>

SECOND SEMESTER

SECOND SEMESTER	Curriculum Studies	Education and Work	Education Technology	Tertiary Teaching	Educational, Leadership, Policy and Skills	Inclusive Education	Maths Education	Science Education	Applied Language and Literacy Education
<i>EDUC 7030A Research Design (for most 1st year P/T students)</i>	<i>EDUC7040A Studies in Pedagogy</i>	<i>EDUC7133A Knowledge and Work</i>	<i>EDUC7098A A Design and Development of Online Learning</i>	<i>EDUC7091A Assessment in Schooling and Higher Education</i>	<i>EDUC7095A Leadership & Management of Teaching and Learning</i>	<i>EDUC7108A Studies in Inclusive Education</i>	<i>SCED7017A A Current issues in Mathematics Education (CIME).</i>	<i>EDUC7137A Subject Matter Knowledge for Teaching Science.</i>	<i>EDUC7119A Critical Literacy, New Literacy Studies and Multi- literacies</i>
	<i>EDUC7091A Assessment In Schooling and Higher Education</i>				<i>EDUC 7099A Managing Educational Change</i>	<i>EDUC7062A A Education And the Social order</i>		<i>Select a course from any of the other package offerings</i>	<i>EDUC7123A Language-in-Education Policy and Planning</i>
<i>Optional module for all packages subject to consent of package coordinator</i>									
	<i>EDUC7141A Transformative Practices in Teaching and Education Research</i>			<i>EDUC7141A Transformative Practices in Teaching and Education Research</i>		<i>EDUC7141A Transformative Practices in Teaching and Education Research</i>			

M ED COURSES (SCHOOL OF EDUCATION)

COMPULSORY COURSES

EDUC7030A RESEARCH DESIGN

Note: Full-time [F/T] and second-year part-time [P/T] students will do their Research Design course [EDUC7030A] in the first semester and part-time first-year students will do EDUC7030A in the second semester.

Offered in both the first and second semesters: Fridays 16h00 –18h00

This course aims to consider some of the initial stages involved in producing a Master's research report. Producing a research proposal is an important first step, and the course will take students through different stages in addressing this - formulating a question, conducting a literature review, developing a research design and some preliminary engagement with data collection and analysis. The focus is on establishing coherence between the different facets of the research design. This will support students in the writing of their research proposal (not to exceed 4000 words) that will form the basis for the preparation of the M Ed Research Report.

Students will be introduced to various methods for conducting research, how to plan and execute an educational research study (e.g. how to identify and state a research problem, how to review literature, how to collect relevant data, how to organize, process, analyse and interpret data), and how to formally report research findings. Students will also familiarize themselves with some of the major philosophical and epistemological assumptions that inform these research methods and techniques.

Students will be exposed to:

- ❖ literature that discusses different approaches to research (different theoretical frameworks, different methodologies).
- ❖ examples of papers presenting research findings using different methodologies.
- ❖ opportunities to experience aspects of different research methodologies in class exercises.

By the end of the course, students are expected to:

- Master the basic concepts, strategies, procedures and techniques applied in various forms of educational research.
- Review select literature in a field of study.
- Master the fundamentals of doing educational research: knowing how to ask questions, how to design and proceed through a research project, how to collect data, what is important to look for in data, and, most importantly, identifying a question of interest to them.
- Conceptualize, plan, research, outline and write a detailed, well-argued, clear and persuasive research proposal.

In preparing their research proposals, students must conceptualize, write and present their work in a scholarly manner. More specifically students should be able to:

- ✓ Formulate research questions adequately.
- ✓ Make use of empirical evidence in their argumentation.
- ✓ Express ideas (their own or others') clearly and correctly.
- ✓ Discover and make effective use of the library and on-line resources, i.e., select, organize, evaluate, and make use of relevant information.
- ✓ Present an argument clearly, logically, and persuasively.
- ✓ Make use of an appropriate structure and format in the presentation.
- ✓ Integrate theory and evidence effectively.

- ✓ Show evidence of original thinking or creative contribution, i.e. engage critically with the views and writings contained in the sources.
- ✓ Make use of conventional style and referencing rules effectively.

Course attendance is **compulsory**, and a register will be taken in all sessions (whether face-to-face or online).

Important notice regarding the examination of the Research Design course

The examination for EDUC7031A (Research Design) will be described in the course outline, which is due on the date and time set by the course and programme coordinator.

Developing out of the research plans formulated in Research Design EDUC7030A, students undertake the research proposed and write it up as a Research Report. **The choice of topic may be limited by the availability of suitable supervisors** within the Faculty of Humanities.

EDUC7031A: RESEARCH REPORT

The Research Report constitutes half the requirement for the degree of M Ed by coursework and research report. It involves a comparatively small- scale research project in the sphere of education. Its major goal is the production of a report of approximately 25 000 words (maximum) on a topic firmly located in the area of concentration of the course package. There are important rules regarding deadlines, extensions for the research report, and you are referred to two booklets in this regard: *From Application to Graduation*, and *Expectations for Post-Graduate Research*. In particular, please note:

Submission of the research report is one year after initial registration, usually 15 February. On application, a one month's unpaid **extension** may be granted by the faculty. Beyond this, extensions cannot be granted, and students will have to reregister for research report and pay the full year's fees. There is also a fee penalty for reregistration for years beyond the normal registration + 2 years.

Students are reminded to register for “**awaiting examiners**” in the year in which they submit the research report.

Information about the student/supervisor relationship is given in the later part of this booklet.

M ED OPTIONAL COURSES ACCORDING TO PACKAGES

APPLIED LANGUAGE AND LITERACY EDUCATION

Coordinator: Dr Ilse Fouche, Room L169, Tel 011-717-3181

Email: Ilse.Fouche@wits.ac.za

FIRST SEMESTER OPTIONS

EDUC7115A: PARADIGMS AND METHODS IN APPLIED LANGUAGE STUDIES

The focus of this module is on theories and research in the field of language acquisition (e.g., Behaviourist, Nativist, Sociocultural), sociolinguistics (variation and standards), and the implications of theories and research findings for shifting paradigms on language teaching and learning as well as for current language curricula and policy.

