

**College of Education
Department of Inclusive Education
Research focus areas for 2027**

**RESEARCH OPPORTUNITIES, AVAILABLE SUPERVISION CAPACITY AND
SELECTION CRITERIA, ADMISSION AND REGISTRATION INFORMATION PER
SCHOOL AND DEPARTMENT IN CEDU**

- Inclusivity, Social Justice and Human Rights in Education
- Theoretical frameworks/perspectives on Inclusive Education
- Dis/abilities issues in Education
- Disability-Inclusion
- Addressing Diversity in classrooms
- 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
- Inclusive pedagogies and practices
- Teacher Education for Inclusion
- Curriculum Differentiation and Universal Design for learning
- Inclusion and learning support for learners with autism spectrum disorder
- Health promotion in schools
- Augmentative and Alternative Communication
- Disability-inclusion in higher education
- Parental support
- Assessment in ODeL
- Universal Design for learning
- The promotion of democracy, human rights, and responsible citizenship
- Relational wellbeing of young people with disabilities

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2026	No of available positions for PhD students for 2026
Gender-based violence in schools for learners with disabilities	This project documents gender-based violence in schools for learners with disabilities.	Prof NT Phasha	4	3
Capacity Building for Disability Support in	The project investigates current practices in supporting students with disabilities	Prof NT Phasha	3	3

Higher Education				
Transition from schools to the world of work	School-Work transition programmes for learners with mild to moderate intellectual impairment from special schools: Focus on TVET colleges	Dr IL Mkhuma	4	3
Teaching Mathematics and Science for Visually Impaired Learners	Project is based at special schools for Visually Impaired learners.	Prof MO Maguvhe	3	3
Augmentative and Alternative Communication in Special Schools	Augmentative and Alternative Communication in Special Schools	Dr R.G. Ledwaba	2	3
Health promotion for schools and communities	Research project that focuses on promoting health in schools and communities	Dr TI Mashau	2	3
Overcoming barriers to self-reporting of health outcomes by children: Digital innovations to improve well-being and reduce health inequalities	Research project to support children to communicate their anxiety, stress and overall well-being through the use of a digital tool.	Dr E. Johnson; Dr A Kuyler	1	1
Relational wellbeing of young people (10-24 years) with disabilities through digitalisation	International collaborative research project: PicPecc4Wellbeing to support the relational wellbeing of young people with disabilities using a digital tool.	Prof M.G. Clasquin-Johnson; Prof E. Johnson	2	1
Disability - inclusion:				

Focused M & D programmes

Name of programme	Qualification code	Coursework / full research
Master of Education in Inclusive Education	98443	Research proposal module and a full research dissertation
Master of Education in Inclusive Education	90067	4 course work modules, a research proposal module and a mini dissertation

PhD in Education (Stream: Inclusive Education - IED)	90019	Research proposal module and a full research thesis
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Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest / field of expertise	No of positions for MEd students still available for 2026	No of positions for PhD students still available for 2026
Prof NT Phasha	- Violence, sexuality and disability inclusion in education and society - Disability in higher education - African lenses in understanding Inclusion	3	3
Prof MO Maguvhe	- Disability issues [visual impairment and deaf-blind] - Access to mathematics and science with reference to special needs education - Disability and curriculum adaptation	3	3
Prof FD Mahlo	- Inclusive Education practices in foundation phase - Teacher, parental and learner support in Inclusive settings - Social justice and human rights in education - Support in Higher Education Institutions	3	2
Dr AA Mdikana	- Sexual abuse and intellectual disability - Youth and adolescent challenges - SBST & DBST functioning - Care and support in inclusive and specialised settings	0	0
Prof JMC Motitswe	- Inclusive practices and pedagogies for inclusive classrooms - Addressing barriers to learning through inclusive pedagogies and practices - Curriculum and pedagogical issues in inclusive education - Productive pedagogies for inclusive teaching and learning - Curriculum Adaptation and Differentiation - Universal Design for Learning - Intervention strategies/approaches for supporting learners who experience barriers to learning and development - Equity and equality for inclusivity in education - Universal Design for Learning	2	2
Dr RG Ledwaba	- Augmentative and Alternative Communication - Inclusive education in schools and in ECD - Curriculum differentiation	2	2

