

B Ed Hons Discipline streams 2024

Introduction

Dear Student

Unisa provides next year (2024) the opportunity to enrol for a specialised B Ed Honours in any one of the streams (or educational sub-fields) below. Your degree certificate will also specify the sub-field.

A description of the focus of each stream is provided here. This document will assist you to choose the educational sub-field you want to specialise in.

It is important that you choose your stream from the beginning since you need to take the stream-specific module in the first year before you can proceed with the related research project module (HREDU82).

The following streams are available:

- Adult Community Education and Training (ACET)
- Curriculum Studies (CUS)
- Early Childhood Education (ECE)
- Education for Sustainable Development (ESD)
- Educational Leadership and Management (ELM)
- History of Education (HED)
- Inclusive Education (IEE)
- Information Communication Technologies in Education (ICTE)
- International and Comparative Education (ICE)
- Language Education, Arts and Culture (LAC)
- Mathematics Education (MAT)
- Open Distance and e-Learning in the Higher Education (ODL)
- Philosophy of Education (PSE)
- Psychology of Education (PSY)
- Science Education (SCE)
- Sociology of Education (SOE)

- Technology Education (TEC)

Adult Community Education and Training (ACET)

The B Ed Hons module Adult Teaching, Learning and Development (HED 4803) is part of the ACET stream in the Department of Adult Community and Continuing Education (DACCE). The module provides students with a deep understanding of the development, learning and assessment of the theories, development and policies informing adult community education and training. The module also provides students with skills, knowledge and insights to explore an area of research interest in an adult community, education and training. HED4803 offers an opportunity to do a research project based on a topic of your choice in the Research Project Module (HREDU82). Research topics may include the policy in adult and community issues; andragogical theory and adult learning principles and community colleges and their impact on socio-economic, political and development landscapes.

Curriculum Studies (CUS)

The purpose of the Curriculum Studies stream is to provide students with a comprehensive understanding of curriculum theory to enable them to develop innovative and contextually relevant responses to curriculum issues. The stream aims to equip students with the knowledge and skills needed to critically analyse curricula as well as understand the broader social, cultural, and political contexts in which curricula and teaching operate. Students will explore various perspectives on curriculum, including those informed by educational philosophy, psychology and sociology. Students will need to complete the module HED4802 before embarking on a Curriculum Studies research module (HREDU82-Curriculum Studies). The research module will allow students to focus on researchable problems related to curriculum approaches, content, teaching methods, curriculum resources etc. in their own contexts and research current challenges in education.

Early Childhood Education (ECE)

The B Ed Hons Early Childhood Education (ECE) stream introduces you to the field of theories and pedagogies in ECE through the module *Perspectives and pedagogies in the early years (birth to nine)* (HED 4808). The module resides in the [Department of Early Childhood Education](#). HED4808 offers an opportunity to do a research project based on a topic of your choice in the Research Project module (HREDU82). HED4808 is aimed at building a good foundation in the theoretical perspectives and pedagogies in ECE. Students are expected to engage, interrogate, and compare the dominant and indigenous perspectives. They are also expected to thoroughly analyse and evaluate various theories and pedagogies to determine their applicability in policymaking and practice. This module will culminate in a research project to fulfil the requirements of the programme.

Education for Sustainable Development (ESD)