EDUC7122A: LANGUAGE AND ASSESSMENT

This programme focuses on honing students' skills in assessment for and of learning whilst engaging critically with the debate on assessment issues. It provides opportunities for students to apply theoretical knowledge attained to formative and summative assessments of reading, visual literacy, literature, and grammar. It also introduces students to multimodal assessment and washback in assessment.

SECOND SEMESTER OPTIONS

EDUC7119A: CRITICAL LITERACY, NEW LITERACY STUDIES AND MULTILITERACIES

This module explores literacy as a social and cultural practice embedded in social contexts and the different literacies needed in the changing communication landscapes of the contemporary world. The critical literacy component of the module is interested in the relationship between language and power and in the way all discourse is positioned in the struggle to represent (re-present) different versions of the world as legitimate.

EDUC7123A: LANGUAGE-IN EDUCATION AND POLICY AND PLANNING

The focus of this course is on advanced topics on the politics of language, policy imperatives and planning stages, which include status, corpus, and acquisition planning. With the complex and fluid nature of multilingual encounters in the 21st century classrooms, the language-in-education policy sessions will draw on post-method paradigms to review current practices and to address complex multilingualism. Students will be introduced to key concepts that include trans-languaging, poly-languaging, metro-languaging, dialect, harmonization, standardization, prestige planning, reading and writing literacy planning, language attitudes and beliefs.

CURRICULUM STUDIES

Coordinator: *Lynne Slonimsky*, Room L24, Tel 011 717-3184

Email: lynne.slonimsky@wits.ac.za

Curriculum studies is a dynamic and multidisciplinary field of inquiry. The courses offered in this package enable the development of powerful conceptual resources for understanding and researching different facets of curriculum and their implications for educational policy and practice.

The package is designed for people with experience in schools or other educational settings who are interested in developing their ability to work at the intersection of theory and practice around issues of: curriculum, teaching, learning, assessment, teacher education, and school reform. The package is also suitable for postgraduates in Social Science who are interested in pursuing *research* in the field of education. (Students in this category who have not previously studied in the field of education may be required to complete one or two modules at an honours level as well).

In addition to preparing students for researching curriculum policy and implementation, the Curriculum Studies package enables the development of expertise in analysing teaching practices, creating and analysing assessment tasks, promoting student learning and developing curricular materials. Graduates of the program can be more reflective about the implications of different models of curriculum for promoting societal and personal empowerment. They are also enabled to be reflexive about these of different approaches to curriculum, pedagogy and assessment and to provide leadership in teacher development and curriculum practices.

Any combination of three of the courses on offer in this package will prepare you for diverse kinds of work in the field of curriculum and professional practices at different levels of the education system. Educators located in schools, VET and NGOs, government officials and researchers in education all find the courses very generative for analysing relationships between curriculum policy and implementation.

FIRST SEMESTER OPTIONS:

EDUC7013A Issues in Curriculum

EDUC7029A Psychology and Pedagogy

SECOND SEMESTER OPTIONS:

EDUC7091A Assessment in Schooling and Higher Education

EDUC7040A Studies in Pedagogy

FIRST SEMESTER OPTIONS

EDUC7013A: ISSUES IN CURRICULUM (Core course)

The course aims to introduce and ground students in multiple theories of the relationship between curriculum and society from modern and post-modern perspectives. Both dominant and less dominant perspectives will be analysed bearing in mind South Africa's context in Africa and in the world. The focus is theory, general principles, and concepts that may be used to understand any curriculum including South African curriculum statements. This will enable theoretically informed research of any aspect of the curriculum, such as curriculum change, curriculum policy, curriculum practice, etc. An inter-disciplinary approach will be taken enabling students to get a sense of curriculum research from a range of disciplinary standpoints.

The course is suitable for educators working in schools, in tertiary education institutions, NGOs and other sites. Students will be required to read and do presentations and complete several small tasks and an extended project. The project is designed to enable mastery of key conceptual tools developed in the course and deeper engagement with their own areas of curriculum interest.

EDUC7029A: PSYCHOLOGY AND PEDAGOGY

This pedagogy course is premised on psychological theories of learning. The contemporary terrain of the study of learning produces various, often highly contentious, accounts of the generative relationships between mind, brain, and cultural artefacts and practices. These theories and research traditions have implications for the way we understand issues in curriculum and pedagogy. This course aims to develop students' understanding of learning, using a history of ideas and focused study of key contemporary debates and research perspectives in the field. It will provide a foundation for further study in relation to issues such as school and academic learning, pedagogy, assessment, and the integration of ICTs in education.

SECOND SEMESTER OPTIONS

EDUC7091A ASSESSMENT IN SCHOOLING AND HIGHER EDUCATION

‘Assessment’ is a field of study that engages one intellectually and emotionally; in some way or another, every one of us has had a happy and a sad experience of assessment. As a notion, assessment is complex, and the way it should be used in learning and teaching as well as its general value for education is contested.

The central question of the course is:

Given that assessment is required to respond to the societal challenges of preparing learners for a knowledge society while addressing imbalances and inequalities inherited from apartheid, and given the tension between standardised assessments and formative assessment, how can teachers and higher education lecturers think about, use and create assessment processes and tasks in such a way as to enable student learning and better results?

The course introduces educators to key debates in and research on assessment. Some of the questions we will raise are:

- In what ways has assessment reproduced social inequalities? How can assessment be used for empowering students' learning? What tensions arise from governments' need to standardise assessment? What is the value of schooling that assessment needs to capture?
- What needs to be considered in the process of designing valid and reliable assessments – for standardised as well as formative assessment? What conceptual and pedagogical problems are involved in making criteria explicit?
- How can summative and formative systems of assessment be aligned to support student learning?

The course situates its discussion within the new developments in assessment in schooling and in higher education institutions.

EDUC7040: STUDIES IN PEDAGOGY

Studies in Pedagogy is an interdisciplinary course which aims to introduce you to principles, concepts, and methods for describing and analyzing pedagogic practices in formal educational settings. We develop principled ways of analyzing pedagogic practices in different contexts and settings, to describe what knowledge is made available to learners and how it is made available. We ask what kinds of knowledge should be taught in what ways, considering who our learners are and the social contexts in which we work in South African schooling. We explore questions about the transformation of education and consciousness, powerful knowledge, decolonization, learner identities and learner-centred pedagogy, in the service of reducing inequalities in South Africa.

