Department of Educational Foundations

Research focus areas of the department (2017)

- **History of Education**
  - history of South African education since 1948
  - oral history research method
  - missionary education
  - visual data analysis (physical/social artefacts)
  - Dutch/British colonial education (history of)
  - concentration camp education (history of)

- **Philosophy of Education**
  - African philosophy
  - African philosophy and education
  - ubuntu in education
  - cultural diversity
  - educational philosophies and schooling
  - philosophy for children (P4C) and critical thinking
  - indigenous knowledge systems and epistemologies
  - metaphors in education
  - teacher accountability
  - critical thinking
  - ICT in education/educational media

- **Socio-education**
  - family as socialisation agent
  - family dynamics, social structure and functioning
  - domestic violence (elder abuse, sibling abuse, child abuse)
  - gender-based violence
  - school as socialisation agent
  - school group dynamics
  - social values
  - social justice
  - problematic societal phenomena: alcohol and drug abuse, juvenile delinquency, sexual licentiousness, HIV/AIDS, youth suicide

- **Comparative Education**
  - comparison of education systems, curricula and teaching
  - ICT in education/educational media
  - early childhood education (comparative perspective)
  - language education, arts and culture education (comparative perspective)
  - adult education (comparative perspective)
  - science education (comparative perspective)
  - environmental education (comparative perspective)
  - mathematics education (comparative perspective)
Research projects that postgraduate students can participate in

<table>
<thead>
<tr>
<th>Name of project</th>
<th>Brief description of the project</th>
<th>Project leader</th>
<th>No of available positions for MEd students for 2017</th>
<th>No of available positions for PhD students for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering District Six: Lest it be forgotten</td>
<td>An NRF project located in the Socio/History/Education specialization. The project focuses on memories of residents who experienced ‘Forced Removals’ under apartheid in District Six, Cape Town. The purpose of the study is to record and interpret untold and forgotten stories, events, biographies, institutional histories that reflect the socio-historical milieu before and post-apartheid. Research support and opportunities are available for academic staff and postgraduate students for a period of three years to produce agreed upon research outputs. For academics the possibility of collaboration as co-author of articles in accredited journals exists. The project makes allowance to support four Masters students. A strongly motivated doctoral proposal will be considered.</td>
<td>Dr MN Davids</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Archaeology of Ubuntu</td>
<td>This is a study of two and half years with a budget of R2,2 million that will deploy ten researchers from CEDU to six provinces in South Africa and four Southern African countries (Botswana, Lesotho, Swaziland and Zimbabwe) to conduct oral-historical conversations (interviews) with community elders on ways in which ubuntu can serve as a moral theory, a public policy and a notion of communal justice.</td>
<td>Dr M Letseka</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Focused M & D programmes

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Qualification code</th>
<th>Course work/full research (MEd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEd in Socio-educa...</td>
<td>98454</td>
<td>Full research</td>
</tr>
<tr>
<td>MEd in Philosophy of Education</td>
<td>98451</td>
<td>Full research</td>
</tr>
<tr>
<td>MEd in History of Education</td>
<td>98440</td>
<td>Full research</td>
</tr>
<tr>
<td>MEd in Comparative Education</td>
<td>98417</td>
<td>Full research</td>
</tr>
<tr>
<td>PhD in Education</td>
<td>90019</td>
<td>Full research</td>
</tr>
</tbody>
</table>

Students need to clearly indicate in their concept document (statement of intent) whether they would like to focus on History of Education, Comparative Education, Socio Education or Philosophy of Education.

Details of individual supervisors and their research interests or fields of expertise

<table>
<thead>
<tr>
<th>Name of supervisor</th>
<th>Research interest / field of expertise</th>
<th>No of positions for MEd students still available for 2017</th>
<th>No of positions for PhD students still available for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof J Seroto</td>
<td>• indigenous knowledge systems • history of education • missionary education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Prof J Booyse</td>
<td>• history of South African education since 1948 • education change • teacher and principal responsibility-taking • teacher accountability • metaphors in education • research methodology • education management</td>
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<tr>
<td>Name</td>
<td>Focus Area</td>
<td>Row 1</td>
<td>Row 2</td>
</tr>
<tr>
<td>--------------------</td>
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<td>-------</td>
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</tr>
<tr>
<td>Dr MN Davids</td>
<td>history of education</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>transformation in education</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>teacher education (pre and in-service)</td>
<td></td>
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<tr>
<td></td>
<td>teaching practicum assessment</td>
<td></td>
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<tr>
<td></td>
<td>assessment</td>
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<tr>
<td></td>
<td>social theory</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>memory work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs S Du Piessis</td>
<td>family dynamics, social structure and functionin</td>
<td>2</td>
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</tr>
<tr>
<td></td>
<td>domestic violence</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>gender-based violence</td>
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<tr>
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<td>school as socialisation agent</td>
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<td>school group dynamics</td>
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<td></td>
<td>social values</td>
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<tr>
<td></td>
<td>social justice</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>problematic societal phenomena: alcohol and drug abuse, juvenile delinquency, sexual licentiousness,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>HIV/AIDS, youth suicide</td>
<td></td>
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</tr>
<tr>
<td>Prof VG Gasa</td>
<td>diversity, social justice and gender studies</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>inclusivity and support of learners with diverse needs</td>
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<td></td>
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<tr>
<td></td>
<td>aggressive behaviour, violence, xenophobia</td>
<td></td>
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<tr>
<td></td>
<td>peace education</td>
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<td></td>
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<tr>
<td>Prof LG Higgs</td>
<td>life-long learning</td>
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<tr>
<td></td>
<td>gerontology</td>
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<tr>
<td></td>
<td>social justice</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>adult education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>philosophy of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr HJ Kriek</td>
<td>professionalism in teaching</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>mentorship in teaching practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>interrelatedness between society and schools</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>implementation of teaching practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>socio-education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof CS Le Roux</td>
<td>oral history research method</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>visual data analysis (physical/social artefacts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>teaching science process skills</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Dutch/British colonial education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>concentration camp education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>environmental education and science education</td>
<td></td>
<td></td>
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<tr>
<td>Dr MM Letseka</td>
<td>African philosophy</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>African philosophy and education</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>ubuntu and education</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>philosophy for education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr M Letseka</td>
<td>university student retention, ICTs and education</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td>indigenous epistemologies</td>
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<td></td>
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<tr>
<td>Mr L Luvalo</td>
<td>education and social transformation</td>
<td>4</td>
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</tr>
<tr>
<td></td>
<td>international and multi-cultural education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr KJ Maluleka</td>
<td>early childhood education</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>adult education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>indigenous technology as part of an indigenous knowledge system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs SM Matlabe</td>
<td>adult education (philosophical perspective)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>adult education (history of)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>adult education (comparative perspective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>adult education (socio-education)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Models of supervision
The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

Opportunities regarding external supervision
External supervisors will be considered if a suitable supervisor is not available in the department.

Contact details of the department
Prof JJ Booyse: Working from home, tel: 073 944 1728, e-mail: Boysjj@unisa.ac.za
Prof. J Seroto: AJH 6-80, Tel: 012 429 4579, e-mail: serotj@unisa.ac.za (CoD)
Prof. LDM Lebeloane: AJH 6-16, Tel: 012 429 443, e-mail: lebelldm@unisa.ac.za (Executive Director)

Admission requirements, selection criteria and selection information relevant for prospective master’s and doctoral students

Master of Education
An appropriate Bachelor of Education Honours degree, or a postgraduate diploma, or a 480 credit Bachelor of Education degree with a minimum of 96 credits at NQF level 8 is required. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio of evidence or working through a prescribed reading list – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department's capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education
An appropriate Master of Education degree preferably related to the field of study is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submitting a portfolio – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department's capacity to provide expert supervision and the requisite qualification listed above.

Supporting documentation to be submitted with application
For masters:
All relevant documentation as specified by the Department of Master’s and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the department’s website prior to submitting their application and should propose the name of his/her preferred supervisor in his/her concept document. Supervisors in the college supervise across departments. Students are

Mr N Ndwandwe
- various aspects of socio-education

Prof MP Van Niekerk
- values in education
- complexity theory thinking and higher education influence of educational philosophies on schooling
- influence of underpinning values and ideologies on educational policies
therefore advised to consult the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

**For doctorate:**

All relevant documentation as specified by the Department of Master's and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 700–800 words which outlines the intended research area, problem statement and a working title. In addition, a list of ten articles and four books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor in his/her concept document.

Students need to clearly indicate in their concept document (statement of intent) whether they would like to focus on History of Education, Comparative Education, Socio Education or Philosophy of Education.

**Selection procedures followed in the selection of candidates for postgraduate studies**

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School and the Head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Incomplete applications will not be considered.

The department’s internal supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department’s prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): student’s academic record and experience in and understanding of research methods (30%); concept document (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The department will keep record of all applications and reasons will be provided for unsuccessful applications.

