

EDUCATION

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Associate Professor & Dean of Education

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Professors

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Professor Emeritus

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Professor & Murray & Roberts Chair of

Environmental Education

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Professor & South African Numeracy Chair

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Associate Professor

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Lecturers

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SOUTH AFRICAN NUMERACY CHAIR

Project Manager

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The central aim in the professional preparation of students in the Faculty of Education is to develop critical, reflective practitioners who have the capacity and the will to act as agents of appropriate change in the southern African context. The Department works in partnership with a number of NGOs and other Institutes. These include: Rhodes University Mathematics Education Project (RUMEP); The Centre for Social Development (CSD); the Institute for the Study of English in Africa (ISEA) and the Centre for Higher Education Research, Teaching and Learning (CHERTL).

POSTGRADUATE CERTIFICATE IN EDUCATION (Further Education and Training Band and Senior Phase)

Our aim in the professional preparation of our students is to develop critically reflective practitioners who have the capacity and the will to act as agents of appropriate change in the southern African context. The course consists of the following major components:

1. Educational Studies

This course offers an overview of many of the important issues in education. The aim is to provide

students with a framework for understanding the field of education using sociological, philosophical and psychological lenses. The course explores aspects such as: classroom interaction and various classroom dynamics which includes micro-teaching in small peer groups; historical and contemporary aspects of South African education; environmental education and sustainability; human development, barriers to learning, mediating learning, curriculum processes, different pedagogical approaches, assessment, HIV/AIDS education, values, teachers' rights and responsibilities, organisational dimensions of schooling, educational technology, outdoor education, community engagement.

2. Teaching Method Courses

A broad range of teaching method courses is offered. These are aligned to national curriculum policy. Each course aims to prepare prospective teachers to be able to teach a subject or learning area competently in a variety of situations. Students acquire a critical understanding of the curriculum and its philosophical underpinnings, and learn how to implement it in a practical and reflective manner. Students are encouraged to become innovative and inspirational teachers.

3. Teaching Practice

Students get a taste of a range of different schools, and finally spend the equivalent of a school term as fully integrated members of a school's staff. As such, they become involved in the academic, cultural, sporting and administrative activities of a particular institution, and so experience a full immersion into what it means to be a practising professional.

4. Language Endorsement

Teacher education certificates must give some indication of the ability of the holder to use any of the official languages of South Africa as a medium of instruction. Opportunities are provided during the year for students to obtain such endorsements in English, Afrikaans and isiXhosa.

POSTGRADUATE CERTIFICATE IN EDUCATION (Intermediate Phase)

Our aim in the professional preparation of our students is to develop critically, reflective practitioners who have the capacity and the will to act as agents of appropriate change in the southern African context.

The course consists of four major components: Education Studies, Professional and Pedagogical Practice, Teaching Methods and Teaching Practice.

1. Educational Studies

This course offers an overview of many of the important issues in education. The aim of the course is to provide students with a framework for understanding the field of education using sociological, philosophical and psychological lenses.

The course explores aspects such as:

What does quality education look like in the context of South African education /schooling? This includes:
The broader educational context
The whole child
Curriculum and pedagogy (including assessment)
Diversity, equity and language
Research

2. Professional and Pedagogical Practices

This course offers the students an opportunity to engage with general education methodologies and pedagogic approaches that can be utilized across all subjects in the school curriculum; and creates a link between Education Studies and the Teaching Methods. Furthermore, it considers what it means to be a professional and how to develop professional relations with colleagues, parents and learners.

3. Teaching Method Courses

These courses are aligned to the school curriculum. Each course aims to prepare prospective teachers to be able to teach a subject competently. Students acquire a critical understanding of the curriculum and its philosophical underpinnings, and learn how to implement it in a practical and reflective manner. Students are encouraged to become innovative and inspirational teachers. Students register for Home Language English or Home Language isiXhosa; First Additional Language; and two of Life Skills, Mathematics, Natural Science and Technology, and Social Sciences.

4. Teaching Practice

Students spend the equivalent of a school term as fully integrated members of a school's staff. As such, they become involved in the academic, cultural, sporting and administrative activities of a particular institution, and so experience a full immersion into what it means to be a practising professional.

5. Endorsements

Endorsements are obtainable in the following:

Computer Literacy, Educational Technologies and Languages. Teacher education certificates must give some indication of the ability of the holder to use any of the official languages of South Africa as a medium of instruction. Opportunities are provided during the year for students to obtain such endorsements in English, Afrikaans and isiXhosa.

6. Further courses

All students that do not register for the Mathematics Method will be required to complete the Mathematics in Society course. This course provides competence in the mathematics required to teach and be productive citizens.