	• Disability in schools • Parents of children with disabilities • Play adaptation for children with disabilities • Disabilities in ECD		
Dr TI Mashau	• Teacher development, parental involvement and learner support with reference to health promotion in schools • Student support in ODeL • Communicating in Inclusive settings	1	2
Dr M Chauke	• Intervention strategies/approaches for supporting learners who experience barriers to learning and development • Theoretical frameworks/perspectives on inclusive education • Curriculum differentiation and SIAS • Learners with challenging behaviours at schools	0	0
Mr SE Mbelu	• Inclusion and support in mainstream and full-service schools • Social justice in schools. • Ethical leadership in mainstream and full-service and special schools	3	2
Dr IL Mkhuma	• Disability and inclusion in Higher Education and Post-Schooling (Universities, TVET Colleges and Universities of Technology) • School-Work transition programmes for learners with impairments retention	3	1
Prof MG Clasquin-Johnson	• Relational wellbeing of young people (10-24 years) with disabilities through digitalisation • Autism, neurological conditions • Curriculum adaptation for learners with neurodiversity • Early identification and intervention for neurodiverse learners	2	1
Prof K Malahlela	• Care and support in Inclusive Education • Inclusivity, Social Justice and Human Rights in Education • Curriculum and pedagogical issues in Inclusive Education	3	2
Prof H Maapola-Thobejane	• Inclusivity, Social Justice and Human Rights in Education • Curriculum and pedagogical issues in Inclusive Education • Learners with challenging behaviours at schools	3	2
Dr MC Sadiki	• The promotion of democracy, human rights and responsible citizenship	2	1
Dr G Mpya	• ODL assessment	2	1

Prof E Johnson	• The promotion of democracy, human rights and responsible citizenship • Care and support in Inclusive Education • Student support in ODeL • Health and well-being of children in various settings • Autism, neurodiverse populations • Augmentative and Alternative Communication	1	1
Dr E Maebane	• The promotion of democracy, human rights and responsible citizenship	1	1
Dr N Ferreira	• Teacher preparation in Grade R • Parental support	1	1

Models of supervision

The individual, group and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research, and group supervision is done by supporting all students by one supervisor on TEAMS meeting as well as a group of supervisors supervising their students in one group. 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

Due to high number of students who apply for the Masters and PhD in our department, there is a need for external supervisors to supervise four masters' and six doctoral students. All supervisors are expected to supervise students with the co-supervisor from the Department. Students should contact the department to find out what their areas of specialisation are.

Contact details of the department

Prof. J.M.C. Motitswe: Sunnyside Campus Building 10: 0-96, tel: 012 484 1121, e-mail: motitjmc@unisa.ac.za (CoD)

Prof HR Maapola-Thobejane: Sunnyside Campus Building 10: 0-78, tel: 012 481 2771, e-mail: maapohr@unisa.ac.za (M&D Coordinator)

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 in Inclusive 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. 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%. 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

Full Research Masters

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

Students should submit a short research outline of 600–750 words which outlines the intended research project, the research approach, problem statement, short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline 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. Any form of plagiarism in the research outline is unacceptable.

For doctorate:

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

Students should submit a short research outline of 800–900 words which outlines the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline 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. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students should clearly indicate in their research outline that they intend to focus on Inclusive Education in their PhD studies. It is therefore imperative that the first heading of the research outline should read: *PhD in Education, focusing on 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, the Head of the Office of Graduate Studies and Research and the M&D Coordinator 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):

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Student's academic record and experience in research (30%) understanding of research methods as evident from the research outline (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: 90067. Students who are not admitted into the MEd in Inclusive Education (course work) may be considered for the full research MEd in Inclusive Education- qualification code: 98443, 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**. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline 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 <https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission>
- 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 (2026)

- 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
- Using an additional language as the language of learning and teaching (LoLT)
- Literacy teaching, reading, writing, speaking and/or listening
- Teaching literature in a home/additional language classroom
- African language literature and women
- Language education 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)
- Using ICT and educational media in language teacher training
- Language policies in schools and at tertiary level
- Assessment in language education
- Teaching Creative Arts, Visual Arts, Design, Drama and Dance in SP in FET

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2023	No of available positions for PhD students for 2023
English second language proficiency skills of secondary school learners in multicultural schools	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.	Prof TV Manyike	2	3

Focused M & D programmes

Name of qualification	Qualification code	Curriculum
PhD in Education (Stream; Language Education – LED)	90019	Research proposal module plus full research thesis
M.Ed Language Education		

IMPORTANT INFORMATION

Unisa does not currently offer an MEd qualification in Language Education but has applied for accreditation of such a qualification. If the MEd in Language Education has not been approved by the

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time you apply, you should enrol for one of the degrees listed below, if you would like to specialise in any aspect of language, arts and/or culture education when doing a Master's of Education:

- 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)
- MEd in Psychology of Education (language acquisition)

Students should clearly explain in their research outline that they intend to focus on Language/Arts and/or Culture Education. It is therefore imperative that the first heading of their research outline should read: *MEd in Curriculum Studies, focusing on Language Teaching*; OR *MEd in Adult Education, focusing on the teaching of a first additional language to adults*, etcetera.