**Possible alternative pathways**

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicants whose degrees do not clearly correspond to the department’s admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) but who possess applicable experience in research or working experience relevant the field of interest, that may qualify them for admission to a master’s or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the Chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

- Applicants who apply for a master’s degree on the strength of a postgraduate diploma or a 480 credit bachelor’s degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.

- Applicants who do not meet the minimum requirement of 60%, may apply for alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.
The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication.
- Students who were unsuccessful because of an inadequate concept document, may revise their concept document and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills, may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

The Department of Education Foundations will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the College of Graduate Studies for bulk applications and registrations.

**Application procedures and when to apply**

Students should:

- apply for a student number – following the steps outlined in [http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708](http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708)
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor has been confirmed, they may register for the research proposal module.
DEPARTMENT OF ADULT BASIC EDUCATION AND YOUTH DEVELOPMENT

Research focus areas of the department (2017)

- Youth development and human rights
- community education for development
- management of adult education centres
- professional development of adult educators
- professional development of adults
- adult education in correctional centres
- entrepreneurship for youth and adults
- adult vocational education and training
- open distance education/e-Learning
- gender studies
- psychology of adult education
- environmental and health studies in adult education
- teaching adults
- the adult learner
- teaching practice in adult education
- township adult education

Research projects that postgraduate students can participate in

<table>
<thead>
<tr>
<th>Name of project</th>
<th>Brief description of the project</th>
<th>Project leader</th>
<th>No of available positions for MEd students for 2017</th>
<th>No of available positions for PhD students for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACET Programmes in Correctional Centres of Tshwane</td>
<td>Seminars on new ACET policy for adult educators and learners in the Kgosi Mampuru Female Correctional Centre.</td>
<td>Dr LR Johnson</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Focused M & D programmes

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Qualification code</th>
<th>Coursework / full research (MEd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEd</td>
<td>98430</td>
<td>Coursework</td>
</tr>
<tr>
<td>PhD in Education</td>
<td>90019</td>
<td>Full research</td>
</tr>
</tbody>
</table>

IMPORTANT INFORMATION

When applying for a PhD in Education students should clearly explain in their concept document (statement of intent) that they intend to focus on Adult Education.

Details of individual supervisors and their research interests or fields of expertise

<table>
<thead>
<tr>
<th>Name of supervisor</th>
<th>Research interest / field of expertise</th>
<th>No of positions for master’s students still available for 2017</th>
<th>No of positions for doctoral students still available for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof KP Quan-Baffour</td>
<td>• Adult Education &amp; Development Studies</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Prof V McKay</td>
<td>• Community engagement/research gender studies</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Prof NRA Romm</td>
<td>• Accountable social inquiry</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

Opportunities regarding external supervision

External supervisors will be considered if a suitable supervisor is not available in the department.

Contact details of the department

Dr Lineo Johnson: Sunnyside campus Building 10: 2-53, tel: 012 481 2740, e-mail: johnslr@unisa.ac.za
Prof. K Quan-Baffour: Sunnyside campus Building 10: 2-45, tel: 012 484 2808, e-mail: quanb kp@unisa.ac.za (CoD)
Prof. LDM Lebeloane: AJH 6-16, Tel: 012 429 443, e-mail: lebelldm@unisa.ac.za (Executive Director)

Admission requirements, selection criteria and selection information relevant for prospective master’s and doctoral students

Minimum admission requirements for master’s and doctoral studies in the College of Education

Master of Education

An appropriate bachelor of Education honours degree, or a postgraduate diploma, or a 480 credit bachelor of Education degree with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio, or working through a prescribed reading list – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education
An appropriate Master of Education degree is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submitting a portfolio – refer to **POSSIBLE ALTERNATIVE PATHWAY**). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualification listed above.

**Supporting documentation to be submitted with application**

**For masters:**

All relevant documentation as specified by the Department for Master’s and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

**For a doctorate:**

All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 700–800 words which outlines the intended research area, problem statement and a working title. In addition, a list of ten articles and four books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

**Students should clearly explain in their concept document (statement of intent) that they intend to focus on Adult Education.**

**Selection procedures followed in the selection of candidates for postgraduate studies**

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School and the Head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The department’s supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department’s prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student’s academic record and experience in and understanding of research methods (30%); concept document (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The department will keep record of all applications and reasons will be provided for unsuccessful applications.

**Possible alternative pathways**

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicant's whose degrees do not clearly correspond to the departments admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet admission requirements, but who possess applicable experience in research or working experience relevant the field of interest that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the
Chair of the department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

- Applicants who apply for a master’s degree on the strength of a postgraduate diploma or a 480 credit bachelor’s degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60% may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication.
- Students who were unsuccessful because of an inadequate concept document may revise their concept document and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

**Application procedures and when to apply**

The Department of Adult Basic Education and Youth Development will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master’s and Doctoral Administration Support for bulk applications and registrations.

Students should:

- apply for a student number, following the steps outlined in [http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708](http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708)
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor has been confirmed, they may register for the research proposal module.
DEPARTMENT OF PSYCHOLOGY OF EDUCATION

Research focus areas of the department (2017)

- success in schools
- talent development
- mental health in schools
- adolescent development and learning
- academic achievement of adolescents
- personality and social development of adolescents
- spiritual intelligence
- language development (ESL/EFL)
- learning theories
- multiple intelligences
- HIV/Aids and care-giver support
- gender issues
- life skills & life orientation
- adaptive sport
- discipline and punishment in schools
- perceptions
- cross-cultural psychology
- bullying and positive parenting
- child and adolescent psychology
- cultural customs and indigenous knowledge
- identity development
- learner support in ODL
- early childhood education
- language education, arts and culture education
- adult education
- environmental education (care for the environment)
- mathematics education (emotional barriers)
- special needs education/inclusive education – learning disabilities/difficulties
- psychometrics
- career guidance
- study assistance/methods
- learners with physical impairments
- autism
- positive psychology, specifically asset-based approach
- barriers to learning and inclusion
- individual therapy
- trauma
- counselling in childhood and adolescence
- early attachment and parenting
- expressive and movement group therapy
- psychoeducational health counselling
- cross-cultural counselling
- assessment and intervention
- psychological, educational and dynamic assessment

Research projects that postgraduate students can participate in

<table>
<thead>
<tr>
<th>Name of project</th>
<th>Brief description of the project</th>
<th>Project leader</th>
<th>No of available positions for MEd students for 2017</th>
<th>No of available positions for PhD students for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>Mental health is not only about the absence of illness, but also about being able to cope with the daily challenges of life. Within the school context mental health is about</td>
<td>Dr C Haasbroek</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
promoting the mental well-being of teachers and learners to enable them to cope with the daily challenges of teaching and learning in order for successful schooling to occur and for teachers and students to realise their academic potential. Examples of current studies under supervision is the influence of cultural intelligence on teachers job satisfaction, promotion of mental health in a multicultural school context, mental health of teachers in an ongoing inclusive education setting.

| ADHD                  | There seem to be a gap in SA literature and a need for a programme to assist with the identification of ADHD and this research project will not only focus on the professionals development but include other stakeholders such as parents so that there can be a unison approach to assisting learners with ADHD. The project at current will be a scientific contribution of the prevalence of ADHD in SA and develop contextually relevant programmes for ADHD to assist with early detection, intervention and positive contribution to parental involvement and education system in general. | Dr RJ Tabane | 1 | 1 |
| Adversities and support in education | The extent of risk factors that impact on learners in schools and students in higher education institutions in South Africa is vast and varied. Support and intervention in different formats and on different levels is mandatory for well-being in education. To this end, the Department of Psychology of Education proposes a research focus area that considers the adversities (risks) and the support (resilience) in educational institutions in the country. The intention would be to attract postgraduate students to conduct research within this particular niche area and thereby consolidate a deep knowledge base in this significant field. Possible topics for explorations under this research ambit could include: 1) HIV and AIDS (teachers and learners); 2) Poverty; 3) Violence; 4) Xenophobia; 5) Psycho-social and emotional well-being in education; 6) Emotional enhancement; 7) Support of school environments Many other topics could also be subsumed within this niche. | Prof K Mohangi | 3 | 3 |

**Focused M & D programmes**

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Qualification code</th>
<th>Coursework or full research (MEd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEd in Psychology of Education</td>
<td>98407</td>
<td>Full research</td>
</tr>
</tbody>
</table>
### Details of individual supervisors and their research interests or fields of expertise