Students that do not have the required subjects in their undergraduate degree will be required to register for one of the following courses concurrently with their PGCE (IP):

English for Teaching

IsiXhosa for Teaching

Mathematics for Teaching

Science and Technology for Teaching

Any additional courses required will be based on the discretion of the Dean, HoD and Course Coordinator. Students registering for any of these further courses are required to pass them in order to obtain their PGCE (IP) certificate.

POSTGRADUATE CERTIFICATE IN EDUCATION (Foundation Phase)

Our aim in the professional preparation of our students is to develop critically reflexive practitioners who have the capacity and the will to act as agents of appropriate change in the southern African context.

The course consists of five major components.

1. Education Studies

This course offers an overview of many important issues in education. The aim of the course is to provide students with a framework for understanding the field of education using sociological, philosophical and psychological lenses. The course explores aspects such as:

Classroom interaction and various classroom dynamics

Historical and contemporary aspects of South African education

Human development

Barriers to Learning

Mediating Learning

History of Educational Ideas

2. Education Environment

This course offers the students an opportunity to engage with general education methodologies and pedagogic approaches that can be utilised across all subjects in the school curriculum; and creates a link between Education Studies and the Teaching Methods.

3. Foundations of Learning

The Foundations of Learning course is divided into 3 modules that run concurrently throughout the year. These include:

Language, literacy and cognition;

Understanding the whole child in context; and Managing and organizing learning. The modules provide a framework for understanding education in the Foundation Phase.

4. Teaching Method Courses

These courses are aligned to the school curriculum. There are three subjects - Languages, Mathematics and Life Skills. Each course aims to prepare prospective students to be able to teach a subject competently, confidently and creatively. Students acquire a critical understanding of the curriculum and how to implement it in a practical and reflexive manner. Languages and Mathematics are viewed as core subjects.

5. Teaching Practice

Students spend the equivalent of a school term as fully integrated members of a school's staff. As such, they become involved in the academic, sporting and administrative activities of a particular institution, and so experience a full immersion into what it means to be a practicing professional.

6. Endorsements

Endorsements are obtainable in the following:

Computer Literacy, Educational Technologies and Languages. Teacher education certificates must give some indication of the ability of the holder to use any of the official languages of South Africa as media of instruction. Opportunities are provided during the year for students to obtain such endorsements in English, Afrikaans and isiXhosa.

BACHELOR OF EDUCATION

This degree serves two different functions. Firstly, the full-time four-year course qualifies students to become professional teachers in the various phases and with emphasis on various learning areas and subjects. Rhodes offers this option specializing in Mathematics Education and English Language Teaching and Foundation Phase (specializing in Early Childhood Development). Secondly, it is possible for teachers with appropriate 240 credit, level 5 qualifications, to obtain the degree via three years of part time study. Rhodes University currently offers this option specializing in Mathematics Education, English Language Teaching, Foundation Phase (specializing in Early Childhood Development), Intermediate Phase, Information Communication Technology Education, Life Orientation, Science Education, and Technology Education.

BACHELOR OF EDUCATION (HONOURS)**Foundation Programme**

The foundation programme comprises four “strand” courses: Philosophy in Education, Psychology in Education, Sociology of Education and Research in Education. Although each constitutes a course in its own right they are presented in an integrated format. Philosophy in Education

The central focus of the course is on theory informing practice in education. This course therefore does not focus on any one philosophy of education, rather it takes a critical stance in reviewing those philosophies of education that have shaped and continue to shape the thinking and practice of education in a national and global context. Within this focus the following are integral dynamics:

Curriculum planning, development and implementation; the role and value of philosophy in education; a critical evaluation and analysis of current educational issues; the teacher as researcher.

Psychology in Education

This course focuses on theories of learning, cognition and the role played by teachers and significant others and the implication these have for classroom practice. Of particular concern are the theories of learning that have influenced past and current curricula in national and global contexts. This course is closely linked to the epistemological dimension of the philosophy in education course. Sociology of Education.

This course focuses on the analysis of the central concern of sociologists of education, namely, the problem of differential educational provision and attainment. In this context the focus will fall upon a number of issues in terms of their implications for educational provision and attainment, *inter alia*, social class, ethnicity, gender, language curriculum and teacher socialisation, the link between education and the workplace, and the link between education and development.

Research in Education

This course has two major aims: an introduction to what research in education is theoretically about; and an introduction to the practical skills and ideas which are needed to be an effective practitioner, user and interpreter of educational research. Theoretical and practical aspects are closely integrated, focusing on the nature of research, research traditions and methods, data collection and analysis, critical evaluation, and presentation of research findings. This course is offered in two stages (‘A’ and ‘B’) in the first and second years of the part-time programme.