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

Name of supervisor	Research interest/field of expertise	No of positions for MEd students still available for 2026	No of positions for PhD students still available for 2026
Prof TV Manyike (Chair of Department)	• Bilingual education • Multicultural education • Curriculum transformation in higher education • Language policies in higher education	1	3
Dr E Chauke	• Teaching English in FAL classrooms • Teaching writing in FAL classrooms • The methodologies, approaches and techniques of language teaching	2	0
Dr F Gani	• Adult education • Open distance learning (ODL) and e-learning (ODEL) • Integrating online learning in the curriculum • The use of ICT in teaching and learning	1	1
Dr SS Mukhari	• The teaching of African languages with special reference to Xitsonga • The use of ICT in teaching and learning • Using ICT and educational media in language teacher training	2	2
Dr KG Nkumane	• Teaching Home, First or Second additional language (My Specialisation is: IsiZulu) • Teaching literature in a home/additional language • Literacy teaching • African language literatures and women characterisation (PhD topic) • The teaching of Poetry (African Poetry: IsiZulu Poetry: Master's Degree). • Women academic researchers in Higher Education (MEd topic) • The teaching and learning of indigenous knowledge systems. • Assessment in language education	3	1

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
Dr M Burger (contract lecturer)	• Assessment for learning in education • Assessment in language education • Teaching writing skills (grade 4 to 12) • Teaching reading comprehension skills (grade 4 to 6) • Developing OERs for language teaching and learning	2	2
Dr D Sanders (contract lecturer)	• Language and inclusive education • ICT in language education • Curriculum transformation • Tranlanguaging • E-tutoring students • Special needs education	1	1
Dr A van Deventer (contract lecturer)	• Design thinking and problem-solving (design process) • ODeL teaching of an Arts subject • Creative Arts IP & SP: Various focusses • Creativity Education: New Approaches • Assessments in the specialised Arts subjects • Cultural Heritage • Museology: Various Focus areas • Museums Education: Programs and Art Collections or other collections • Tourism: Programs	1	0
Ms KC Miller	• Assessment for learning • Literacy Teaching • OdeL teaching • Assessment in language education		
Mr Chidi MP	• Literacy Teaching • Methodologies-approaches and techniques of language teaching, and • Using ICT and educational media in language teaching.		
Ms Mashala JM	• Translanguaging • Literacy teaching • Multilingual education Academic literacies	2	0
Dr Ngidi P	• English language learning and teaching • Classroom discourse • Critical discourse analysis in classroom	1	0
Dr Phofele PD	• English language learning and teaching • Assessment in language education • Teaching and learning of indigenous knowledge systems	3	2

	• Literacy teaching		
Dr Mort TKB	• English First Additional Language Education • Raising standards in English FAL teaching through assessment • Primary Teacher Improvement especially with regard to language education • Using African art in the curriculum • Visual arts education • The relationship between language acquisition and visual arts education • How poverty impacts art education • Student teacher narratives • Using teaching narratives in ITE	1	1
Ms Zwane DP	• Fostering Self-directed learning in TVET sector • Teaching and Learning of Visual Literacy in the TVET sector • The use of multimedia resources for improving language education	2	1

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 may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department

Dr PD Phofele: Nkoana Simon Radipere Building, 6-115; tel: 012 429 8713; e-mail:

phofepd@unisa.ac.za (Chair: DHDC)

Prof TV Manyike: Nkoana Simon Radipere Building, 6-121; tel: 012 429 4004; e-mail:

manyitv@unisa.ac.za (CoD)

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's of Education

An appropriate Honours Degree in Education, 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

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An appropriate Master's 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 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 a master's degree:

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

Students should submit a short research outline of 500 to 750 words which sketches the intended research project, the research approach, problem statement, a short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline 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. Any form of plagiarism in the research outline is unacceptable.

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 research outline that they intend to focus on Language, Arts or Culture Education. It is therefore imperative that the first heading of their research outline should indicate: *MEd in Curriculum Studies, focusing on Language Teaching*; OR *MEd in Psychology of Education, focusing on the development of an additional language*, etcetera. If the MEd in Language Education has been approved by the time of the application, it is not necessary to indicate the area of specialisation.