Empower yourself with the knowledge and skills needed to drive positive change through our innovative module, *Education for Sustainable Development* (HED4815). This module is designed to provide students with a comprehensive understanding of the dynamic landscape of Education for Sustainable Development (ESD). Through this transformative learning journey, you will delve into the theories, principles, perspectives, and approaches that underpin ESD, enabling you to critically interpret and contextualise these fundamental concepts. Our module will equip you to explore the latest trends and debates in ESD, guiding you to critically assess emerging ideas and issues that shape the field. At the heart of this module lies the philosophy of design thinking and problem-solving, fostering your creative and critical thinking abilities. You will gain insights into the fundamental philosophical principles of the design process and its application in solving real-world environmental challenges. By embracing this mindset, you will learn to analyse and engage with the complexities of sustainable development issues effectively. We go beyond theory, helping you bridge the gap between conceptual knowledge and practical implementation. You will develop a profound understanding of the ESD curriculum, considering its contextual relevance and historical significance. The lecturers of HED4815 will guide you in exploring innovative teaching, learning, and assessment strategies tailored for diverse classrooms, ensuring your ability to make a meaningful impact on education. But that is not all – we recognise the importance of integrating Indigenous Knowledge Systems (IKS) and related aspects, such as Africanisation and Ubuntu, into the realm of ESD. Through this module, you will explore the intricate relationships between these concepts, understanding how they contribute to a holistic approach to sustainable development education. As a student, you will also be expected to conduct a mini-research project on some of the delicate ESD topics/issues. By completing this module, you will be empowered to address authentic environmental challenges within real-life contexts, leveraging your newfound expertise to make a substantial contribution to society. Join us in shaping a more sustainable future through knowledge, innovation, and action.

Educational Leadership and Management (ELM)

Unlock your leadership potential with the cutting-edge learning programme of our B Ed Honours Module, *Educational Leadership and Management* (HED4812), as well as the opportunity to do a research project based on a topic of your choice in the *Research Project* module (HREDU82). The modules are designed specifically for students in an educational context, and delves into the latest leadership styles and strategies. Gaining insights from real-world examples, empowers you to navigate the dynamic challenges of modern academia. Elevate your skills and competences through interactive modules, expert guidance, and peer collaboration. Whether you aspire to lead a classroom, institution, or educational initiative, this programme equips you with the knowledge and tools to excel. Embrace innovation, drive change, and become a trailblazer in education. Your journey to impactful leadership starts here.

History of Education (HED)

The purpose of the module *History of Education* is to provide students with a critical sense of location in the South African education system that will enable them to interpret past and present education developments. The educator will subsequently be able to play a role in contributing towards future education provision, demonstrating responsiveness to changing circumstances and societal needs. The module has a strong South African focus and concentrates on historical topics that have traditionally been neglected. It employs a decolonisation theoretical framework to assist the student in understanding why history education and education in general is in a process of transformation. The module encourages research into local and national issues with the intention to stimulate critical thinking and to make the history educator aware of the centrality of research as an integral part of teaching.

Students are encouraged to register for this module to provide a background and introduction to the state of education in South Africa. Given that history is destined to become a compulsory teaching subject from grade 4 to 12, a history specialization will broaden the career prospects of teachers with this module as part of their professional and academic knowledge.

Inclusive Education (IEE)

The B Ed Hons in Inclusive Education stream offers programs that develop positive attitudes, knowledge, skills, and values to respond to learner diversity. Another focus of this stream is to conduct innovative research about diversity that influences policy and practice for the advancement of humanity. The module *Putting Inclusive Education into Context* (HED4810) develops your knowledge and understanding of Inclusive Education (IE) in the South African context. You are equipped to actively participate in current debates on IE, and to exhibit skills and knowledge to conceptualise IE and apply it in different epistemologies and paradigms. Furthermore, you are equipped with knowledge, skills and understanding on applying the universal design for learning and other inclusive education practices in an African context. The module also prepares you with research competencies in Inclusive Education. You will do a research project based on a topic of your choice in the Research Project module (HREDU82). You will be invited to select a topic from the areas of specialization available in the Department of Inclusive Education.

Information Communication Technologies in Education (ICTE)

In the field of Information Communication Technologies in Education (ICTE), our specialization module, HED4816, serves as your gateway to a transformative educational journey. This module, which is a prerequisite for the Research Project (HREDU82) undertaken in your second year of study, is designed to provide you with a profound understanding of contemporary aspects shaping the ICT education landscape. You will delve deep into relevant theories that drive innovation in teaching, learning, and assessment within ICT education. Moreover, you will gain invaluable expertise in conceptual and procedural knowledge, which is essential for design thinking and problem-solving in this dynamic field. Our module empowers you with practical skills to

address real-world technological challenges within diverse contexts, including indigenous perspectives, enabling you to make a meaningful impact on society. As you progress to the Research Project in the ICTE specialisation area, you will be well-equipped to contribute significantly to the ever-evolving world of ICT education.