This course is not a course on how to teach your subject to your students. However, throughout the course, we will work with the conceptual resources developed to reflect on examples from sections of your subject curriculum, so the course should offer you ways of thinking systematically about what is happening in your classrooms and offer you an imagination for other ways of teaching and learning in your classrooms.

This course can form part of the Psychology, Curriculum, Inclusive Education, Mathematics, Science and Technology Education packages.

EDUC7141A: TRANSFORMATIVE PRACTICES IN TEACHING AND EDUCATION RESEARCH

This course explores interventionist and arts-based methods for transforming educational practice and research. Students engage in critical debates about educational practices by exploring a range of transformative pedagogies as a means to engage with the cultural complexities that characterise post-conflict society. Through analysing case studies and participating in field work, students experience pedagogical encounters that foreground their becoming-with thinking-making-doing practices. Such encounters contribute to the development of a critical framework for research-creation that attends to the “in(tensions)” of doing work in a decolonial context.

CURRICULUM STUDIES: TERTIARY TEACHING

Coordinator: *Lynne Slonimsky*, Room L24, Tel: (011) 717-3184.

Email: lynne.slonimsky@wits.ac.za

This package is designed for educators who are currently lecturing, tutoring, or developing curricula for academic disciplines or fields in a tertiary education institution or have had extensive experience in these activities. It is not designed for students who wish to pursue a career in higher education at some point in the future, or for people currently involved in administrative posts in higher education.

It is preferable that students have completed a Postgraduate Diploma in Education for Higher Education -PGDE (H.E) or equivalent. However, we may consider applicants who meet the criteria stipulated above.

The programme is situated in the fields of Curriculum Studies and the Scholarship of Teaching and Learning (SOTL) which are dynamic and

multidisciplinary fields of inquiry. The courses offer powerful conceptual resources for describing, analysing and researching facets of course design, teaching, learning and assessment in higher education.

The programme is offered on a part-time basis over two years. Students are required to complete three courses, a research design course, and a research report. Most students complete two courses in their first year (one in each semester) and the third course and research in the second year.

Students with a background in postgraduate research in the Humanities and social sciences must register for the research design course as they are required to complete a research proposal but may apply for exemption from course work activities.

FIRST SEMESTER COURSES:

EDUC7029A Psychology and Pedagogy

SECOND SEMESTER COURSE:

EDUC 7101A Scholarship of Teaching and Learning (Core Course) *

EDUC7091A Assessment in Schooling and Higher Education

EDUC7141A Transformative Practices in Teaching and Education
Research

Tertiary Education students may elect to commence their M.Ed studies in the first or the second semester.

EDUC 7101A: SCHOLARSHIP OF TEACHING AND LEARNING*

This course is grounded in the emerging field of the Scholarship of Teaching and Learning (SOTL). The course deals with critical concepts and theoretical analyses of issues pertinent to the scholarship of teaching and learning from disciplinary and interdisciplinary perspectives.

The overall aim of this course is to develop conceptual resources for

theorizing and researching teaching and learning in higher education. Concepts, theories and research explored in the course can also enable participants to describe, analyse and critique aspects of their own and others' practices and, through this process, to open new possibilities for practice in higher education.

* This course will not be offered in 2024. Students should register for this course in 2025

EDUC7029A: PSYCHOLOGY AND PEDAGOGY

See the full description above under curriculum studies entry.

Tertiary Education students should complete this course in the first semester of their *first year* of study.

EDUC7091A: ASSESSMENT IN SCHOOLING AND HIGHER EDUCATION

See the full description above.

EDUC7141A: TRANSFORMATIVE PRACTICES IN TEACHING AND EDUCATION RESEARCH

See the full description under Curriculum Studies entry on page 31 above.

EDUCATIONAL LEADERSHIP, POLICY AND SKILLS

Coordinator: *Dr Pinkie Mthembu*, Room B163, Tel 011 717-3012,
Pinkie.Mthembu@wits.ac.za

The Division of Educational Leadership, Policy and Skills (ELPS) is a dynamic centre of teaching and research in the field. It is interested in developing students' knowledge, analysis, research skills and evidence, which will allow them to engage productively with contemporary policy and leadership issues in the African region.

If students want to understand - and pursue a career in - education policy and change analysis, organizational leadership and research – this package opens up new professional opportunities for influencing policies and leadership practices in a way that impact positively on the school system. Graduates will gain the capacity to become effective agents who can participate in, and manage, initiatives involving policy and practice that promote better quality, effectiveness, and social justice in the education system.

This ELPS package offers two strands: Leadership and Policy courses.

Leadership	Policy
<i>Issues in Education Leadership and Management</i>	<i>Managing Educational Change</i>
<i>Managing Educational Change</i>	<i>Issues in Education Policy</i>
<i>Leadership and Management of Teaching and Learning</i>	

FIRST SEMESTER OPTIONS

EDUC7096A: ISSUES IN EDUCATION LEADERSHIP AND MANAGEMENT

This course introduces students to paradigms, theories, approaches, concepts and contemporary issues in the field of educational leadership and management. The course explores educational leadership issues within the local, national and international context, with a specific focus on school leadership effects on student learning, the impact of leadership on organizations, management of systems, understanding organizational structure and its impact on the effectiveness of the organization. The course also explores the impact of culture on schools as organizations.

EDUC7015A: ISSUES IN EDUCATION POLICY

This course introduces students to the foundational concepts, knowledge and skills needed to analyze and evaluate educational policy reforms in the national and global context. It starts by examining how to understand the relationships between the main policy stakeholders in education in the current context of globalization (namely, multilateral agencies, national government/state, civil society) and how their agendas and influences play an important role in the development and implementation of education policies. It then focuses on various contemporary policy reforms designed to improve the quality of the education system in South Africa and other SADC countries and examines the challenges of the policy processes by using different theoretical lenses.

SECOND SEMESTER OPTIONS

EDUC7095A: LEADERSHIP AND MANAGEMENT OF TEACHING AND LEARNING

This course focuses on the roles of management and leadership of teaching and learning in learning organizations. It considers leadership in curriculum planning, development, implementation and evaluation at school and classroom levels and the implications of these for leadership and management structures and systems in the school. The role of the Principal as an 'instructional' leader within the context of distributed leadership will be introduced and analysed, as well as issues on managing the learning environment and quality assurance processes including internal and external assessment, monitoring and evaluation of programmes, systems and structures.