For a doctorate degree:

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

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline 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. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students planning to focus on Language Teaching or Arts and Culture Education in their PhD studies should clearly indicate this in their research outline. It is therefore imperative that the first heading of the research outline should read: *PhD in Education, focusing on Language, Arts and 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, the chair of the Department, the 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 (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the 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) or applicants who do not meet the 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 activities 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. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline 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

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The Department of Language Education, Arts and Culture 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/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission>
- 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 have been confirmed, they may register for the research proposal module.

Department of Psychology of Education 2023

Research focus areas of the Department (2023)

- Neurodevelopmental disorders
- Attention Deficit hyperactivity disorder (ADHD)
- Development of new teachers
- Developing human capital and employee wellbeing
- ODEL teaching and learning
- Best practices in Psychology
- Therapeutic interventions for children, adolescents and adults
- Psychopathology in childhood, adolescence and adulthood
- Africana Critical Theory, Postmodernism and social justice
- Identity development according to the African worldview
- Children in conflict with the law
- Resilience in young offenders
- Pastoral care for young offenders
- Psychosocial support
- Behaviour Modification
- Reading comprehension in schools
- 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 and 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
- Environmental education (care for the environment)
- Mathematics education (emotional barriers)
- Special needs education/inclusive education – learning disabilities/difficulties

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- Psychometrics
- Career guidance
- Study assistance/methods
- Learners with physical impairments
- Autism
- Positive psychology, specifically the 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
- Psycho-educational health counselling
- Cross-cultural counselling
- Assessment and intervention
- Psychological, educational and dynamic assessment
- Resilience
- Wellness
- Factors influencing performance

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2021	No of available positions for PhD students for 2021
Mental health	Mental health is about the absence of illness and coping with the daily challenges of life. Within the school context, mental health is about promoting the mental well-being of teachers and learners to enable them to cope with the daily challenges of teaching and learning for successful schooling to occur and for teachers and students to realise their academic potential.	Dr C Haasbroek	1	1
ADHD (attention deficit hyperactivity disorder)	This research project focuses on professional development and other stakeholders to assist learners with ADHD. The project will make a scientific contribution about the prevalence of ADHD in South Africa and contextually relevant programmes for ADHD.	Prof RJ Tabane	0	0

Adversities and support in education	This project focuses on the adversities and support in schools. Possible topics to consider include: • psycho-social and emotional effects of HIV/Aids (teachers and learners) • poverty • violence • xenophobia • learner and teacher well-being in education • emotional enhancement • support of school environments	Prof K Mohangi	1	1
Examining the Prevalence of Adolescent Mental Health Difficulties and their Associations in Gauteng Province: A Comprehensive Analysis	This study investigates the epidemiological data of youth mental health in Gauteng and explores the reasons for mental health challenges in adolescents	Dr. CM Somo	1	1

Focused M & D programmes

Name of programme	Qualification code	Curriculum
MEd in Psychology of Education	98407	Research proposal module and full research dissertation
PhD in Psychology (Psychology of Education)	90058 - PSY	Research proposal module and full research thesis

Important: More information on the PhD in Psychology can be obtained from the UNISA website.

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

Name of supervisor	Research interest/field of expertise	No of positions for MEd students still available for 2023	No of positions for PhD students still available for 2023
Ms BA Feldman	• Resilience • Well-being in school contexts • Psycho-educational support • Values-based education • Specific learning difficulties	1	0
Dr C Haasbroek	• Psycho-social factors • Mental health of students and teachers	0	0

	- Well-being of teachers/learners - Psycho-emotional support		
Prof PJH Heeralal	- Mentoring of novice teachers - Doctoral supervision - Educational leadership -role of management - Rural education - Inclusive education - Discipline - Job satisfaction - Bullying - Depression - Vocational education - Restorative justice	2	4
Dr MF Mavuso	- Success in schools - Psycho-educational support - Life skills and life orientation - Positive parenting - Autism - Barriers to learning and inclusion - Special needs education/inclusive education - Learning disabilities/difficulties	1	2
DR DM KUMALO	- Success in schools - Positive school discipline - Barriers to learning and inclusion - Special needs education/inclusive education - Learning disabilities/difficulties	1	1
Mr PP MAHLANGU	Success in schools		
Dr AM Moll	- Autism - Disabilities - Adaptive sport	3	0
Dr MM Moseki	- Adolescent development and learning - Academic achievement of adolescents - Truancy in secondary schools - Study assistance/method - Child and adolescent self-regulated learning development - School guidance and counselling - Assessment and intervention	1	1
Prof K Mohangi	- Child and adolescent psychology - Adversities and support - Childhood HIV and Aids and caregiver support - Field of educational psychology: assessment and intervention - Qualitative research methodology: research methods with child participants - Language and literacy	1	1