International and Comparative Education (ICE)

The increasing reference to the world as a “global village” is epitomized in education and demonstrated practically in educational reforms and educational systems at a global level. This module: *International and Comparative education* (HED 4806), focuses on world educational systems but emphasizes the importance of the national educational system’s structure, content, curriculum and history. As educators doing the B. ED (Hons) this module forms part of the basic knowledge necessary to understand the South African educational system. The module will explore the development and current contexts of education in South Africa as well as systems of education. Educators/students will engage with the global and international scenarios, case studies and their own teaching contexts to explore the provision of education and issues of quality and sustainability.

The module draws on decolonization and Africanisation theories to provide a conceptual and analytical framework to understand and interpret global educational matters. Issues of inequality, social justice, multilingualism and diversity are all included in this module. Selected African projects are included to show that Africa was once a vibrant educational centre of the world, and that colonization came to destroy all that and imposed a Eurocentric worldview which is now regarded as outdated and irrelevant and in need of transformation. Following the demands of students for curriculum renovation, this module embraces the challenges facing educational policy and practice. The module therefore promotes research into educational systems of the world with reference to the South African system of education. Topics that have become popular with our students are the following: education in India, Turkey, Chili Ghana, Cuba, Islamic Republic of Iran, education developments in the European Union, higher education in the Global South.

Language Education, Arts and Culture

The B Ed Honours in Language Education provides students with a thorough grounding in the principles and theories of language teaching and language learning in a multilingual context in the module Language Education (HED4807). On the successful completion of the module HED4807 students may register for HREDU82, the research project. The qualification will enable students to use their advanced knowledge of language teaching and learning to improve their own language education practices. The modules will prepare students to conduct research on language issues such as innovative language teaching and assessment strategies, multilingualism, and incorporating indigenous knowledge systems in language teaching and learning.

Please visit the Department Language Education, Arts and Culture for more information.

<https://www.unisa.ac.za/sites/corporate/default/Colleges/Education/Schools,-departments,-centres-&-institutes/School-of-Teacher-Education/Department-of-Language-Education,-Arts-and-Culture>

Mathematics Education (MAT)

The module *Mathematics Education* (HED4813) is part of the Mathematics Education (MAT) stream. In a unique way, the module is bridging between the Bachelor's and Master's degrees. The theoretical basis upon which Mathematics Education is founded, the philosophical underpinnings of curricula, the current trends and developments in pedagogy and the fine art of modern assessment are addressed. Particular emphasis is laid on mathematical modelling, problem-solving as a higher order cognitive skill, indigenous knowledge systems and Africanization. The module, in five learning units, features information on topics as accredited by SAQA, self-do activities to keep the student engaged and part of the active discourse and reference to further reading. Two assignments are done in preparation and build-up towards a fully-fledged summative assessment, a research project in the form of a case study, where the student sources from the module as a whole and contribute their autonomous research in application of the theory provided in the learning units. The case study will be situated in a South African context and will incorporate possible discrepancies between the intended curriculum at the policy making level and the implemented curriculum at the practical level; and how modelling as a problem-solving strategy in a chosen topic may draw the intention and the practice of mathematics education closer together. To avoid issues of ethical clearance for data collection, the case will be described and material for critical analysis will be provided. Students will have to do a document study of a part of the curriculum policy, and conduct an autonomous literature search to provide possible solutions to the problem stated in the case. Innovative and creative approaches will be needed to make use of indigenous knowledge systems within the problem solving models.

Open Distance and eLearning (ODL)

Open Distance and eLearning (ODeL), is a rapidly growing field due to the flexibility and autonomy it offers to diverse students. This module offers grounding for students in the areas of Historical Foundations in ODeL; Theories and Frameworks that inform teaching and learning in ODeL contexts; the Open Education Movement and the Designing of ODeL Teaching and Learning for Accessibility. ODeL focus areas may be applied in higher education institutions, selected institutions in the basic education sector, Government Departments as well as in the corporate sector where professional capacity building is ongoing.