EDUC7099: MANAGING EDUCATIONAL CHANGE

Education around the world is currently facing a range of changes including demographic shifts, policy reform, and alterations to working conditions in schools and other education sites. Change has also come about because of community pressures and expectations, turnover in school and district leadership, and broader societal transitions. Over the past four decades, a research field has emerged that investigates these changes and attempts to understand the dynamics and possibilities of change.

EDUCATIONAL TECHNOLOGY

Coordinator: *Alton Dewa* (PhD-Wits), Tel: 011 717 3337

Email: alton.dewa@wits.ac.za

This is a programme of study about the educational integration of technology – in particular, modern digital technologies – and the design of online learning programmes in teaching and learning. The programme is designed to explore how to pedagogically design and develop instructional digital materials by following learning theories and instructional design principles to address the realities of human learning and cognition in a variety of contexts. The programme is also closely associated with a developing research programme in the field of educational technology, one which is now concerned with the pedagogic integration of ICTs in schools and with the nature of learning in hypertext environments. Participants develop research abilities, knowledge and skills of people involved in education and training practices. It ranges across the psychological, sociological, and philosophical grounds, and one of its important aims is to develop your skills as a designer of educational materials.

The programme requires that you have established computer and digital literacy regarding word processing, spreadsheet programmes, digital presentation programmes, the Internet and the like. However, **it is not a technology course**, nor one that focuses on the technical aspects of ICTs - it is a course of study in educational theory and research, and the implications of knowledge generated in these fields for teaching and learning practices. Participants have the opportunity to master the theory and instructional design principles required in the design and implementation of emerging digital learning technologies, i.e. learning to engage in teaching using digital technologies and the design & development of digital learning materials. The package includes the following courses:

FIRST SEMESTER MODULES

EDUC7029A: PSYCHOLOGY AND PEDAGOGY

The contemporary terrain of the study of learning produces various, often highly contentious, accounts of the generative relationships between mind, brain, and cultural artefacts and practices. These theories and research traditions all have implications for the way we understand issues in curriculum and pedagogy. This course aims to develop students' understanding of learning, by means of a history of ideas and focused study of key contemporary debates and research perspectives in the field.

It will provide a foundation for further study in relation to issues such as school and academic learning, pedagogy, assessment, and the integration of ICTs in education.

EDUC7097A: STUDIES IN THE FIELD OF EDUCATIONAL TECHNOLOGY

The course is designed to provide a broad, critical, high-level foundation for research and practice in relation to Educational Technology in general and eLearning and the pedagogic integration of ICTs, from a sociological, philosophical and pedagogical perspective. It comprises the philosophical, social, and technological study of prominent contemporary issues in the field of Educational Technology. Major concerns will be with the nature of Educational Technology, Globalization and the location of educational technology in this regard; the 'Digital Divide' in education; the transformation of culture in the digital age and the pedagogies of Educational Technologies. The politics, policies and practices of Educational Technology will also come under scrutiny.

SECOND SEMESTER MODULE

EDUC7098A: DESIGN AND DEVELOPMENT OF ON-LINE LEARNING

The course aims to develop critical, grounded knowledge and skills in the development of online pedagogies and learning materials. It spans a range of perspectives on learning management systems and the publication of digital education resources and seeks to develop expertise in the area known variously as instructional design, learning design, or online materials development.

Students may do this course only if they have completed EDUC7029 Psychology and Pedagogy.

EDUCATION AND WORK

Coordinator: *Dr Presha Ramsarup*, Room WM12, Tel: 011 717 3364
presha.ramsarup@wits.ac.za

This package is aimed at people interested in improving their insight into education and the economy, education and social and economic development, and education and the world of work. The package will be of particular interest to researchers interested in these areas, as well as people with experience or interest in working in colleges, conducting or organizing workplace-based training, NGOs, SETAs, development organizations, or other educational settings, who are interested in the complex intersection of theory and practice around education/work relationships in policy, training, and workplaces. The courses offered in this package enable the development of powerful conceptual resources, focused on policy and implementation, as well as theoretical analysis and research, and will contribute to career development of researchers, educators, practitioners, and policy workers.

FIRST SEMESTER MODULES

EDUC7131A: EDUCATION, SKILLS, AND DEVELOPMENT

This course will introduce learners to the main debates about the role of education and skills in economic and social development. It will explore the relationship between education, state formation, and patterns of economic growth and social development, as well as relationships between education systems and labour markets, and education and work. It will introduce a range of concepts from the social and political sciences, with a focus on development literature, that assist the understanding and analysis of the relationship between education, learning, and international development in low- and middle-income countries, as well as a critical interrogation of the role of education in the development of what are now rich countries.

EDUC7140A: ECONOMIC CONCEPTS FOR RESEARCH IN EDUCATION, SKILL FORMATION AND WORK

This course introduces students to critical debates in two key aspects of economic theory: development economics and labour market economics. Theories about economic development are crucial to understanding debates and theorisation of the role of education in economic and social development. Theories about how labour markets operate are crucial to understanding how education interacts with labour markets, and the different ways in which education and qualifications are valued by and used in labour markets – the economic returns to education. Key concepts include the labour process, labour power, and the reserve army of labour; Human Capital Theory and alternative theories about the role of education in labour markets; industrialisation, industrial policy, development, and deindustrialisation; historical political economy of the South African labour market during apartheid and today; contemporary issues in labour markets including the national minimum wage, gender, labour markets, and informality.

SECOND SEMESTER MODULES

EDUC7133A: KNOWLEDGE AND WORK

This course aims to develop a critical understanding of how forms of work organisation impact an understanding of what constitutes socially useful knowledge, why learning should be valued, and where and how knowledge production and learning take place. It will critically consider arguments about the ‘knowledge society’, and the idea that society has entered a new era where knowledge and learning are at the heart of the production process and of global competitiveness, as are new technologies for generating and disseminating knowledge and information. Will most workers need to become more continuous learners in a new knowledge- based economy or will much of their learning be ignored or devalued in relation to their

work? Will most workers need to become more continuous learners in a new knowledge-based economy or will much of their learning be ignored or devalued in relation to their work? The course will also critically consider the history of education, skills, and work in South Africa. The course will introduce key concepts with which to think about education and work: division of labour; the labour process; the labour market; different conceptions of 'skill'; and different conceptions of knowledge.