<table>
<thead>
<tr>
<th>Name of supervisor</th>
<th>Research interest / field of expertise</th>
<th>No of positions for MEd students still available for 2017</th>
<th>No of positions for PhD students still available for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof G Bester</td>
<td>● research methodology &amp; psychometrics&lt;br&gt;● personality and social development of adolescents&lt;br&gt;● adolescent development and learning&lt;br&gt;● academic achievement of adolescents</td>
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<td>0</td>
</tr>
<tr>
<td>Dr C Ferreira</td>
<td>● multiple intelligences; spiritual intelligence&lt;br&gt;● learner support in ODL&lt;br&gt;● adult education&lt;br&gt;● values-education&lt;br&gt;● the adolescent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Prof FE Gouws</td>
<td>● adolescent development&lt;br&gt;● career guidance&lt;br&gt;● life skills&lt;br&gt;● entrepreneurship education&lt;br&gt;● multiple intelligences&lt;br&gt;● assessment in higher education&lt;br&gt;● study assistance/ methods</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Dr C Haasbroek</td>
<td>● psycho-social factors&lt;br&gt;● mental health of students and teachers&lt;br&gt;● well-being of teachers/learners</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Prof P Heeralal</td>
<td>● Physical Science and Natural Science Education&lt;br&gt;● Mentoring of novice teachers&lt;br&gt;● Multicultural education&lt;br&gt;● Educational Law&lt;br&gt;● Educational leadership&lt;br&gt;● Rural Education&lt;br&gt;● Inclusive Education&lt;br&gt;● Psychology of Education (discipline)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Prof D Kruger</td>
<td>● Learners with physical impairments</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Dr MF Mavuso</td>
<td>● success in schools&lt;br&gt;● psycho-educational support&lt;br&gt;● life skills &amp; life orientation&lt;br&gt;● positive parenting&lt;br&gt;● child and adolescent psychology&lt;br&gt;● autism&lt;br&gt;● positive psychology, specifically asset-based approach&lt;br&gt;● barriers to learning and inclusion&lt;br&gt;● individual therapy&lt;br&gt;● counselling in childhood and adolescence</td>
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<tr>
<td>Ms AM Moll</td>
<td>● autism&lt;br&gt;● disabilities&lt;br&gt;● adaptive sport</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Dr M Moseki</td>
<td>● adolescent development and learning&lt;br&gt;● academic achievement of adolescent&lt;br&gt;● Truancy in secondary schools&lt;br&gt;● study assistance/method&lt;br&gt;● child and adolescent self-regulated learning development&lt;br&gt;● school guidance &amp; counselling&lt;br&gt;● assessment &amp; intervention</td>
<td>2</td>
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<tr>
<td>Prof N Naidu</td>
<td>● early childhood development&lt;br&gt;● adolescence</td>
<td>1</td>
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</tr>
<tr>
<td>Name</td>
<td>Focus Areas</td>
<td>Masters</td>
<td>Doctoral</td>
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<tr>
<td>Mr S Ntshangase</td>
<td>- childhood and adolescent development</td>
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<td></td>
<td>- talent development</td>
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<td>- mental health in schools</td>
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<tr>
<td>Dr H Olivier</td>
<td>- positive psychology and specifically asset based approach</td>
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<td>- Life Orientation</td>
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<td>- counselling and learner support</td>
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<td>- barriers to learning and Inclusion</td>
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<td></td>
<td>- HIV/Aids</td>
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<td></td>
<td>- Psycho-educational support</td>
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<tr>
<td>Prof HE Roets</td>
<td>- counselling</td>
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<td>- individual therapy</td>
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<td>- trauma</td>
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<tr>
<td>Prof S Schulze</td>
<td>- postgraduate supervision</td>
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<td></td>
<td>- teacher/academic identity</td>
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<td></td>
<td>- mentoring in research</td>
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<td></td>
<td>- research methodology; qualitative research</td>
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<td>- narrative inquiry</td>
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<td></td>
<td>- active learning</td>
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<tr>
<td>Dr RJ Tabane</td>
<td>- ADHD</td>
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<td></td>
<td>- special needs and inclusive education</td>
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<td>- psychology and social cohesion, school integration and desegregation</td>
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<td>- cross-cultural psychology</td>
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<td>- school guidance and counselling</td>
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<td>- child and adolescent psychology</td>
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<td>- HIV/Aids</td>
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<td>- research methodology (qualitative)</td>
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<tr>
<td>Dr LDN Tiale</td>
<td>- Gifted Child Education</td>
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<td></td>
<td>- Children in conflict with the law</td>
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<td>- Children at risk</td>
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<td>- Vulnerable and Orphaned Children</td>
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<td>- Barriers to learning</td>
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<td>- Social Justice</td>
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<td></td>
<td>- Qualitative research</td>
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<tr>
<td>Prof E Venter</td>
<td>- philosophy of education: critical theory, hermeneutics, African philosophy &amp; indigenous knowledge</td>
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<td></td>
<td>- psychology of education – discipline and punishment in schools</td>
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<td></td>
<td>- bullying</td>
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<td>- perceptions</td>
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<td>- communication</td>
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<td></td>
<td>- open distance learning</td>
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<tr>
<td>Prof MA Venter</td>
<td>- the influence of culture and religion on identity development of children</td>
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<td></td>
<td>- counselling in childhood and adolescence</td>
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<td>- HIV/AIDS and societal change</td>
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<td>- child and adolescent development</td>
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<td>- cultural customs and indigenous knowledge</td>
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<td>- identity development</td>
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<td></td>
<td>- psychopathology in childhood and adolescence</td>
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<td></td>
<td>- ethical considerations in ODL pedagogy</td>
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<tr>
<td>Dr M Van Breda</td>
<td>- developmental and adjustment difficulties during childhood and adolescence</td>
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<td></td>
<td>- psychological; educational and dynamic assessment</td>
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<td>- school truant behaviour</td>
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<td></td>
<td>- social, cultural &amp; religious influences in identity development</td>
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<tr>
<td>Prof K Mohangi</td>
<td>- child and adolescent psychology</td>
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<td></td>
<td>- Adversities and support</td>
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<td></td>
<td>- childhood HIV and Aids and caregiver support</td>
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<td></td>
<td>- field of educational psychology: assessment and intervention</td>
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<td></td>
<td>- qualitative research methodology: research methods with child participants</td>
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<td></td>
<td>- language and literacy</td>
<td></td>
<td></td>
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<tr>
<td>Dr MY Matlala</td>
<td>- adolescent’s moral behaviour and development</td>
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</tbody>
</table>
## Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

## Opportunities regarding external supervision

External supervisors will be considered if a suitable supervisor is not available in the department.

## Contact details of the department

- **Prof HE Roets**: Working from home, tel: 083 302 0590, e-mail: roetshe@unisa.ac.za
- **Prof E Venter**: AJH 06-47, tel: 012 429 4751, e-mail: ventee1@unisa.ac.za
- **Prof N Naidu**: AJH 06-61, tel: 012 429 4755 e-mail: naidun@unisa.ac.za (CoD)
- **Prof LDM Lebeloane**: AJH 6-16, Tel: 012 429 443, e-mail: lebelldm@unisa.ac.za (Executive Director)

## Admission requirements, selection criteria and selection information relevant for prospective master’s and doctoral students

### Minimum admission requirements for master’s and doctoral studies in the College of Education

#### Master of Education

An appropriate bachelor of Education honours degree, or a postgraduate diploma, or a 480 credit bachelor of Education degree with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio, or working through a prescribed reading list – refer to **POSSIBLE ALTERNATIVE PATHWAYS**). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualifications listed above.

#### Doctor of Philosophy (PhD) in Education

An appropriate master of Education degree preferably related to the field of study is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative

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### Research Focus Areas

- child and adolescent psychology
- psychological, educational and dynamic assessment
- socio-cultural issues in identity development
- indigenous knowledge system
- school guidance and counselling
- qualitative research

### Supervisors

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Research Focus Areas</th>
<th>Co-Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr C Weber</td>
<td>Resilience, Fragile X Syndrome, Developmental disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Dr L Zimmerman</td>
<td>school improvement effectiveness, test development, language and literacy</td>
<td>1</td>
</tr>
<tr>
<td>Prof V Scherman</td>
<td>school effectiveness and improvement, psychometrics, bullying and school climate</td>
<td>2 1</td>
</tr>
<tr>
<td>Dr C Gous-Kemp (contract)</td>
<td></td>
<td>0 0</td>
</tr>
<tr>
<td>Mrs BA Veldman (contract)</td>
<td></td>
<td>0 0</td>
</tr>
</tbody>
</table>
pathway (e.g. RPL or submitting a portfolio – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department's capacity to provide expert supervision and the requisite qualification listed above.

**Supporting documentation to be submitted with application**

**For masters:**

All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of a maximum of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

**For doctorate:**

All relevant documentation as specified by the Department for Master’s and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of a maximum of 800 words which outlines the intended research area, problem statement and a working title. In addition, a list of ten articles and four books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Educational Psychology/Psychology of Education.

**Selection procedures followed in the selection of candidates for postgraduate studies**

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School and the Head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered. Incomplete or late applications will not be considered.