Elective Programme

These options may not all be offered in any given year and are dependent on staff availability and viable class sizes. Further options may be offered.

Curriculum Theory The course aims:

- To provide a perspective on the curriculum by surveying its underlying
- Philosophical, psychological, sociological, historical and practical
- assumptions;
- to provide a means of analysing the essential impact of the curriculum;
- to develop principles of procedure for curricular action; and to provide a foundation for further study at MEd level of a particular aspect of the curriculum in a school subject.

The course will focus on the values, beliefs and some aspects of culture underlying the school curriculum; as well as issues in curriculum design, including a consideration of contrasting models of curriculum design, curriculum evaluation and the rhetoric and reality of curriculum innovation.

Information Communication Technology

This course aims to promote the computer as an educational medium throughout the school curriculum and to ensure its effective use for

educational purposes. It is assumed that students electing to study this course will have a basic computing background and access to a computer.

The course will comprise six main components:

- a theory of educational computing;
- basic computing knowledge;
- the use of the computer as a tool across the curriculum;
- the use of the computer as a tutor across the curriculum;
- the use of the computer as a communication mechanism and research tool;
- introducing a computing system into the school environment.

Educational Leadership and Management

The course is designed as a service learning initiative, i.e. teaching and learning strategy which links the academic learning of the Honours' students with a community service experience (CHE, 2006; Hart, 2006). As a credit-bearing educational experience, it requires students to participate in an organised service activity in their institution over a ten month period and reflect on it in such a way as "to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle and Hatcher, 1996, p. 222). The activity may well be the implementation of an extra-curricular learner leadership club or a teacher professional learning community, the purpose being one of leadership development which requires "a multifaceted approach, which includes techniques that range from formal academic processes to experiential development, or what is described as leadership development within the context of work" (Whitehead, 2009, p. 856).

Education, Training and Development Practices (ETDP)

Many educational processes occur outside of the formal school classroom in the form of training programmes, professional development courses or community-based learning projects. This course is designed for educators planning or offering such learning programmes in colleges, youth groups, municipalities, community groups or other professional development settings. The course focuses on concepts and strategies relevant to adult education and training in such settings. It considers issues such as: lifelong learning, workplace learning, applied competence and reflexive practice, and ways

of creating enabling learning environments including teaching strategies and methods in adult learning. It will also review the national structures that guide qualifications and career path development, and the role of networks and partnerships.

English Language Teaching (ELT)

This course is concerned with providing students with a comprehensive understanding of the theory and practice informing English language teaching, research in language education, language pedagogy, and scholarship in literary studies, visual literacy and literacy development. How these knowledge areas are developed, taught, assessed and evaluated in schools constitute the fundamental questions the course challenges the students to engage. To achieve this, the course introduces students to the theories, concepts and debates underlying current thinking dominating English language teaching and language education. The course is aimed at language educators at school or university contexts, subject advisors, and curriculum developers who wish to develop intellectually and extend the boundaries in the field of English Studies. It also provides a foundation for research in ELT and Language Education at Master's level.

Environmental Education

This course aims to provide an introduction to the praxis of environmental education as the concept is understood internationally and in southern Africa at the turn of the century. The course will focus on: historical perspectives; concept analysis; the application of educational theory to the interaction of ecological, social, economic and political dimensions of the environment; environmental education in teacher education; current research developments.

Geography Education

This course is designed to enable professionals working in schools, and district and provincial offices to reflect upon their experiences in the teaching of geography, and to engage in current international and national debates in the field of geography curriculum development and design; theories of teaching and learning in the field of geography; assessment of and for learning in geography; the design, implementation and evaluation of enquiry-based pedagogical approaches, and issues of sustainability. The course will serve as a platform upon which more

advanced work at the Master's level, can be built. Candidates wishing to register for this course will be expected to have taught geography at any level of the formal school system for at least two years.

Mathematics Education

This course is designed to enable teachers and educational managers and planners to reflect upon their experience in the teaching of mathematics, and to engage in current national and international debates in the field of mathematics curriculum design; theories of teaching and learning in the field of mathematics; technology and mathematics education; and socio-political and cultural aspects of mathematics education. The course incorporates an introduction to, and some initial practice in, mathematics education research. The course will serve as a platform upon which more advanced work, at the Master's level, can be built. Candidates wishing to register for this course will be expected to have taught mathematics at any level of the formal educational system for at least two years.