INCLUSIVE EDUCATION

Coordinator: *Dr Tanya Bekker*, Room L128, Tel 011-717-3403,
Tanya.Bekker@wits.ac.za

This package is designed for teachers, school leaders and managers, district and department officials and others who are concerned to understand and address exclusionary pressures and promote support for learning, access, participation and belonging of diverse learners in schools.

EDUC 7068A Inclusive Education: conceptions, issues and strategies (semester One) AND EDUC 7108A Studies in Inclusive Education (Semester Two) are core courses for the Inclusive Education package and must be taken along with one additional selection in either Semester One or Two.

FIRST SEMESTER MODULES

EDUC7068A: INCLUSIVE EDUCATION, CONCEPTIONS, ISSUES AND STRATEGIES

The course examines the provenance of inclusion as an educational ideal, the range of principled arguments offered in its support, and the complex relationships between inclusive principles, social policy and the conditions and possibilities for inclusive practice. Human rights and issues of enablement, social justice and equity lie at the heart of the educational ideal. Barriers to its realization lie in the empirical, domain of systems, structures, practices and their key agents. The course thus proceeds from a critical overview of the changing discourse of inclusion and exclusion to an in-depth comparative examination of selected local and international policies and research to develop an understanding of the conditions required for inclusive education.

This course aims to provide students with a set of conceptual tools and some insight into key debates in the field, which will support access to other literature in the field. To achieve this, we will take up four propositions for

approaching inclusive education for the future. These propositions are presented as prompts for debate, application, or rejection as we consider what it will take to dismantle established and evolving forms of exclusion in education. The course has a strong, though not exclusive focus on inclusive education in South Africa and attempts to engage with a range of theoretical perspectives found in the field. As a result of engaging in this course, students should be able to use developing knowledge and skills to interrogate inclusive practice in schools and other educational contexts and be able to begin researching aspects of inclusive education.

EDUC7029A: PSYCHOLOGY AND PEDAGOGY

The contemporary terrain of the study of learning produces various, often highly contentious, accounts of the generative relationships between mind, brain, and cultural artefacts and practices. In education that aims to be inclusive (and that in the past sought exclusion), different theories of learning have had a massive influence on the way disabilities have been conceived of and provided for in the classroom over time. Students who enrol for this course from within the Inclusion package will be able to pursue a reading and writing programme focused on the relationship between learning, pedagogic and disability. The course consists of a history of ideas and a focused study of key contemporary debates and research perspectives in the field.

SECOND SEMESTER OPTIONS

EDUC7108A: STUDIES IN INCLUSIVE EDUCATION

This course exposes students to various theoretical and conceptual contestations in the field of disability studies (in education) and inclusive education. The course proceeds from the premise that while inclusive education is not necessarily only about disability, children and young people with disabilities are usually the most marginalised and excluded in education systems around the world. Different theoretical lenses on disability are explored, with a critical interrogation of how these might enable or constrain inclusion, emancipation, and transformation in education. These theoretical approaches then form the basis for engagement with contested concepts, diagnoses, and practices in the field of inclusive education.

The course begins with a critical engagement with the various theories of disability that have informed education over the years. With this foundation, students will then be invited to consider issues and concerns that are debated in the field of inclusive education, like whether disability classification serves purposes of socially just education, and whether there are ‘special pedagogies’ for ‘special children’.

EDUC7062A: EDUCATION AND THE SOCIAL ORDER

The global world is currently characterised by increasing conflicts and opposing world views, threatening peaceful and productive relationships across different cultures. In many respects, it is these dynamics of contemporary societies that have led many to describe these current times as being also characterized by a “politics of difference” and/or a “politics of identity” With this in mind, this course focuses on understanding the constitutive dimensions of the current global political economy, theories about diversity and theories on the problematics around democratic participation and citizenship in such contemporary contexts. Teachers, policy makers and other key decision-makers in the field of education, in particular, will find this course useful and will develop a critical awareness of the issues that could empower them in the development of their competences to engage with such current challenges in theoretically informed ways.

The course focuses on three key areas, namely the characteristics of postmodernity and the “politics of difference and identity”; diversity and democratic citizenship.

In the first part of the course, the theoretical focus is on understanding the development and features of the postmodern condition. It will include coverage of the global political economy and an understanding of how and why the “politics of difference” and “identity” seem to predominate in current times.

The second part of the course aims to problematize diversity using the lens of feminist theory. Contemporary cases of social injustice, oppression,

marginalisation and exclusion, drawing on various feminist theorists, will receive attention. Questions to be addressed include: what perspective does feminist theory give us on issues in the social order such as oppression, discrimination, and marginalization? How does feminist theory view religion and gender, rape, including ‘corrective’ or ‘lesbophobic rape’, conceptions of marriage and family, and sexual orientation?

In the third part of the course, the focus is on issues related to democratic participation and citizenship in current contexts. It will include coverage of theories of democracy, citizenship, and participation. As a point of departure, it shows that democracy does not rest on homogenizing models of identity. Given this setting, it offers a substantial notion of citizenship in the context of the diversity of a pluralistic democratic society. To this end, public reasoning by free and unconstrained citizens is required for participation in post-modern democratic societies. Furthermore, ways in which current social orders are challenged to ensure an inclusive and democratic citizenry within the context of global order will receive specific attention.

EDUC7141A: TRANSFORMATIVE PRACTICES IN TEACHING AND EDUCATION RESEARCH

This course explores interventionist and arts-based methods for transforming educational practice and research. Students engage in critical debates about educational practices through exploring a range of transformative pedagogies as a means to engage with the cultural complexities that characterize post-conflict society. Through analysing case studies and participating in field work, students experience pedagogical encounters that foreground their becoming-with thinking- making-doing practices. Such encounters contribute to the development of a critical framework for research-creation that attends to the “in(tensions)” of doing work in a decolonial context.