The department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): student’s academic record and experience in and understanding of research methods (30%); concept document (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The department will keep record of all applications and reasons will be provided of unsuccessful applications.

**Possible alternative pathways**

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicant’s whose degrees do not clearly correspond to the department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet admission requirements but who possess applicable experience in research or working experience relevant the field of interest, that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the
Chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor's degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication.
- Students who were unsuccessful because of an inadequate concept document may revise their concept document and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

**Application procedures and when to apply**

The Department of Psychology of Education will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support for bulk applications and registrations.

Students should:

- apply for a student number, following the steps outlined in [http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708](http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708)
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor has been confirmed they may register for the research proposal module.
DEPARTMENT OF INCLUSIVE EDUCATION

Research focus areas of the department (2017)

- Inclusivity, Social Justice and Human Rights in Education
- Theoretical frameworks/perspectives on Inclusive Education
- Dis/abilities issues in Education
- Science, Mathematics and Technology in Inclusive Education
- Care and support in Inclusive Education
- Gender-based Violence and Gender Equity in Education
- Curriculum and pedagogical issues in Inclusive Education
- Teacher Education for Inclusion

Research projects that postgraduate students can participate in

<table>
<thead>
<tr>
<th>Name of project</th>
<th>Brief description of the project</th>
<th>Project leader</th>
<th>No of available positions for MEd students for 2017</th>
<th>No of available positions for PhD students for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender-based violence in schools for learners with disabilities</td>
<td>This is a cross-national study which documents gender-based violence in schools for learners with disabilities in South Africa and Kenya.</td>
<td>Prof NT Phasha</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Developing Grade R teachers for Inclusive Education</td>
<td>Empowering Grade R teachers to teach in inclusive settings</td>
<td>Prof FD Mahlo</td>
<td>0</td>
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</tr>
</tbody>
</table>

Focused M & D programmes

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Qualification code</th>
<th>Coursework / full research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Education in Inclusive Education</td>
<td>98443</td>
<td>Full research</td>
</tr>
<tr>
<td>Master of Education in Inclusive Education</td>
<td>98444</td>
<td>Coursework</td>
</tr>
<tr>
<td>PhD in Education (IED)</td>
<td>90019</td>
<td>Full research</td>
</tr>
</tbody>
</table>

Details of individual supervisors and their research interests or fields of expertise

<table>
<thead>
<tr>
<th>Name of supervisor</th>
<th>Research interest / field of expertise</th>
<th>No of positions for MEd students still available for 2017</th>
<th>No of positions for PhD students still available for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof NT Phasha</td>
<td>• Violence, sexuality and disability&lt;br&gt;• Disability and inclusivity in higher education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Prof MO Maguvhe</td>
<td>• disability issues [visual impairment and deaf-blind]&lt;br&gt;• Access to mathematics and science with reference to special needs education&lt;br&gt;• Disability and curriculum adaptation</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Prof FD Mahlo</td>
<td>• Inclusive Education practices in foundation phase&lt;br&gt;• Teacher, parental and learner support in inclusive settings&lt;br&gt;• Social justice and human rights in education&lt;br&gt;• education for learners with Intellectual disabilities&lt;br&gt;• deaf education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Dr MJ Gumede</td>
<td>• disability studies&lt;br&gt;• mathematics and science with reference to special needs education</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

Opportunities regarding external supervision

A number of external supervisors are available to supervise ten master’s and ten doctoral students. Students should contact the department to find out what their areas of specialisation are.

Contact details of the department

Dr T Majoko: Sunnyside campus Building 10: 1-63, tel: 012 481 2933, e-mail: majokt@unisa.ac.za
Prof NT Phasha: Sunnyside campus Building 10: 1-103, tel: 012 484 2810, e-mail: phashnt@unisa.ac.za (CoD)
Prof LDM Lebeloane: AJH 6-16, Tel: 012 429 443, e-mail: lebelldm@unisa.ac.za (Executive Director)

Admission requirements, selection criteria and selection information relevant for prospective master’s and doctoral students

Minimum admission requirements for master’s and doctoral studies in the College of Education

Master of Education

A bachelor of education honours degree in Inclusive Education, Special Education or Learning Support, Remedial Education, Disability Studies or an appropriate postgraduate diploma, or a 480 credit bachelor of
education degree with a minimum of 96 credits at NQF level 8 in Inclusive Education. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education

A master of Education degree in Inclusive Education/Special Education/Disability Studies/Remedial Education or a module in Inclusive Education/ Special Education/Disability Studies/Remedial Education at master’s level. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or portfolio of evidence – refer to ALTERNATIVE PATHWAY). The application should accord with the various research focus areas/areas of specialisation of the department, the Department’s capacity to provide expert supervision and the requisite qualification.

Supporting documentation to be submitted with application

For masters:

All relevant documentation as specified by the Department for Master’s and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

For doctorate:

All relevant documentation as specified by the Department for Master’s and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 700–800 words which outlines the intended research area, problem statement and a working title. In addition, a list of ten articles and four books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

Students should clearly explain in their concept document (statement of intent) that they intend to focus in Inclusive Education.

Selection procedures followed in the selection of candidates for postgraduate studies

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School and the Head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The department’s supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department’s prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): Student’s academic record and experience in and understanding of research methods (30%); concept document (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

If deemed necessary, the department may request an interview with the applicant.
Only a limited number of students per year can be accommodated in the MEd in Inclusive Education (course work) – qualification code: 98444. Students who are not admitted into the MEd in Inclusive Education (course work) may be considered for the full research MEd in Inclusive Education if a supervisor is available.

The department will keep record of all applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways
The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicant's whose degrees do not clearly correspond to the department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet admission requirements but who possess applicable experience in research or working experience relevant the field of interest, that may qualify them for admission to a master’s or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the Chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

- Applicants who apply for a master’s degree on the strength of a postgraduate diploma or a 480 credit bachelor’s degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.

- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication.

- Students who were unsuccessful because of an inadequate concept document may revise their concept document and may reapply in subsequent years.

- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply
The Department of Inclusive Education will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support for bulk applications and registrations.

Students should:

- apply for a student number, following the steps outlined in http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor has been confirmed, they may register for the research proposal module.
DEPARTMENT OF EDUCATION LEADERSHIP AND MANAGEMENT

Research focus areas of the department (2017)

- school governance and administration
- education policy and law
- management of politics in education
- education and democracy
- continuous professional development
- quality assurance
- participative management
- managing diversity
- personnel training and development
- indigenous knowledge systems
- gender and leadership/female leadership
- instructional leadership and school governance
- educational inequality/reform
- the South African education system
- school and teacher effectiveness
- school improvement
- open distance learning/e-Learning
- teamwork and self-management
- stress/conflict management
- technology and learner support management
- early childhood education (management of)
- adult education (management of)
- science education (management of)
- environmental education (management of)
- mathematics education (management of)
- transformational leadership
- rural educational leadership

Research projects that postgraduate students can participate in

<table>
<thead>
<tr>
<th>Name of project</th>
<th>Brief description of the project</th>
<th>Project leader</th>
<th>No of available positions for MEd students for 2017</th>
<th>No of available positions for PhD students for 2017</th>
</tr>
</thead>
</table>

Focused M & D programmes

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Qualification code</th>
<th>Coursework/full research (MEd)</th>
</tr>
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<tbody>
<tr>
<td>MEd in Education Management</td>
<td>98405</td>
<td>Full research</td>
</tr>
<tr>
<td>MEd in Education Management</td>
<td>98420</td>
<td>Coursework (selection degree)</td>
</tr>
<tr>
<td>PhD in Education (EDM)</td>
<td>90019</td>
<td>Full research</td>
</tr>
</tbody>
</table>

Details of individual supervisors and their research interests or fields of expertise