Philosophy of Education (PSE)

The B Ed Hons in Philosophy of Education provides you with an orientation into the field as a whole in the module *Philosophy in Education* (HED4804), as well as the opportunity to do a research project based on a topic of your choice in the *Research Project* module (HREDU82). You will also be invited to participate in one of the topics

the members in the [Department of Educational Foundations](#) specialise in. Doing philosophy in education enables the professional educator to reflect critically on the practices of education through the development of his/her/their own ideas about fundamental issues in education such as the aims of education, the nature of the pedagogical actions of learning and teaching, the nature of educational knowledge, and the role of education in a democratic society. Critical reflection on such fundamental questions also enables the educator to think constructively and imaginatively about alternative ways to promote teaching and learning. You will have the opportunity in the *Research Project* module to select a research project in topics such as gender education, education and democracy, ubuntu and African philosophy, decoloniality and Africanisation, and intersectionality.

Psychology of Education (PSY)

The B Ed Hons in Psychology of Education provides you with a deep understanding of teaching and learning within Psychology of Education theory and introduce you to a range of readings to enable you to develop innovative and contextually relevant responses to learning issues. As a student you will be required to investigate and interrogate knowledge and skills related to the dynamic interrelationship between teaching and learning within the context of Psychology of Education. You will conduct in the *Research Project* module (HREDU82) a research project of your choice aligned to the module (HED4803) and topics that are relevant and specialisation specific to, policy and practice in teaching and learning practices, learner support, social justice issues in learning and topics aligned to psychology of education.

Science Education (SCE)

The B Ed Hons Science Education stream introduces you to the field of theories and pedagogies in Science Education through the module *Science Education* (HED4817). The module resides in the Department of Science and Technology Education. SCE offers an opportunity to do a research project based on a topic of your choice in the Research Project module (HREDU82). HED4817 is aimed at building a good foundation in the theoretical perspectives and pedagogies in Science Education. The purpose of this module is to equip students with knowledge of contemporary aspects that underpin the curriculum and educational developments in Science Education. Students will be provided with a deeper understanding of theories that are relevant to science education teaching, learning, and assessment; and profound knowledge of conceptual and procedural knowledge that underpins the scientific investigations and processes. Furthermore, it further equips students with skills that enable them to solve authentic scientific problems embedded in real-life contexts, also taking indigenous contexts into consideration, to make a significant contribution to society.

Sociology of Education (SOE)

The Sociology of Education stream forms part of the B Ed Honours Programme and provides a critical reflection on descriptive theories and perspectives of sociology of education related to the role and structure of the school, social diversities, social

cohesion and social justice in society. The purpose of the stream is to equip students with the skills to critically analyse cultural and societal change, diversity, class, inequality, poverty, gender and more in relation to the total social construct with an ethical attitude towards educational processes and democratic values. Upon completion of the HED4809 module, students can pursue focused research activities linked to the HREDU82 option, allowing for intense engagement with researchable topics related to current social patterns and social phenomena evident in school and societal contexts.

Technology Education (TEC)

The B Ed Hons Technology Education (TEC) stream introduces you to the knowledge of contemporary aspects that underpin the curriculum and educational developments in Technology Education. The module *Technology Education* (HED4818) will provide you with knowledge of theories that are relevant to Technology Education, teaching, learning, and assessment. The module exists in the department of Science and Technology Education. TEC offers an opportunity to do a research project based on a topic of your choice in the *Research Project* module (HREDU82). The HED4818 module is aimed at providing profound knowledge of conceptual and procedural knowledge that underpins the design thinking and processes. It also focuses on the skills of entrepreneurship education and interpret the teaching and learning issues considering the role of Indigenous Knowledge Systems (IKS) and related aspects (Africanization, ubuntu, sustainable development, etc.). For more information you may visit the departmental website at [DeSTE website](#).