MARANG CENTRE FOR MATHS AND SCIENCE EDUCATION RESEARCH

Coordinator: *Dr Batseba Mofolo-Mbokane*, Tel: 717 3411

Email: batseba.mbokane@wits.ac.za

Mathematics Education Stream

Under certain circumstances, students may be permitted to enrol for two or more courses in mathematics or science education in the Faculty of Science. The M Ed with a focus on Science or Mathematics Education aims to cultivate critical thinkers and develop an awareness of the current problems and issues in mathematics and science education, and promote discussion on ways of addressing these problems in the Southern African context. A sample of courses is listed below. (For a selection of courses see the Faculty of Science course booklet.)

FIRST SEMESTER OPTIONS

EDUC7094A: THE LEARNING AND TEACHING OF MATHEMATICS

The course deals with understanding and researching mathematics classrooms. We cover major theories of learning, including cognitive, constructivist, socio-cultural and situative theories. We explore the implications of these theories for what counts as mathematical knowledge in the classroom and for pedagogy. We also look at ways of researching teaching and learning in South African mathematics classrooms, looking particularly at teacher-learner interaction, including teacher questioning and learner participation. All of this is underscored by the need to promote equity and excellence in mathematics learning in South Africa.

SECOND SEMESTER OPTIONS

SCED7017A: Current issues in Mathematics Education (CiME). CiME is a master's course developed by the Division of Mathematics Education at Wits School of Education. The CiME course includes three modules: ICT in Mathematics Education (IME), Mathematical Modelling and Applications (MMA), and Mathematics Teacher Practices (MTP).

SCIENCE EDUCATION STREAM

Coordinator: *Caleb Mandikonza*

FIRSTSEMESTEROPTIONS

EDUC7033A: The Teaching and Learning of Science

This course deals with past and current developments in theories on the learning and teaching of science including personal social and situative theories; It also looks at the philosophy of science and science education with an emphasis on relationships between learning theories and the generation of knowledge. These ideas are linked to how they may inform research in science classrooms in the context of the need for equity and sound practice in science learning. Finally, we examine the implications these theories have for the nature of classroom scientific knowledge and its pedagogy.

SECOND SEMESTER OPTIONS

EDUC7143A: Current issues in Science Education

This course explores Science Education in South Africa and the world from the perspective of current and contemporary issues. The course is developed by taking cognizance that education has to respond to educational issues that are prevailing in a constantly dynamic world and educationally prepare the society for future changes. To this end, it focuses on pedagogic and content concerns on techno-scientific issues including Remote / Online teaching and learning; STEM; ICT; Education for Sustainable Development; Decolonisation; socio-cultural and socio-scientific issues. Participants will look at how education can be better structured and implemented to respond to prevailing issues as well as how it can prepare educators for changes in the future. The course offers students with a variety of lenses of looking into education which potentially widen their horizons on the different and interacting facets of the educational field. In so doing the course seeks to develop pedagogical content knowledge (PCK) and technological pedagogical content knowledge (TPACK) for a more rounded citizenry in educational practice and research.

SECOND SEMESTER:

Additional third elective course for all packages (Subject to the consent of the MEd coordinator for your area of specialisation.)

EDUC7141A: Transformative Practices in Teaching and Education Research

This course explores interventionist and arts-based methods for transforming educational practice and research. Students engage in critical debates about educational practices by exploring a range of transformative pedagogies as a means to engage with the cultural complexities that characterize a post-conflict society. Through analysing case studies and participating in field work, students experience pedagogical encounters that foreground their becoming-with thinking-making-doing practices. Such encounters contribute to the development of a critical framework for research-creation that attends to the “in(tensions)” of doing work in a decolonial context.

B ED (HONS) MODULES

FIRST SEMESTER

EDUC4129: EDUCATIONAL THEORY: RESEARCH AND ENQUIRY I

Course Coordinator: *Dr Ramsarup*, Tel.011 717 3076

SECOND SEMESTER

EDUC4130: EDUCATIONAL THEORY: RESEARCH AND ENQUIRY II

Course Coordinator: *Dr Ramsarup*, Tel.011 717 3076

ADMINISTRATIVE PROCEDURES AND OTHER ARRANGEMENTS FOR THE DEGREE OF M ED BY COURSEWORK (CW) AND RESEARCH REPORT (RR)

STUDY EXPECTATIONS AND REQUIREMENTS

The study programme for full-time and part-time students is guided by the following:

- (1) **Full-time** students will complete their course options, Research Design and, if possible, the Research Report within one year following registration. A full-time student who is required to complete part of the B Ed (Hons) will do so concurrently.
- (2) **Part-time** students will complete their course options and Research Design in the first year of registration. In the second year of study, students will complete the Research Report.
- (3) A part-time student who is required to complete Educational Theory courses EDUC4005 and EDUC4006 will be registered as an occasional student while he/she completes these. This may take place in the year before registration as an M Ed student.

Depending on how fast students work, it is recommended that students take between five and eight hours to prepare properly for a single M Ed seminar class. In addition, as study and research at the Masters level require independent thinking and work, students should be prepared to spend a significant part of their time reading independently, outside of the prescribed reading for seminars and essays. Students need to do the preliminary/recommended readings in the chosen courses.

Each M Ed course outline will mention the various assignments that students must complete (and their assessment criteria) as well as what makes up the Due Performance (DP) requirements, which include students

attending at least 80% of classes/seminars as well as submitting course assignments on the due date specified in the course outline.

ASSESSMENT AND EXAMINATIONS OF MED COURSES, INCLUDING DEFERMENT

Candidates must obtain at least 45% for each year mark component and the examination for each course.

Repetition of a failed course is normally not allowed. In exceptional circumstances, at the discretion of the Chair of the Graduate Studies sub-Committee in Education, a student may be allowed to repeat a maximum of one course.

Course results will be communicated to students after the exam is written. Provisional examination results are the results of the course presenters which have not yet been marked by an external examiner. Unconfirmed results of course are results which have not yet been confirmed by the School Board of Examiners which usually sits early in December.

Submission Requirements for Examination equivalents

Examination Equivalents are to be submitted on the date and time stipulated. An examination attendance register is to be completed by the student upon submission of her/his Examination Equivalent script and a student card must be presented for identification.

No examination equivalent scripts will be accepted by academic staff. Support staff in charge of accepting examination equivalents will not accept these examinations after the stipulated date and time. If there is an exceptional reason why a student is unable to hand in his/her examination equivalent on time, he/she is required to apply for a deferred examination by submitting the appropriate form together with all supporting documents to the Faculty Office. Forms must be submitted within 3 days of the

examination (preferably earlier). Deferred examinations can only be granted by the Assistant Dean (postgraduate) or her/his delegate. If the deferred examination is granted, the student will be notified of the date of the deferred examination.