<table>
<thead>
<tr>
<th>Name of supervisor</th>
<th>Research interest / field of expertise</th>
<th>No of positions for MEd students still available for 2017</th>
<th>No of positions for PhD students still available for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof RJ Botha</td>
<td>• education leadership</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• international education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• comparative education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Prof SA Coetzee   | • education law                        | 0                                             | 0                                             |
|                   | • policy studies                       |                                              |                                              |</p>
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Research Focus Areas</th>
<th>Count</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Ms F Fernandes      | • Education leadership and management  
• Education policy and law  
• Quality assurance  
• Personnel training and development  
• School and teacher effectiveness  
• Adult education and leadership  
• Team work and self-management | 0     | 0     |
| Dr N Grootboom      | • Education management  
• Policy studies  
• Organisational behaviour  
• Educational inequality  
• Comparative education | 1     | 1     |
| Prof CA Jansen       | • Emotional intelligence (EI) and leadership  
• Educational leadership and management  
• School effectiveness and improvement  
• Continuous professional development  
• Educational change and transformation  
• Adult education and leadership | 0     | 0     |
| Prof M Lekhetho     | • Educational leadership and management  
• School governance  
• School effectiveness and improvement  
• Quality education  
• Quality assurance | 1     | 1     |
| Dr RI Lumadi        | • School management | 0     | 0     |
| Mrs RM Mabusela      | • School governance  
• Educational leadership and management  
• Gender and leadership / female leadership  
• Education law | 0     | 0     |
| Dr PR Machaisa      | • Education law  
• Comparative education  
• Educational leadership and management | 0     | 0     |
| Dr S Mkhwanazi      | • Teacher professional development  
• Instructional leadership  
• Educational reform  
• Education policy | 0     | 0     |
| Prof SP Mokoena     | • School effectiveness and improvement  
• Education management and leadership  
• School governance  
• Technology and learner support | 1     | 1     |
| Dr T Netshitangani  | • Gender issues in educational management  
• Educational leadership and management | 1     | 1     |
| Prof J Nyoni        | • Open distance e-learning (ODeL)  
• Education law and policy  
• Multicultural education  
• Educational management  
• Decolonial and politics in Education | 1     | 1     |
| Prof VJ Pitsoe      | • Teacher professional development  
• Educational leadership and management  
• Educational policy | 1     | 1     |
| Dr OC Potokri       | • Education management/policy studies  
• Educational inequalities  
• Gender and leadership  
• Personnel training and development  
• Adult education (Management of) | 0     | 0     |
| Prof SG Pretorius   | • The South African education system  
• School effectiveness  
• Teacher effectiveness  
• Comparative and international education | 0     | 0     |
| Mr EK Prins         | • Educational leadership and management  
• School governance and administration  
• Teacher effectiveness in the classroom  
• Personnel training and development  
• Education policy and law | 0     | 0     |
| Dr J Rapeta         | • Education Policy and Law | 2     | 0     |
• education and democracy
• management of politics in education

Prof B Smit
• female leadership
• qualitative research in educational leadership studies
• educational change
• transformational leadership
• rural educational leadership

Dr CF Steinmann
• educational law and policy
• educational management and leadership
• school governance and administration

Prof HM van der Merwe
• instructional leadership
• participative management
• school and teacher effectiveness
• school improvement
• stress management
• parent involvement
• school management within context

Prof EJ Van Niekerk
• educational leadership
• educational management
• motivation
• teamwork
• self-management
• stress management
• conflict management

Prof AE van Zyl
• drug use among South African youth
• religion and education in South African perspective
• education and inequality
• education management
• parent involvement
• motivation

Prof VT Zengele
• educational policy
• educational leadership and management
• teacher unionism

Dr JT Zikhali (Post Doc Fellow)
• gender and leadership/female

Models of supervision
The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

Opportunities regarding external supervision
External supervisors will be considered if a suitable supervisor is not available in the department.

Contact details of the department
Prof RJ Botha: Working from home, tel: 082 411 6361, e-mail: botharj@unisa.ac.za
Dr PR Machaisa: AJH 6-83, tel: 012 429 4560, e-mail machapr@unisa.ac.za (CoD)
Prof LDM Lebeloane: AJH 6-16, Tel: 012 429 443, e-mail: lebelldm@unisa.ac.za (Executive Director)
Admission requirements, selection criteria and selection information relevant for prospective master’s and doctoral students

Minimum admission requirements for master’s and doctoral studies in the College of Education

Master of Education

An appropriate bachelor of Education honours degree, or a postgraduate diploma, or a 480 credit bachelor of Education degree with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualifications listed above.

Master of Education (coursework)

An appropriate bachelor of Education honours degree, or a postgraduate diploma, or a 480 credit bachelor of Education with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have had adequate exposure to appropriate research methods and methodologies as part of their previous qualifications. Students must submit proof/evidence (an official letter signed by the principal of the school) that they are employed on a management level (at least a chair/head of department at a school) or have six years’ teaching experience. The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education

An appropriate master of Education degree preferably related to the field of study is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (RPL or submitting a portfolio – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualification listed above.

Supporting documentation to be submitted with application

For course work masters:

All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students must submit proof/evidence (an official letter signed by the principal of the school) that they are employed on a management level (at least a chair/head of department at a school) or have six years’ teaching experience.

Students should submit a short concept document (statement of intent) of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

For full research masters:

Students should submit a short concept document (statement of intent) of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the
relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor.

**For doctorate:**

All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 700–800 words which outlines the intended research area, problem statement and a working title. In addition, a list of ten articles and four books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Education Management.

**Selection procedures followed in the selection of candidates for postgraduate studies**

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School and the Head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department’s prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criterion is indicated between brackets as a percentage of the overall evaluation): student's academic record and experience in and understanding of research methods (30%); concept document (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

A limited number of students can be accommodated per year in the MEd in Educational Leadership and Management (course work), qualification code: 98420. Students who do not qualify for the course work Master’s, will be considered for the full research Master’s in Education Management if a supervisor is available.

The department will keep record of all applications and reasons will be provided for unsuccessful applications.

**Possible alternative pathways**

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicant’s whose degrees do not clearly correspond to the departments admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet admission requirements but who possess applicable experience in research or working experience relevant the field of interest, that may qualify them for admission to a master’s or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the Chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

- Applicants who apply for a master’s degree on the strength of a postgraduate diploma or a 480 credit bachelor’s degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.

- Applicants who do not meet the minimum requirement of 60% may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a
written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article and a concept document (statement of intent) outlining the intended research area, problem statement and a working title. A list of five articles and two books that have been consulted to compile the concept document should be provided.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication.
- Students who were unsuccessful because of an inadequate concept document may revise their concept document and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply

The Department of Educational Leadership and Management will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master’s and Doctoral Administration Support for bulk applications and registrations.

Students should:

- apply for a student number, following the steps outlined in http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor has been confirmed, they may register for the research proposal module.

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL STUDIES

Research focus areas of the department (2017)

- ICT in education/educational media
- open distance learning (ODL) and e-learning (ODeL)
- curriculum and assessment policy statement (CAPS)
- curriculum theory
- curriculum development
- assessment of teaching and learning
- experiential learning (work-integrated learning/teaching practice)
- curriculum and feminism
- education, pedagogy and practice
- curriculum of social sciences, Life sciences, History, Accounting, Business studies, Economics and other school subjects
- teacher professional development/mentorship/in-service training
- quality assurance in education
- decolonisation pedagogy
- gratitude in education
- adult education curriculum
- environmental education curriculum
- mathematics education curriculum
- curriculum and citizenship education
- indigenous education
- teaching practice in an ODL context
Research projects that postgraduate students can participate in

<table>
<thead>
<tr>
<th>Name of project</th>
<th>Brief description of the project</th>
<th>Project leader</th>
<th>No of available positions for MEd students for 2017</th>
<th>No of available positions for PhD students for 2017</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Focused M & D programmes

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Qualification code</th>
<th>Course work degree / full research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Education in Curriculum Studies</td>
<td>98434</td>
<td>Full research</td>
</tr>
<tr>
<td>Master of Education Open Distance Learning</td>
<td>98999</td>
<td>Course work degree</td>
</tr>
<tr>
<td>PhD in Education</td>
<td>90019</td>
<td>Full research</td>
</tr>
</tbody>
</table>

Details of individual supervisors and their research interests or fields of expertise

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<thead>
<tr>
<th>Name of supervisor</th>
<th>Research interest / field of expertise</th>
<th>No of positions for MEd students still available for 2017</th>
<th>No of positions for PhD students still available for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr P Biccard</td>
<td>mathematics education</td>
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<tr>
<td></td>
<td>teaching practice</td>
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<td>teacher professional development</td>
<td></td>
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<tr>
<td>Prof JM Dreyer</td>
<td>Practical Teaching</td>
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<td></td>
<td>Assessment</td>
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<tr>
<td></td>
<td>Mentoring</td>
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<td></td>
<td>Environmental Education</td>
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<td>Prof G Van den Berg</td>
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<td>• teacher professional development</td>
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</table>
Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

Opportunities regarding external supervision

External supervisors will be appointed when necessary.

Contact details of the department

Prof JG Ferreira: AJH 6-43, tel: 012 429-4540, e-mail: ferrejg@unisa.ac.za
Prof NMM Mbuynuza-De Heer Menlah: AJH 6-55, tel: 012 429 4310, e-mail: mbunynmm@unisa.ac.za
Dr G van den Berg: AJH 6-74, tel: 012 429 4895, e-mail: vdbeg@unisa.ac.za (CoD)
Prof PL Mabunda: AJH 6-02, tel: 012 429 4478, email: mabunpl@unisa.ac.za (Executive Director)

Admission requirements, selection criteria and selection information relevant for prospective master’s and doctoral students

Minimum admission requirements for master’s and doctoral studies in the College of Education

Master of Education

An appropriate bachelor of education honours degree, or a postgraduate diploma, or a 480 credit bachelor of education degree with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to POSSIBLE ALTERNATIVE PATHWAY). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education

An appropriate master of Education degree preferably related to the field of study is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submit a portfolio – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualification listed above.