Multicultural Education

This course is intended for teachers and teacher educators at all levels of education. It seeks to explore and attempts to counterbalance the historical circumstances that, despite southern Africa's incredibly diverse cultural and ethnic composition, education has foremost been an essentially *monoracial*, and often *monocultural* experience, in which western Eurocentric conceptions of teaching, learning curriculum design, and teaching resources predominate. The course aims to assist educators to respond positively to cultural diversity by providing an avenue through which to inform and enhance their insights into, understanding of, and capacity to implement a multicultural approach in whatever professional arena it is that they operate.

Primary Education

The aim of the course is to deepen professional understanding of the primary phase of education through scrutiny of emerging issues from a rigorous theoretical perspective. Major areas of focus will include the aims of primary education, approaches to teaching at the primary level, and analysis of the primary curriculum and its development.

Science Education

This course aims to provide the participant with

the necessary theoretical and practical frameworks relating to science education, to become an independent and critical implementer and developer of effective science education. Aspects such as practical work, continuous evaluation, constructivist science education, computer enhanced science learning and outcomes based learning will be dealt with. An introduction to evaluating and performing research in the field of science education will also form part of the course. As such, the course will lay a foundation upon which work towards a Master's degree can be built.

Technology Education

Technology education is a recent innovation in school curricula both in South Africa and internationally. This course aims to introduce students to emerging trends and issues, including:
The nature of technology and technology education;
The debate about 'Process' and 'Content' in technology education;
The notion of 'relevance': vocational education and technology education;

Assessment in technology education.

In addition, the course requires students to engage in practical 'design and make' activities in which they demonstrate an integrated understanding of the technological process. The course is particularly aimed at practising teachers and teacher educators, but may be relevant to other educational managers and administrators as well.

Research Methods and Interpretation

This course has two major aims: an introduction to what research in education is theoretically about; and an introduction to the practical skills and ideas which are needed to be an effective practitioner, user and interpreter of educational research. Theoretical and practical aspects are closely integrated, focusing on the nature of research, research traditions and methods, data collection and analysis, critical evaluation, and presentation of research findings.

POST-GRADUATE DIPLOMA IN HIGHER EDUCATION

The Postgraduate Diploma in Higher Education is intended to accredit academics working in the higher education sector as professional educators. It is registered with 120 credits at level 8 of the Higher Education Qualifications Framework and is thus

equivalent to an honours degree. The programme leading to the qualification aims to develop participants' knowledge of higher education as a field of study and to promote the use of theory to reflect on practice in the facilitation, management and assessment of student learning. The programme is work-based in that it focuses on participants' everyday practice. Assessment is by means of a teaching portfolio demonstrating competence against the learning outcomes registered for the qualification. The programme comprises four core modules (Nature of Learning, Curriculum Development, Evaluation of Teaching and Courses and Assessment of Student Learning) and completion of one of a number of elective modules.

MASTER OF EDUCATION Coursework and Research

The degree consists of coursework and examination, and a thesis, or coursework, examination and research projects. It is also expected that a paper will be prepared for publication. All candidates for the degree are required to attend a course in research methodology aimed at preparing them to conduct a research programme and analyse and report the results. Exemptions may be considered if candidates have previously completed a similar course. The degree runs over a two-year cycle. However, some courses allow candidates to complete all requirements for the award of the degree within one year of full-time study. The normal pattern, however, is for candidates to study part-time, completing the coursework in the first year of the two-year cycle and the thesis or research projects in the second year. Specialist coursework directions in which the Master of Education by coursework and thesis can be taken are detailed below.

MASTER OF EDUCATION (EDUCATIONAL LEADERSHIP AND MANAGEMENT)

This degree is offered by full thesis or by coursework and research, either full or part time. Only the full thesis degree will be offered on a part time basis. It will be of interest and benefit to all educators, regardless of whether they hold formal management positions in their institutions or not. The ELM degree will be organised around a research programme with a focus on leadership development and particularly the leadership development of learners. Students will be supported through a community of research learning approach adopted and through the

structured support offered during a series of face-to-face contact sessions.

MASTER OF EDUCATION (ENGLISH LANGUAGE TEACHING)

This degree is concerned with providing students with a comprehensive understanding of the theory and practice informing English language teaching, research in language education, language pedagogy, and scholarship in literary studies, visual literacy and literacy development. Furthermore, it is concerned with how these knowledge areas are developed, taught, assessed and evaluated in schools. It is within this context that the degree is trans-disciplinary and seeks to present a contextual and holistic understanding of English studies and language education in a post-apartheid and developing South Africa. Students registered in this degree gain valuable insight into how English language teaching and Language education programs are structured, whilst developing a critical eye in terms of how schools and institutions of higher learning run these programs and the type of knowledge that they promote. The intention for this degree is to produce educators who are not only confident in their knowledge base, but are also critical thinkers and language education (applied language studies, literary studies, visual literacy and literacy development) program developers. Students are also prepared to theorise their teaching practice and to also conduct cutting edge research, focusing on language pedagogy improvement. This is especially important given the state of our current education system. Students are encouraged to link the past with the present, while seeking ways to improve the future. Given the many literacy challenges faced by South Africa in terms of language development, the English Teaching degree affords South Africa an opportunity to produce competent language educators.