Note: Examination equivalents may not be discussed with anyone, nor be edited or proofread by anyone except the student. A declaration to this effect is to accompany submissions.

M ED COURSE: QUALITY ASSURANCE PROCEDURES

The Wits School of Education is committed to quality teaching and learning and relies on various quality assurance processes to ensure that all postgraduate courses benefit from some forms of evaluation every time they are offered. The presenters of M Ed courses are expected to choose one form of evaluation for each course they offer (whether peer evaluation and/or student evaluation) which shall be administered and processed by an objective outsider.

STUDENT GRIEVANCES PROCEDURE

Students are requested to follow the normal institutional grievances procedures when encountering problems or when wanting to report complaints about aspects of their courses or with presenters of their courses. These procedures are as follows:

The first step is for the student to bring these issues directly to the attention of the presenter(s). Where a student feels uneasy about doing so, for some legitimate reason, he/she then has the responsibility of reporting the matter to his/her M Ed package coordinator. Thereafter, if he/she feels there is no satisfactory progress, to the M Ed overall programme coordinator. The programme coordinator will assure the student of the confidentiality of his/her issues while addressing these in an appropriate professional manner and will come back to the student with appropriate solutions or recommendations.

CONDITIONS OF AWARDING THE DEGREE WITH DISTINCTION

To achieve a distinction in the M Ed degree, students need to achieve an aggregate of at least 75% for the coursework component of the M Ed AND at least 75% for the research report. These marks cannot be combined to give an ‘overall’ result of 75% (e.g. 80% for the coursework and 70% for the research report).

PROCEDURES RELEVANT TO THE MEd RESEARCH PROPOSAL

GENERAL PRINCIPLE

The formal assessment for the Research Design course is the successful completion of the MEd Research Proposal.

PROPOSAL SUBMISSION

1. The Research Proposal, which should not exceed 4000 words, is submitted to the Faculty Office, second floor, Administration Building, Education Campus on the date set by the presenter of the research design course. Proposals finished earlier may be submitted before that date.
2. Two hard copies and one electronic copy of the Proposal must be submitted to the Faculty Office. (It is the student’s responsibility to ensure that these are identical)
3. If revisions of the proposal are required by the external examiner, these should be made within two weeks and two hardcopies submitted to the Faculty Office.
4. A student whose research proposal was failed by the external examiner will be excluded from the MEd.

DEFERRED EXAMINATIONS OF RESEARCH PROPOSALS

The Research Proposal, which is due in 6 months for full-time students and on the date and time set by the course and programme coordinator for part-time students. Extensions on the proposals cannot be granted. In unforeseen or unusual circumstances, as with any other examination, an application can be made for a deferment. This application must be made by the student, in writing by email, giving full details of the reason for the request, and must be accompanied by motivation from the supervisor to the programme coordinator: Dr Presha Ramsarup, Presha.ramsarup@wits.ac.za. Except in the case of medical emergencies (which should be certified by a medical practitioner), the application for deferment should be submitted two weeks before the proposal submission dates. Students will be informed in writing if their application for deferment has been successful, and, if successful a deferred date will be given. Failure to submit on the due date, or on the deferred date (if granted) will result in a FABS (Failure – absent) result being recorded.

ETHICS APPROVAL

An ethics application must be submitted to the Wits School of Education’s Research Ethics Committee for clearance. The Wits School of Education’s Research Ethics Committee is part of the University’s Ethics Committee and its purpose is to ensure that the rights of the research participants being researched are protected. **It is illegal for students to begin their research without ethics approval.**

All applications need to clarify whether the research participants can be considered ‘vulnerable’ populations, if the intended research may be ‘invasive’ and if it can potentially cause ‘harm’. ‘Vulnerable’ populations refer mainly to those people who are below the age of 18 years old, and “invasive” research refers to research which administers tests that could affect a person’s body or health, the performance of surgery of some sort or the administration of medication. Included in the Committee’s considerations is whether the proposed research will cause ‘harm’ to the research subjects. You are referred to the booklet “From application to graduation for more details in this regard.

Your supervisor will take you through these considerations and will help you complete the online application. You should make yourself familiar with the deadlines set for applications and start early! Please note that all MDISS and Honors students have ethics classes. You are invited to that class and we communicate to students and supervisors as soon as the class is opened. Students use Ulwazi independently like they do with their normal classes (Ms Matsie Mabeta and Dr Abdulhamid Guides them through all ethics processes and load all documents on Ulwazi). Ms Matsie Mabeta is the School Ethics administrator, in Room A206 (Tel: 011 717-3416) on the Education Campus.

POSTGRADUATE SUPERVISION AND SUPERVISOR/STUDENT RELATIONSHIP

Students registered for Research Design will be allocated a supervisor three weeks into the course at the latest, according to their research topic and after consultation with the Heads of the Division of their chosen package and/or their package coordinator. Packages will guide students as to the kinds of viable research topics.

It is important to understand that the research project is not a structured taught course but requires supervisors and students to assume their respective roles and responsibilities in these endeavours. Therefore, a statement of principles guiding this relationship has been drawn up and should be signed by the student and supervisor and appended to their research proposal when it is submitted. It is a good idea for both students and supervisors to read and discuss this document during their first meeting. This is reproduced at the end of this booklet, will be handed out in the Research Design course and is available electronically from the Faculty Office and the M Ed coordinator.

To understand more fully what is involved in postgraduate research supervision, a book entitled *Expectations for postgraduate research: a guide for students and supervisors* is available for students and supervisors from the Faculty Office, second floor, Administration Building, Wits Education Campus). This booklet will also be handed out at the M Ed orientation at the beginning of the year.

STATEMENT OF PRINCIPLES FOR POSTGRADUATE SUPERVISION

In a context of academic freedom and within a framework of individual autonomy and the pursuit of knowledge, this statement is written in the belief that there should be a reciprocal relationship and mutual accountability between supervisor and student. This form is available from the faculty office and must be signed and submitted with the research proposal and research report.