Supporting documentation to be submitted with application

For masters:

All relevant documentation as specified by the Department for Master’s and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the
relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor.

For doctorate:

All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 600–700 words which outlines the intended research area, problem statement and a working title. In addition, a list of ten articles and four books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Curriculum Studies or Open Distance Learning.

Selection procedures followed in the selection of candidates for postgraduate studies

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School and the Head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The department’s supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department’s prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criterion is indicated between brackets as a percentage of the overall evaluation): student’s academic record and experience in and understanding of research methods (30%); concept document (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The department will keep record of all applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master’s degrees, applicant’s whose degrees do not clearly correspond to the departments admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet admission requirements but who possess applicable experience in research or working experience relevant the field of interest, that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the Chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor’s degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.

- Applicants who do not meet the minimum requirement of 60% may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article and a concept document (statement of intent) outlining the intended research area, problem solving skills, past inequalities, race, gender and disability status.
A statement and a working title. A list of five articles and two books that have been consulted to compile the concept document should be provided.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication.
- Students who were unsuccessful because of an inadequate concept document may revise their concept document and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply

The Department of Curriculum and Instructional Studies will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master’s and Doctoral Administration Support for bulk applications and registrations.

Students should:

- apply for a student number, following the steps outlined in [http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708](http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708)
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor has been confirmed, they may register for the research proposal module.

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Research focus areas of the department (2017)

- Teacher education in early childhood education
- Policy development in early childhood education
- Practice in early childhood care and education
- Language development in the foundation phase
- The influence of culture on language development in the foundation phase
- The language policy and its implementation in early childhood education
- Teaching a first additional language in early childhood education
- Training foundation phase teachers
- Mathematics teaching in early childhood education
- Management in early childhood education
- Life skills teaching in early childhood education
- Inclusive education in the foundation phase
- Health education in the foundation phase
- Movement and physical development in the foundation phase
- Music in the foundation phase
- The foundation phase curriculum
- Classroom assessment practices
- Teaching practice in the foundation phase

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<th>Name of project</th>
<th>Brief description of the project</th>
<th>Project leader</th>
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<th>No of available positions for PhD students for 2017</th>
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<td>Transforming initial teacher education in the early childhood education.</td>
<td>Enhancing early childhood development programmes through materials.</td>
<td>Prof Phatudi and Prof Ebrahim</td>
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Focused M & D programmes

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**IMPORTANT INFORMATION**

Unisa does not offer MEd degree in Early Childhood Education. Students who would like to specialise in any aspect of Early Childhood Education when doing a Master of Education should enrol for one of the following degrees:

- MEd in Curriculum Studies – (The Early Childhood Education Curriculum)
- MEd in Education Management (Management in Early Childhood Education)
- MEd in Inclusive Education (Learners with special needs in Early Childhood Education) (take note of admission requirements)
- MEd in Socio-education (Early Childhood Education in social context)

Students should refer to the websites of the following departments: Curriculum and Instructional Studies; Educational Leadership and Management; Inclusive Education and Educational Foundations.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Early Childhood Education.

**Details of individual supervisors and their research interests or fields of expertise**

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<thead>
<tr>
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<th>No of positions for doctoral students still available for 2017</th>
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<td>• mathematics teaching</td>
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<td>• multi-lingualism in ECE</td>
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<td>Dr S Krog</td>
<td>• movement in ECE, sport psychology, sports coaching</td>
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<td>Dr MM Machaba</td>
<td>• ECE mathematics, special needs/barriers to learning in ECE</td>
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<td>2 (co)</td>
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<td>Prof C Meier</td>
<td>• multicultural education in ECE management in ECE</td>
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<td>Dr S Mohape (contract)</td>
<td>• school governance, school leadership and management, continuous professional teacher development</td>
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<td>• community engagement</td>
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<td>Mrs MH Phajane</td>
<td>• early childhood education</td>
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<td>Dr MJ Sethusha</td>
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<td>Ms DM Hannaway</td>
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<td>Ms PON Moshaba</td>
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<td>Ms TAL Phala</td>
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<td>Prof NC Phatudi</td>
<td>• language learning and teaching in the early years</td>
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<td>Ms P Govender</td>
<td>• Mathematics teaching (Foundation Phase), classroom assessment (Foundation Phase)</td>
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<td>Prof HB Ebrahim</td>
<td>• early childhood care and education at the margins: priorities for young children (practice), teacher education and policy</td>
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Models of supervision
The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

Opportunities regarding external supervision
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Contact details of the department
Prof HB Ebrahim: AJH 7-54, tel: 012 429 8747, e-mail: ebrahhb@unisa.ac.za
Prof NC Phatudi: AJH 7-61, tel: 012 429 6521/, e-mail: Phatun1@unisa.ac.za (CoD)
Prof PL Mabunda: AJH 6-02, tel: 012 429 4478, email: mabunpl@unisa.ac.za (Executive Director)

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Please note: Unisa does not offer an MEd in Early Childhood Education. Depending on their proposed topic students are advised to enrol for an MEd in one of the following areas of specialisation: Education Management, Inclusive education Curriculum Studies, Psychology of Education, Socio-Education, Comparative Education or Philosophy of Education.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Early Childhood Education.

Doctor of Philosophy (PhD) in Education
An appropriate Master of Education degree is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualification listed above.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Early Childhood Education.

Supporting documentation to be submitted with application
For masters:
All relevant documentation as specified by the Department for Master’s and Doctoral Administration Support.
Students should submit a short concept document (statement of intent) of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

**For doctorate:**

All relevant documentation as specified by the Department for Master’s and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 600–700 words which outlines the intended research area, problem statement and a working title. In addition, a list of ten articles and four books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

**Selection procedures followed in the selection of candidates for postgraduate studies**

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School and the Head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The department’s supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department’s prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): student’s academic record and experience in and understanding of research methods (30%); concept document (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The department will keep record of all applications and reasons will be provided for unsuccessful applications.

**Possible alternative pathways**

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master’s degrees, applicant’s whose degrees do not clearly correspond to the department’s admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet admission requirements but who possess applicable experience in research or working experience relevant the field of interest, that may qualify them for admission to a master’s or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the Chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

- Applicants who apply for a master’s degree on the strength of a postgraduate diploma or a 480 credit bachelor’s degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.

- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.
The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication.
- Students who were unsuccessful because of an inadequate concept document may revise their concept document and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

**Application procedures and when to apply**

The Department of Early Childhood Development will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master’s and Doctoral Administration Support for bulk applications and registrations.

Students should:

- apply for a student number, following the steps outlined in [http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708](http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708)
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor has been confirmed, they may register for the research proposal module.
DEPARTMENT OF MATHEMATICS EDUCATION

Research focus areas of the department (2017)

- mathematical literacy
- mathematics curriculum development and evaluation
- mathematical modeling and problem solving
- assessment
- basic statistical and financial mathematics education
- spatial development
- technology and media education
- mathematics teacher professional development
- mathematical pedagogical and subject matter knowledge
- collaborative teaching and learning
- mathematics classroom practices
- gender in teaching and learning mathematics
- ethno mathematics and indigenous knowledge
- language issues in the teaching and learning of mathematics in multilingual classrooms
- mathematical knowledge for teaching
- error analysis and application in classroom
- curriculum development and comparative studies
- geometrical thinking
- problem-centred teaching and learning
- lesson study
- cognitive learning
- ethnomathematics

Research projects that postgraduate students can participate in

<table>
<thead>
<tr>
<th>Name of project</th>
<th>Brief description of the project</th>
<th>Project leader</th>
<th>No of available positions for MEd students for 2017</th>
<th>No of available positions for PhD students for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningful teaching and learning of mathematical concepts: Focus on grade 8 geometry in Mt Ayliff district</td>
<td>The project targets 15 secondary schools in Mt Ayliff. It aims to investigate issues of classroom practice in mathematics, extrapolate and/or improve on them for the better development of teachers and towards learners' meaningful understanding of geometry. This study follows a participatory reflection action (PRA) research design with 30 teachers, using TPGT tests, interviews and lesson observation as data collection instruments.</td>
<td>Prof ZMM Jojo</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Focused M & D programmes

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Qualification code</th>
<th>Course work / full research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Education in Mathematics Education</td>
<td>98446</td>
<td>Research</td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD) in Education</td>
<td>90019</td>
<td>Full research</td>
</tr>
</tbody>
</table>
IMPORTANT INFORMATION

When applying for a PhD students should clearly explain in their concept document (statement of intent) that they intend to focus on Mathematics Education.