Dr S Ntshangase	• Childhood and adolescent development • Talent development • Mental health in schools • Sport Psychology	2	0
Dr H Olivier	• Positive psychology and resilience • Educational psychology • Counselling for teachers • Community engagement in educational psychology • Learning and learner support • Life orientation • Counselling and learner support • Barriers to learning and inclusion • HIV/Aids • Psycho-educational support	1	2
Prof RJ Tabane	• ADHD • Special needs and inclusive education • Psychology and social cohesion, school integration and desegregation • Cross-cultural psychology • School guidance and counselling • Child and adolescent psychology • HIV/Aids • Research methodology (qualitative)	0	0
Prof LDN Tlale	• Gifted child education • Children in conflict with the law • Children at risk • Vulnerable and orphaned children • Barriers to learning • Social justice • Qualitative research	2	3
Mr SD Tshalala	• Discipline and punishment in schools • Success in schools	1	0
Dr CL Weber	• Resilience • Developmental disabilities • Intellectual disabilities	1	0
Prof MD Magano	• Wellness • Life skills and Life Orientation	0	0
Dr LM METHI	• Social justice • OdeL research	1	1
Dr M MNGUNI	• Special needs and inclusive education • Life skills and life orientation •	1	1
Dr CM SOMO	• Mental Health • OdeL in HE	1	1

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

University of South Africa, College of Education
Research focus areas for 2027

External supervisors may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department

Prof LDN Tiale: Nkoana Simon Radipere Building, 06-61, Tel: 012 429 2064, Email: tialeldn@unisa.ac.za

Dr CM Somo: Tel: 012 429 2022, E-mail: esomocm@unisa.ac.za

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's of Education

An appropriate Honours Degree in Education, or a postgraduate diploma in the relevant field, 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.

PLEASE NOTE: At this stage only the academic Master's of Education is offered, NOT the professional Master's of Education.

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

An appropriate Master's 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 a Master's of Education (qualification code – 98407):

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

Students should submit a short research outline of 600 to 750 words which sketches the intended research project, the research approach, problem statement, short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, except for (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. Any form of plagiarism in the research outline is unacceptable.

For a doctorate degree (qualification code - 90058 – PSY)

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

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the

research outline should be provided. These sources should be predominantly recent, except for (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. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students planning to focus in their PhD in Psychology on Educational Psychology/Psychology of Education should clearly indicate this in their research outline. It is therefore imperative that the first heading of the research outline should read: *PhD in Psychology, focusing on Educational Psychology*.

Selection procedures followed in the selection of candidates for postgraduate studies

All applications from ... will be considered 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 (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the 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) or applicants who do not meet the 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 activities 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 several 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. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years if 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 if not previously registered, following the steps outlined in <https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission>
- 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 have been confirmed, they may register for the research proposal module.

DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION

Research focus areas of the Department (2026)

- Physical science education
- Life science education
- Natural science education
- Geography education
- Environmental education
- Technology and entrepreneurship
- Technology education
- ICT in education
- Indigenous knowledge systems
- Inquiry-based instructions
- Pedagogical 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

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 may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department

Dr P Blose: Nkoana Simon Radipere Building, 7-15; tel: 012 429 2234 e-mail: eblosep@unisa.ac.za

Prof AV Mudau Nkoana Simon Radipere Building, 7-05; tel: 012 429 6353; e-mail:

mudauav@unisa.ac.za (CoD)

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2026	No of available positions for PhD students for 2026

E-tutor programme in ODeL	The project explores the online support services for teaching and learning mathematics, science and technology education courses. The research explains the nature and efficacy of practices of online teaching for the improvement of school subjects in the country. Furthermore, it also seeks to study the meanings and practices for the various actors in each specialisation in the college.	Prof MZ Ramorola	2	2
Competitive Programme for Rated Researchers (CPRR)	The project is about recruiting M&D students that can be part of the programme and will be enrolling with UNISA. Their research focus will be on developing scientific language registers for science subjects – Natural Sciences, Physical Sciences, Agricultural Sciences and Life Sciences in indigenous languages.	Prof AV Mudau	10	2
A Strategic Intervention in Mathematics, Science and Technology Education	the project aims at improving mathematics, science and technology teachers' pedagogical content knowledge including the integration of indigenous knowledge. The project is a partnership with the Mathematics, Science and Technology Academy under the auspices of the Department of Basic Education in Mpumalanga.	Prof MT Gumbo	1	0
Youth, indigenous knowledge and the sustainable development goals	The engagement of youth in indigenous knowledge research and education on the sustainable development goals.	Prof S Shava	2	2