MASTER OF EDUCATION (ENVIRONMENTAL EDUCATION)

The course is designed to lead practicing educators in a range of fields towards an informed opinion and critical awareness of environmental education and its application. It includes relevant theory from education and the environmental sciences; national and international perspectives on environmental education; local and global environmental concerns; an evaluative dimension and a strong research component.

MASTER OF EDUCATION (INFORMATION COMMUNICATION TECHNOLOGY)

The course is designed to provide practitioners in the fields of education, training and development with a theoretical background to and practical application of the use of information technology for educational purposes. The course will be of particular relevance to practising teachers, subject advisors, lecturers in higher education institutions and FET colleges, human resources practitioners and adult basic education practitioners. The course explores the use of information technology for enhancing and will cover aspects such as:

- determining which computer and telecommunication technologies can be used to support learning;
- current and influential learning theories underpinning the use of technology for enhanced learning;
- analysing, designing, developing, implementing and evaluating technology enhanced programs;
- researching how information technology can support learning.

MASTER OF EDUCATION (GENERAL EDUCATIONAL THEORY AND PRACTICE)

This course is designed to provide educators in formal, non-formal and informal education the opportunity to extend their understanding of the theoretical perspectives that shape educational practice. The structure of the course will emphasise education as an interrelated and integrated open system in line with the thinking that underpins both the South African educational transformation process as well as educational reform in the SADC region. The course will provide redress for educators who have not had the opportunity in and with the theoretical dimensions that are identified as foundational issues in education.

MASTER OF EDUCATION (GEOGRAPHY EDUCATION)

This course is designed to provide those interested in geography education - lecturers, subject advisors and practising teachers - with the opportunity to investigate current trends and developments in a variety of areas. The course will be based within the principles of critical thinking, sustainability and empowerment and will focus on areas such as curriculum development and implementation, the implementation of environment education and professional development of teachers.

MASTER OF EDUCATION (MATHEMATICS EDUCATION)

This course is designed for Mathematics education professionals who have a strong commitment to their field and see themselves as agents of change within the context of transformation in South Africa. The course seeks to provide the opportunity to research, explore and investigate areas of current interest and development in mathematics education within a national and international context. The course could include a study of aspects of philosophy of mathematics, developments in the understanding of learning and teaching mathematics, curriculum and assessment, mathematics as a social construct, ethno mathematics, multi-culturalism and multilingualism, problem-solving, development of learning support materials and other topics of interest.

This course has a strong research component.

MASTER OF EDUCATION (SCIENCE EDUCATION)

Professionals in the field of science education, such as teachers, will be given the opportunity to critically rethink and analyse their work environment by following a course in which theory and practice are strongly linked. The participants will be exposed to a variety of current theoretical frameworks - in particular those of relevance to science education - in the areas of philosophy of education, teaching strategies, learning theories, curriculum issues (including assessment) and research. The course aims to provide a basis from which research enterprise in science education can be developed. The research, ideally, will focus on issues in the participants' daily professional work, aiming at developing a richer understanding of it and identifying possible ways of stimulating developments and implementing changes. Candidates can focus on the following areas: physics, chemistry, biology, technology education or science education in a more general sense.

OTHER OPTIONS

Other coursework/thesis options for the Master's degree which the Department of Education has offered and can offer from time to time, depending on demand and the availability of staff, are in the following subject areas: Afrikaans; English First Language; History.

MASTER OF EDUCATION BY FULL RESEARCH

This degree may be undertaken in any approved field of educational research, depending on availability of supervisory staff.

DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy is offered by full research only. An academic support programme for PhD scholars is provided by regular PhD weeks. These provide opportunities for participants to present their work for peer review as it is developing. Areas of research supervision in which the Faculty can offer support include the following:

Academic Development
Academic Literacy

Psychology in Education
Environmental Education
Education Leadership and Management
Language Teaching
Mathematics Education
Science Education
Geography Education
Information Communication Technology in Education
Indigenous Knowledge Systems
Higher Education
Prospective applicants need to be in possession of a suitable Master's degree (or equivalent).