Details of individual supervisors and their research interests or fields of expertise

<table>
<thead>
<tr>
<th>Name of supervisor</th>
<th>Research interest / field of expertise</th>
<th>No of positions for MEd students still available for 2017</th>
<th>No of positions for PhD students still available for 2017</th>
</tr>
</thead>
</table>
| Prof MG Ngoepe      | • Mathematics teachers professional development  
                     • classroom practice                                   | 2                                                      | 1                                                      |
| Dr R Paulsen (contract) | • professional development  
                           • lesson study  
                           • teaching and learning (Int, Sen and FET phases)  
                           • on-line learning and material development  
                           • error analysis and application in classroom  
                           • curriculum development  
                           • geometrical thinking                                   | 0                                                      | 0                                                      |
| Prof ZMM Jojo       | • Mathematics teacher professional development  
                     • Learners' knowledge construction  
                     • Meaningful Geometry teaching and learning  
                     • Ethno-mathematics                                      | 2                                                      | 1                                                      |
| Mr S Makgakga       | • Mathematics teaching and learning  
                     • error analysis and application in classroom  
                     • geometrical thinking  
                     • language issues in the teaching and learning of mathematics in multilingual classrooms | 1                                                      | 0                                                      |
| Dr JJ Dhlamini      | • mathematical modeling and problem-solving  
                     • cognitive learning                                   | 2                                                      | 1                                                      |
| Dr M Phoshoko       | • use of contexts in mathematics teaching  
                     • Mathematical modelling and problem solving in mathematics classroom | 2                                                      | 1                                                      |
| Dr MF Machaba       | • everyday contexts in the teaching and learning of mathematics | 2                                                      | 1                                                      |
| Mr GM Mphuthi (contract) | • teaching and learning of mathematics  
                           • learner behaviour and learning disposition in mathematics | 0                                                      | 0                                                      |
| Ms MM Masilo        | • Technology and Media in Mathematics  
                     • Teaching and learning Mathematics  
                     • Problem solving in Euclidean geometry                   | 1                                                      | 0                                                      |
| Ms SM Kodisang (contract) | • Lesson Study  
                         • Use of context in mathematics teaching | 1                                                      | 0                                                      |
| Mr JF Malatjie      | • Classroom Practices  
                     • Teacher professional development                        | 1                                                      | 0                                                      |
| Ms E Makwakwa       | • Statistics Education  
                     • Difficulties experienced in the teaching and learning of statistics (Data handling and Probability) at school level  
                     • Students' problem-solving skills in statistics in all levels of education (school and tertiary level) | 1                                                      | 0                                                      |

Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.
Opportunities regarding external supervision
External supervisors will be considered if a suitable supervisor is not available in the department.

Contact details of the department
Prof ZMM Jojo: AJH 6-37, tel: 012 429 6627, e-mail: jojozmm@unisa.ac.za
Prof MG Ngoepe: AJH 7-04, tel: 012 429 8375, e-mail: ngoepmg@unisa.ac.za (CoD)
Prof PL Mabunda: AJH 6-02, tel: 012 429 4478, email: mabunpl@unisa.ac.za (Executive Director)

Admission requirements, selection criteria and selection information relevant for prospective master’s and doctoral students

Minimum admission requirements for master’s and doctoral studies in the College of Education

Master of Education
An appropriate bachelor of Education honours degree, or a postgraduate diploma, or a 480 credit bachelor of Education degree with a minimum of 96 credits at NQF level 8 in Mathematics Education. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education
A Master of Education in Mathematics Education. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submitting a portfolio – refer to POSSIBLE ALTERNATIVE PATHWAY). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualification listed above.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Mathematics Education.

Supporting documentation to be submitted with application
For masters:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.
Students should submit a short concept document (statement of intent) of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

For doctorate:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.
Students should submit a short concept document (statement of intent) of 600–700 words which outlines the intended research area, problem statement and a working title. In addition, a list of ten articles and four books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

Selection procedures followed in the selection of candidates for postgraduate studies
All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School and the Head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The department’s supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department’s prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): student’s academic record and experience in and understanding of research methods (30%); concept document (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The department will keep record of all applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways
The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicant’s whose degrees do not clearly correspond to the department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet admission requirements but who possess applicable experience in research or working experience relevant to the field of interest, that may qualify them for admission to a master’s or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the Chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.
- Applicants who apply for a master’s degree on the strength of a postgraduate diploma or a 480 credit bachelor’s degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication.
- Students who were unsuccessful because of an inadequate concept document may revise their concept document and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply
The Department of Adult Basic Education and Youth Development will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master’s and Doctoral Administration Support for bulk applications and registrations.

Students should:

- apply for a student number, following the steps outlined in [http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708](http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708)
apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor has been confirmed, they may register for the research proposal module.

DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION

Research focus areas of the department (2017)

- physical science education
- life science education
- natural science education
- geography education
- environmental education
- technology education
- ICT in education
- indigenous knowledge systems
- inquiry based instructions
- pedagogic content knowledge
- practical work in science
- rural education
- mentoring of novice science teachers
- language and science teaching and learning
- teacher thinking/belief/conception
- physics and chemistry education
- IBL in the senior phase

Research projects that postgraduate students can participate in

<table>
<thead>
<tr>
<th>Name of project</th>
<th>Brief description of the project</th>
<th>Project leader</th>
<th>No of available positions for MEd students for 2017</th>
<th>No of available positions for PhD students for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Focused M & D programmes

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Qualification code</th>
<th>Course work / full research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Education in Natural Science Education</td>
<td>98448</td>
<td>Full research</td>
</tr>
<tr>
<td>Master of Education in Environmental Education</td>
<td>98428</td>
<td>Full research</td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD) in Education</td>
<td>90019</td>
<td>Full research</td>
</tr>
</tbody>
</table>

IMPORTANT INFORMATION

When applying for a PhD in Education students should clearly explain in their concept document (statement of intent) on which stream (Natural Science Education, Technology in Education, Environmental Education) they would like to focus.

Details of individual supervisors and their research interests or fields of expertise

<table>
<thead>
<tr>
<th>Name of supervisor</th>
<th>Research interest / field of expertise</th>
<th>No of positions for MEd students still available for 2017</th>
<th>No of positions for PhD students still available for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Research Focus</td>
<td>Science Education</td>
<td>Physical Science Education</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Prof MT Gumbo</td>
<td>technology education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Dr N Madiya</td>
<td>environmental education</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Prof TA Mapotse</td>
<td>technology education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dr HO Mokiwa</td>
<td>language and science teaching and learning</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Dr AR Molotsi</td>
<td>ICT in education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Prof AT Motlabane</td>
<td>science education, physical science education, natural science education, physics and chemistry education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Prof AV Mudau</td>
<td>physics &amp; chemistry education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Prof N Nkopodi</td>
<td>physical science education</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Prof MZ Ramorola</td>
<td>ICT in education, ODeL</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Mr CA Raseale</td>
<td>ICT in education, Computer integrated learning</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Prof S Shava</td>
<td>environmental education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ms MZ Sedio</td>
<td>Technology Education</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mr SB Msezane</td>
<td>environmental education</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Prof L Goosen</td>
<td>ICT in education</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Dr TDT Sedumedi</td>
<td>science education, physical science education, natural science education, physics and chemistry education</td>
<td>1</td>
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<tr>
<td>Prof M Jakovljevic</td>
<td>science education, physical science education, natural science education, physics and chemistry education</td>
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<td></td>
</tr>
<tr>
<td>Dr M Chakane</td>
<td>science education, physical science education, natural science education, physics and chemistry education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Prof G Onwu</td>
<td>science education, physical science education, natural science education, physics and chemistry education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Prof B Bantwini</td>
<td>science education, physical science education, natural science education, physics and chemistry education</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Models of supervision**

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi, inter and trans-disciplinary (MIT) research. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

**Opportunities regarding external supervision**

External supervisors will be considered if a suitable supervisor is not available in the department.

**Contact details of the department**

Prof AV Mudau: AJH 7-08, tel: 012 429 4480, e-mail: mudauav@unisa.ac.za
Prof N Nkopodi: AJH 7-05, tel: 012 429 4731, e-mail: nkopon@unisa.ac.za (CoD)
Prof PL Mabunda: AJH 6-02, tel: 012 429 4478, email: mabunpl@unisa.ac.za (Executive Director)
Admission requirements, selection criteria and selection information relevant for prospective master’s and doctoral students

Minimum admission requirements for master’s and doctoral studies in the College of Education

Master of Education

- MEd (Natural Science Education): A bachelor of Education honours degree, or a postgraduate diploma, or a 480 credit bachelor of Education with a minimum of 96 credits at NQF level 8 in Natural Science Education. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualifications listed above.

- MEd (Environmental Education): A bachelor of Education honours degree, or a postgraduate diploma, or a 480 credit bachelor of Education degree with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education

An appropriate Master of Education in Science Education or Environmental Education is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submitting a portfolio – refer to ALTERNATIVE PATHWAY). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualification listed above.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Natural Science Education or Environmental Education.