Focused M & D programmes

Name of programme	Qualification code	Course work/full research
Master's of Education in Natural Science Education	98448	Research proposal module plus full research dissertation
Master's of Education in Environmental Education	98428	Research proposal module plus full research dissertation
PhD in Education (Streams: Natural Science Education (NSE); Environmental Education (ENE); Technology in Education (TED))	90019	Research proposal module plus full research thesis

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

Name of supervisor	Research interest/field of expertise	No of positions for MEd students still available for 2023	No of positions for PhD students still available for 2023
Dr P Blose	- Technology Education - Education for Sustainable Development - Indigenous knowledge systems	4	2
Mrs J Goosen	- Life science education - Natural science education - Digitization of Science Education	0	0
Prof L Goosen	ICT in education	2	3
Prof MT Gumbo	- Technology teachers' professional development in pedagogical content knowledge - Indigenous knowledge systems - Decolonisation of the curriculum - Distance education and e-learning	2	0
Dr H Hebe	- Environmental education/education for sustainable development - Teaching and learning of science in early childhood education - The position of EE in the school curriculum - Geography education	4	4
Prof. LDM Lebeloane	- Curriculum studies (decolonizing school curriculum, Environmental Education) - Environmental management in schools - Educational leadership and management - Comparative Education (multicultural education) - History of Education	3	2
Dr MV Makokotlela	- Environmental education/education for sustainable development - Indigenous knowledge - OER	0	2
Prof TA Mapotse	- Technology and environment education - Pedagogic content knowledge in TE - Mentoring of novice TE teachers through action research methodologies - TE teacher thinking/belief/conception around TVET - Indigenous knowledge systems in TE	0	0
Prof EO Mashile	- ICT in Education - Educational Technology - Open Distance eLearning - Physical Science Education - Learning Analytics	3	2

Dr EN Mazibe	• Science education. • Pedagogical content knowledge. • Science teaching and learning materials: document analysis.	3	2
Mr MM Mcknight	• Teaching and learning of Natural Science and Life science	0	0
Prof HO Mokiwa	• STEM education • Language in science education • Curriculum development of science	0	3
Dr AR Molotsi	• ICT in education • ODL • Educational technology • ODeL • Education management and leadership • Technological, pedagogical and content knowledge (TPACK) • OER	2	2
Prof AT Mothabane	• Science education • Physical science education • Natural science education • Physics and chemistry education	2	2
Prof AV Mudau	• Teaching and learning of physical science • Teaching and learning of natural sciences	0	3
Mr KR Munasi	• Environmental Education/ Education for Sustainable development • Life Sciences Education • Natural Science Education	3	0
Mr EC Ndlovu	• Technology education • Indigenous knowledge systems • Pedagogic content knowledge • Natural science and technology • Curriculum issues • ODeL	4	0
Prof N Nkopodi	• Physical science education	0	0
Dr. TG Ntuli	• Natural Science Education	3	1
Mrs P Photo	• Life science education • Natural science education • Informal learning environment • Practical work in science • Rural education • Mentoring of novice science teachers	3	1
Mrs MM Ramulumo	• Life Science Education • Early Childhood Science Education • Natural Science Education • Science Communication for children in Science Centres • Digitization of Science Education	3	1
Mr CA Raseale	• ICT in education • Computer-integrated learning	0	0

Dr MZ Sedio	• Technology education	3	2
Dr NP Shabalala	• Environmental education	2	2
Prof S Shava	• Environmental education/education for sustainable development • Indigenous knowledge systems/indigenous epistemologies • Decoloniality	2	2
Dr Lettah Sikhosana	• Environmental education • Education for Sustainable Development • Natural Science education	2	1
Ms Ngakane HM	• Technology Education	2	0

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

Masters' 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

An appropriate Master's 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 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 a master's degree:

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

Students should submit a short research outline of 600 to 750 words which sketches the intended research project, the research approach, problem statement, short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline 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. Any form of plagiarism in the research outline is unacceptable.

For a doctorate degree:

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

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline 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 University of South Africa, College of Education

Research focus areas for 2027

submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students must clearly indicate in their research outline whether they are planning to focus on Natural Science Education or Environmental Education in their PhD. It is therefore imperative that the first heading of the research outline should read: *PhD in Education focusing on Natural Science Education OR on Environmental Education*.

Selection procedures followed in the selection of candidates for postgraduate studies

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, the chair of the Department, the 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 (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the 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, applicants 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 the 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 activities 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. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline, may revise their research outline 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 <https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission>
- 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 have been confirmed, they may register for the research proposal module.