THE SUPERVISOR AND THE STUDENT

1. Will establish agreed roles and clear processes to be maintained by both parties. In the case of joint supervision, everybody's role needs to be clarified.
2. Will meet regularly and as frequently as is reasonable to ensure steady progress towards the completion of the proposal, research report, dissertation, or thesis. This time varies but the normal minimum requirement for face-to-face contact spread across each year of registration is 10 contact hours for an Honours project, 15 contact hours for a Master by research report and 24 contact hours for a Master by Dissertation and a PhD.
3. Will keep appointments, be punctual and respond timeously to messages.
4. Will keep one another informed of any planned vacations or absences as well as changes in his or her personal circumstances that might impact the work schedule. Unplanned absences or delays should be discussed as soon as possible, and arrangements should be made, to catch up on lost time.
5. Will ensure that research on animal or human subjects is conducted according to the procedures and the requirements of the relevant University Ethics committee.
6. Will together complete progress reports on the research project, as requested by each Faculty Graduate Studies Committee.

THE SUPERVISOR

1. Undertakes to guide the student's research project in relation to the design and scope of the project, the relevant literature and information sources, research methods and techniques and methods of data analysis.
2. Has a responsibility to be accessible to the students.
3. Will be prepared for the meeting with the student. This includes being up to date on the latest work in his/her area of expertise.
4. Will expect written work as jointly agreed and will return that work with constructive criticism within a timeframe (a suggestion of two to four weeks) jointly agreed upon at the outset of the research.
5. Will provide advice that can help the student to improve his/her writing. This may include referrals for language training and academic writing. The supervisor will guide technical aspects of writing such as referencing as well as discipline-specific requirements. Detailed correction of drafts and instruction in aspects of language and style are not the responsibility of the supervisor.
6. Will support the student in the production of a research report, dissertation, or thesis. Provision should be allowed for adequate, mutually respectful, discussion around recommendations made.
7. Will assist with the construction of a written schedule which outlines the expected completion dates of successive stages of the work.
8. Will ensure the student has the opportunity to present work at postgraduate/ staff seminars/national/international conferences as appropriate.
9. Will assist with the publication of research articles as appropriate.

10. Will discuss the ownership of research conducted by the student under the University guidelines and rules on intellectual property, co-authorship and copyright.
11. Will ensure that the research is conducted in accordance with the University's policy on plagiarism.
12. Will ensure that the student is made aware in writing of the inadequacy of progress and/or of any work where the standard is below par. Acceptability will be according to criteria previously supplied to the student.
13. Has a duty to refuse to allow the submission of sub-standard work for examination, regardless of the circumstances. If the student chooses to submit without the consent of the supervisor, then this should be clearly recorded, and the appropriate procedures followed.

THE STUDENT

1. Undertakes to work independently under the guidance of the supervisor. This includes reading widely to ensure that the literature pertinent to his/her chosen topic has been identified and consulted.
2. Is obliged to make appointments to see the supervisor and will arrange meeting times well in advance.
3. Will think carefully about how to get the maximum benefit from these contact sessions by planning what he/she wants in these sessions.
4. Should submit written work for discussion with the supervisor well in advance of a scheduled meeting. The kind and frequency of

written work should be agreed upon with the supervisor at the outset of the research.

5. Written work that is submitted should be relatively free from basic spelling mistakes, incorrect punctuation and grammatical errors. Responsibility for the accuracy of language, the overall structure and the coherence of the final research report, dissertation or thesis rests with the student.
6. Undertakes to heed the advice given by the supervisor and to engage in discussion around suggestions made. Ultimately the student has to take responsibility for the quality and presentation of the work.
7. Should strive, within reasonable bounds, to maintain a focus on his/her research area and to work within the agreed time schedule.
8. Will prepare material for presentations at seminars and conferences.
9. Undertakes to submit papers for publication.
10. Agrees to honour agreements about ownership of the research and in accordance with the University's guidelines and rules in relation to co-authorship, copyright and intellectual property.
11. Will ensure that the work contains no instances of plagiarism and that all citations are properly referenced and that the list of references is accurate, complete, and consistent.
12. Agrees to work in accordance with the criteria of acceptability as supplied by the supervisor.

13. Undertakes not to place the supervisor under undue pressure to submit work for examination until the supervisor is satisfied that it has reached an acceptable level of quality.

We confirm that we have read and understood the Statement of Principles for Postgraduate Supervision statement and agree to be guided by its principles for as long as we continue to work together.

Name of student: (in CAPITALS)

Student number:

Student's signature:

Name of supervisor:

Supervisor's signature:

The broad area of study is:

The provisional submission date is:

Degree:

School:

Faculty:

Date:.....

Specific agreements pertaining to ownership and joint publication, funding, may be attached and signed

GRIEVANCE PROCEDURES.

It should be acknowledged that during the research that both students and supervisors can feel aggrieved. In this event, these matters should be dealt with as swiftly as possible by the parties involved and, if necessary, the appropriate Postgraduate Coordinators and Committees. There is, in addition, a University Grievance Policy to help guide deliberations.

PROCEDURES RELEVANT TO M ED RESEARCH REPORT

RESEARCH REPORT SUBMISSION

1. For a full-time student, registering for the first time in 2024, the date of submission of the Research Report is 15 February 2025.
2. For a part-time student, registering RR for the first time in 2024, the date of submission of the Research Report is 15 February 2026.
3. If a student requires an extension, the supervisor will have to motivate it on behalf of the student.
4. Three bound copies and one identical electronic copy are submitted to the Faculty Officer for examination.
5. If corrections are required by the examiners, they must be made to the satisfaction of the Graduate Studies sub-committee in Education, and two further unbound copies and an electronic version of the final Research Report (or Dissertation) will have to be submitted to the Faculty Officer.
6. To cover the cost of the electronic version, which is kept in Wits archives, the student is required to pay a fee.

Note: Students who have not completed their Research Report at the end of an academic year have two options:

- 1) If students and supervisors feel the need to apply for an extension of one month, they should both motivate it to the programme coordinator six weeks before the formal deadline of mid-February**
- 2) If students and supervisors feel the report will not be completed by mid-March of the next year, students will be asked to re-register for Research Report Extension. The fee is that for the whole year, irrespective of the time in the academic year by which the report will be completed.**

TERM DATES for WSoE

The postgraduate lectures start on Monday, 12 February 2024. Other dates will be announced in due course.