Supporting documentation to be submitted with application

For masters:

All relevant documentation as specified by the Department for Master’s and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.

For doctorate:

All relevant documentation as specified by the Department for Master’s and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 700–800 words which outlines the intended research area, problem statement and a working title. In addition, a list of ten articles and four books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website prior to submitting their application and should propose the name of his/her preferred supervisor.
Selection procedures followed in the selection of candidates for postgraduate studies

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School and the Head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The department’s supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department’s prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): Student’s academic record and experience in and understanding of research methods (30%); concept document (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The department will keep record of all applications and reasons must be provided for unsuccessful applications.

Possible alternative pathways

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or Master’s degrees, applicant’s whose degrees do not clearly correspond to the Departments admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc.), or applicants who do not meet admission requirements but who possess applicable experience in research or working experience relevant the field of interest, that may qualify them for admission to a Master’s or Doctoral degree will be required to apply for Recognition of Prior Learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the Chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

- Applicants who apply for a Master’s degree on the strength of a Postgraduate Diploma or a 480 credit Bachelor’s Degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.

- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication.

- Students who were unsuccessful because of an inadequate concept document, may revise their concept document and may reapply in subsequent years.

- A student whose application was unsuccessful because of inadequate academic writing skills, may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply

The Department of Science and Technology Education will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master’s and Doctoral Administration Support for bulk applications and registrations.

Students should:
• apply for a student number, following the steps outlined in  
http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=26708
• apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor has been confirmed, they may register for the research proposal module.

DEPARTMENT OF LANGUAGE EDUCATION, ARTS AND CULTURE

Research focus areas of the department (2017)
• the teaching and learning of language at primary, secondary or higher education level
• the methodologies, approaches and techniques of language teaching
• the use of textbooks in language teaching
• teaching bilingual learners
• teaching English (or any other language) as a home, first or second additional language and as the language of learning and teaching
• literacy teaching, reading, writing, speaking and/or listening
• teaching language and literature in a home/additional language classroom
• African language literature and women
• teaching of indigenous languages
• the teaching and learning of indigenous knowledge systems
• the teaching of art and culture in the intermediate phase/senior or FET phase (which includes visual arts, music and drama)
• language education and women
• using ICT and educational media in language teacher training
• language policies in schools and at tertiary level
• assessment in language education

Research projects that postgraduate students can participate in

<table>
<thead>
<tr>
<th>Name of project</th>
<th>Brief description of the project</th>
<th>Project leader</th>
<th>No of available positions for MEd students for 2017</th>
<th>No of available positions for PhD students for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>English second language proficiency skills of secondary school learners in Multicultural schools</td>
<td>Conduct research in selected schools on the English language proficiency of learners who are using English as their FAL, and as also the language of learning and teaching</td>
<td>Prof TV Manyike</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Focused M & D programmes

<table>
<thead>
<tr>
<th>Name of qualification</th>
<th>Qualification code</th>
<th>Course work/Full research</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD in Education</td>
<td>90019</td>
<td>Full research</td>
</tr>
</tbody>
</table>

IMPORTANT INFORMATION

Unisa does not offer MEd qualification in Language Education, Arts and Culture. Students who would like to specialise in any aspect of Language, Arts and/or Culture Education when doing a Master of Education should enrol for one of the following degrees:

• MEd in Curriculum Studies (The Language, Arts and/or Culture Curriculum, teaching languages)
• MEd in Inclusive Education (Learners with special needs/barriers in Language learning) – take note of admission requirements for an MEd with specialisation in Inclusive Education
• MEd in Adult Education – course work (Literacy teaching in Adult Education)
Students should clearly explain in their concept document (statement of intent) that they intend to focus on Language/Arts and/or Culture Education.

## Details of individual supervisors and their research interests or fields of expertise

<table>
<thead>
<tr>
<th>Name of supervisor</th>
<th>Research interest / field of expertise</th>
<th>No of positions for MEd students still available for 2017</th>
<th>No of positions for PhD students still available for 2017</th>
</tr>
</thead>
</table>
| Dr WM Liebenberg (contract) | - the role of technology in teaching and learning  
- the role of language in using technology  
- the teaching and learning of language in the Intermediate, Senior and FET phases | 2 | 0 |
| Prof AJ Hugo (contract) | - the teaching of reading in the primary school  
- English as the first additional language  
- English as the language of learning and teaching | 2 | 3 |
| Ms DM Mampuru | - the teaching of African languages  
- the teaching of literacy  
- the linguistics of African languages with reference to Sepedi | 2 | 1 |
| Prof TV Manyike | - bilingual education  
- multicultural education  
- the teaching and learning of language and gender studies | 1 | 3 |
| Ms ZK Moichela | - teaching and learning of African languages  
- teaching language in the Intermediate, Senior and FET phases  
- indigenous knowledge systems | 2 | 0 |
| Ms SS Mukhari | - the teaching of African languages with special reference to Xitsonga  
- the use of ICT in teaching and learning | 2 | 1 |
| Mr E Chauke (contract) | - teaching literature in a home language classroom  
- teaching literature in an additional language classroom  
- materials development in language teaching | 2 | 0 |
| Prof MM Nieman | - teaching the four language skills (reading, writing, speaking, listening)  
- assessment in language  
- the role of language in learning  
- the teaching of spelling  
- teaching of youth literature and the gap year | 0 | 0 |
| Dr KG Nkumane | - the teaching and learning of African languages with special reference to IsiZulu  
- teaching language and literature  
- African language literature and women  
- research about education and women | 3 | 2 |
| Dr RM Odendaal | - the teaching of art and culture which includes visual arts, music and drama  
- education, leadership and management with specific reference to consultation towards school improvement | 1 | 1 |
| Prof PM Sebate | - the teaching and learning of language and literature in the primary and secondary schools  
- assessment and quality assurance in language teaching  
- the use of textbooks in language teaching  
- teaching indigenous knowledge systems  
- the teaching of African languages with reference to Setswana | 2 | 2 |
| Prof ER Mathipa (contract) | - theories or foundations of language teaching  
- teaching reading in the primary schools  
- teaching literacy | 2 | 3 |
Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and Multi, Inter and Trans-disciplinary (MIT) research. Some supervisors in the College supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the College when trying to identify a suitable supervisor.

Opportunities regarding external supervision

External supervisors will be considered if a suitable supervisor is not available in the department.

Contact details of the department

Prof V Manyike: AJH 6-102, tel: 012 429 4004, e-mail: manyitv@unisa.ac.za
Prof PM Sebate: AJH 6-121, tel: 012 429 8220, e-mail: sebatpm@unisa.ac.za (CoD)
Prof PL Mabunda: AJH 6-02, tel: 012 429 4478, email: mabunpl@unisa.ac.za (Executive Director)

Admission requirements, selection criteria and selection information relevant for prospective master’s and doctoral students

Minimum admission requirements for master’s and doctoral studies in the College of Education

Master of Education

An appropriate bachelor of Education honours degree, or a postgraduate diploma, or a 480 credit bachelor of Education with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to POSSIBLE ALTERNATIVE PATHWAYS). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education

An appropriate Master of Education degree is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submitting a portfolio – refer to POSSIBLE ALTERNATIVE PATHWAY). The application should accord with the various research focus areas/areas of specialisation of the department, the department’s capacity to provide expert supervision and the requisite qualification listed above.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Language, Arts or Culture Education.

Supporting documentation to be submitted with application

For masters:

All relevant documentation as specified by the Department for Master’s and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 500–600 words which outlines the intended research area, problem statement and a working title. In addition, a list of five articles and two books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department’s website other websites in the college prior to submitting their application and should propose the name of his/her preferred supervisor.
Please note: Unisa does not offer an MEd in Language, Arts and/or Culture Education. Depending on their proposed topic students are advised to enrol for a MEd in one of the following areas of specialisation: Education Management, Curriculum Studies, Psychology of Education, Socio-Education, Comparative Education or Philosophy of Education.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Language, Arts or Culture Education.

For doctorate:

All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short concept document (statement of intent) of 600–700 words which outlines the intended research area, problem statement and a working title. In addition, a list of ten articles and four books that have been consulted to compile the concept document should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website as well as other websites in the college prior to submitting their application and should propose the name of his/her preferred supervisor.

Students should clearly explain in their concept document (statement of intent) that they intend to focus on Language, Arts or Culture Education.

Selection procedures followed in the selection of candidates for postgraduate studies

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School and the Head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criterion is indicated between brackets as a percentage of the overall evaluation): Student's academic record and experience in and understanding of research methods (30%); concept document (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The department will keep record of all applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicant's whose degrees do not clearly correspond to the department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet admission requirements but who possess applicable experience in research or working experience relevant the field of interest, that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the Chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

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Application procedures and when to apply

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register for the research proposal module.