PARTMENT OF MATHEMATICS EDUCATION

Research focus areas of the Department (2023)

- Mathematics curriculum development and evaluation
- Mathematical modelling and problem solving
- Assessment in Mathematics
- 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
- Ethnomathematics 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
- Mathematical literacy

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2022	No of available positions for PhD students for 2022
Bizana teachers' journey with FET Mathematics	This project aims to investigate how an ODL model can be used to create conducive environments for effective teaching and learning of Grade 10 Mathematics in Eastern Cape, South Africa. It aims to identify environmental challenges in the teaching of	Prof ZMM Jojo	1	1

	mathematics, and suggest improvement of existing mathematics teaching.			
Applying Inquiry-Based Facilitation to enhance inquiry-based learning in Grade 10 geometric modelling	This project targets secondary schools in Tshwane North District, Pretoria. It aims to contribute towards the quality of mathematics teaching and learning. It will empower teachers with inquiry-based facilitation skills and integration of resources.	Dr MM Masilo	1	1

Focused M & D programmes

Name of programme	Qualification code	Curriculum
Master's of Education in Mathematics Education	98446	Research proposal module plus a full research dissertation
PhD in Education (Stream: Mathematics Education – MED)	90019	Research proposal module plus full research thesis

IMPORTANT INFORMATION

When applying for a PhD, students should clearly explain in their research outline that they intend to focus on Mathematics Education.

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

Name of supervisor	Research interest/field of expertise	No of positions for MEd students still available for 2023	No of positions for PhD students still available for 2023
Prof JJ Dhlamini	- Mathematical modelling and problem solving - Cognitive learning	1	2
Prof ZMM Jojo	- Mathematics teacher professional development - Learners' knowledge construction - Meaningful geometry teaching and learning - Ethnomathematics	0	1
Prof MG Ngoepe	- Mathematics teachers' professional development - Classroom practice	0	3
Dr T 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	4	1

	• Problem solving and mathematical modelling		
Prof MM Phoshoko	• Use of contexts in mathematics teaching • Mathematical modelling and problem solving in the mathematics classroom	2	0
Prof MF Machaba	• Everyday contexts in the teaching and learning of mathematics	2	2
Dr MM Masilo	• Technology and media in teaching and learning mathematics • Effective teaching and meaningful learning in mathematics • Problem solving in Euclidean geometry	2	1
Dr SM Kodisang	• Lesson study • Use of context in mathematics teaching in the GET phase (fractions; probability)	2	0
Dr EG 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 – basic (school) and higher (tertiary) education	2	0
Dr PD Motseki	• Differential calculus • Teaching and learning of geometry	2	0
Mr CM Moila	• Errors and misconceptions in mathematics • Spatial development • Geometric thinking	2	0
Mr GT Mphuthi	• Mathematical meaning for teaching particular mathematics topics • Mathematical modelling and problem solving and thinking mathematically • Meaningful geometry teaching and learning	2	0
Mr AS Zondo	• Cognitive learning • Mathematical literacy • Technology and media education	2	0
Mr MA Ngoveni	• Assessment in Mathematics	3	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 may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department

Prof ZMM Jojo: Nkoana Simon Radipere Building, 6-37; tel: 012 429 6627; e-mail:

jojozmm@unisa.ac.za

Prof JJ Dhlamini: Nkoana Simon Radipere Building, 7-04; tel: 012 429 2023; e-mail:

dhlamijj@unisa.ac.za (CoD)

Admission requirements, documents required, 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's 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's 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 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 a master's degree:

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

Students should submit a short research outline of 600 to 750 words which sketches the intended research project, the research approach, problem statement, a short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline 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. Any form of plagiarism in the research outline is unacceptable.

For a doctorate degree:

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

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline 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. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students planning to focus on Mathematics Education in their PhD studies should clearly indicate this in their research outline. It is therefore imperative that the first heading of the research outline should read: *PhD in Education focusing on Mathematics Education*.

Selection procedures followed in the selection of candidates for postgraduate studies

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, the chair of the Department, the 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 (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the 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) or applicants who do not meet the 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 activities 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. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline 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 Mathematics 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 <https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission>
<http://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-%09degrees/Apply-for-a-student-number-and-apply-for-admission>
- 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 have been confirmed, they may register for the research proposal module.

DEPARTMENT OF EDUCATION LEADERSHIP & MANAGEMENT (DELM)

Research Focus Areas (2026)

- 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
- Management of early childhood education centres
- Management of adult education centres
- Transformational leadership
- Distributed leadership/Shared leadership
- Rural educational leadership
- Research methodologies in education
- Change leadership/Change management
- Ethical leadership
- Student support
- Vocational education and training (TVET colleges)

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2022	No of available positions for PhD students for 2023
TVET	Capacity building for	Prof SP Mokoena	36	50 TVET sponsored

	TVET colleges lecturers			students (lecturers)
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Focused M & D programmes

Name of programme	Qualification code	Curriculum
MEd in Education Management	98405	Research proposal module plus full research dissertation
MEd in Education Management	98420	4 Course work modules, a research proposal module and mini-dissertation
PhD in Education (Stream: Education Management - EDM)	90019	Research proposal module and full research thesis

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

Name of supervisor	Research interest / field of expertise	No of positions for MEd students available for 2026	No of positions for PhD students available for 2026
	•		
Prof RJ Botha	• Education leadership • Education management • International education • Comparative education	2	4
Prof SA Coetzee	• Education law and policy • Education and democracy • Labour Law in Education • Sexual misconduct • Education management and leadership • School governance and administration • Continuous professional development	0	0
Prof N Grootboom	• School violence • Gender issues in educational management • Educational leadership and management • Integration and School Reform • Organisational and Administrative Behaviour	1	2

	• Student Support and Discipline • Research Methodologies in Education • Large scale research		
Prof SS Khumalo	• School improvement and effectiveness • Participative management • Transformational leadership • Social Justice Education • Organizational Development in Education • Open and Distance Education	1	3
Dr T Lekalakala	• Education management • School governance and administration • Education policy and law • School and teacher effectiveness	1	3
Prof M Lekhetho	• Educational leadership and management • School governance • School effectiveness and improvement • Quality education • Quality assurance • Open and Distance Learning (ODL) • Sociology of Education	1	3
Prof RI Lumadi	• School management • Quality assurance • Teaching practice in an ODL context • Education policy and law • School and teacher effectiveness • Learner discipline and management • Parental Involvement	1	4
Mrs MR Mabusela	• Female leadership • School governance and administration	2	1

	• School improvement • School and teacher effectiveness • Instructional leadership and school governance		
Prof PR Machaisa	• Education law • Comparative education • Educational leadership and management	2	3
Prof VP Mahlangu	• Professional development • Quality assurance • Education policy and law • School governance and administration • Open distance learning/e-Learning • Gender and leadership/ female leadership • Managing diversity • Personnel training and development	0	4
Prof ST Mampane	• Leadership and school management • Education law and policy studies • School governance and administration • Managing diversity and inclusivity in education • Professional development • Distance Education in Higher Education • Continuous professional development • Quality assurance • Open distance learning/e-Learning • Management of early childhood education centres • Mentoring and coaching	0	4

Dr MJ Masenya	• Management of Change/Change Management • Transformation in Higher Education • Transformational Leadership	0	0
Dr T Faleni	• Educational Leadership and Management • Management of policy implementation • Monitoring and evaluation • Redefining teaching and learning strategies in the post COVID era in the context of ODEL	2	3
Mrs I Mojapelo	• Educational Leadership and Management • Organizational Management /School Management • Classroom Management • Educational Law	0	0
Prof SP Mokoena	• School effectiveness and improvement • Education management and leadership • School governance • Technology and learner support • Open distance e-Learning (ODEL) • Shared leadership/Distributed leadership • Instructional leadership • Vocational education and training (TVET Colleges)	0	2
Dr MS Mataboge	• Educational Leadership and Management • Organizational Management /School Management • Classroom Management	2	3

	• School governance and administration		
Prof J Nyoni	• Open distance e-learning (ODeL) • Education law and policy • Multicultural education • Educational management • Decolonial education and politics in education • Research Methodologies in Education • Change Leadership • Ethical leadership	1	3
Prof VJ Pitsoe	• Teacher professional development • Educational leadership and management • Educational policy • Open distance learning/e-Learning • Values education and democracy • Philosophy of education and • Indigenous knowledge systems	1	4
Dr EK Prins	• Educational leadership and management • School governance and administration • Teacher effectiveness in the classroom • Personnel training and development • Education policy and law	1	0
Dr J Rapeta	• Education policy and law • Education and democracy • Management of politics in education • Safety in Schools • Educational stakeholders and labour issues. • Redeployment of Educators.	1	3

	• Educators Duty of Care • Learner discipline.		
Dr MS Sepeng	• School choice • Educational leadership and management	0	3
Dr LL Toolo	• Youth Development • Female Leadership • Socioeconomic Empowerment • Stakeholder Coordination in Education	1	3
Prof VT Zengele	• Educational policy • Educational leadership and management • Teacher unionism	2	4

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. However, this will depend on the financial viability of the Department.

Contact details of the department

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e-mail machapr@unisa.ac.za

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