

MODULE DESCRIPTIONS

HISTORICAL, PHILOSOPHICAL AND SOCIAL PERSPECTIVES IN EDUCATION

The purpose of this module is to provide students with a broad theoretical perspective of education, the philosophical underpinnings of education in South Africa, and a critical evaluation of the South African education system from an historical and comparative perspective. It will include ongoing critical engagement with pertinent educational debates and issues in South Africa and a global context towards better understanding of policy, implementation and transformation in specific educational settings.

LEARNING, TEACHING AND THE CURRICULUM

The purpose of the module is to provide students with a theoretical perspective of the process of curriculum design and development and the dynamic social, political, cultural and historical factors that significantly influence this process. The module will extend students' knowledge of the South African curriculum and empower them to develop appropriate and innovative responses to pertinent issues surrounding curriculum development for 21st century education systems. Furthermore, students will be able to discuss and critically evaluate what makes a culturally and contextually relevant curriculum and the role of multiple education stakeholders in ensuring effective curriculum implementation for the dynamic South African educational landscape. The module will provide students with opportunities to investigate and personally reflect on their own interpretation of the curriculum and apply this knowledge towards improving educational practices that promote quality inclusive schooling in the South African context.

PHILOSOPHICAL AND THEORETICAL PERSPECTIVES ON INCLUSIVE EDUCATION

The field of inclusive education is a broad and complex one, with an expanse of scholarly literature, conferences and web resources interrogating a wide range of issues and perspectives. It has long been held that inclusive education will be conceptualized and practiced differently in diverse countries and contexts, given their unique socio-economic and historical milieu. This module draws on key debates both globally and locally with the aim of providing students with a set of conceptual and contextual tools and insights into the field of inclusive education.

PSYCHOLOGICAL AND SYSTEMIC BARRIERS AND LEARNER SUPPORT

The purpose of this module is to provide students with a broad and research-based perspective of a number of psychological barriers to learning with a focus on critically evaluating the emotional, social and behavioral domains of functioning and appropriate intervention strategies. It will include an examination of current systemic barriers within the South African context and consider holistic approaches to responding to the many challenges that exist in diverse communities.

RESEARCH DESIGN AND METHODS

The purpose of this module is to provide the student with a broad introduction to the foundations and tools to effectively conduct research in the field of education studies. Students will examine and be practically exposed to the main components of a research framework including, problem definition, research design, data collection, ethical issues in research, sound academic writing and presentation. Moreover, the module aims to engage students as critical consumers of research by equipping them with critical research literacy skills.

RESEARCH PROJECT

The purpose of this module is to provide the student with experience of conducting a small-scale independent research project, guided by an academic supervisor, to foster intellectual independence and critical reflection. This module begins by guiding the student in crafting a viable research proposal which presents the conceptualisation of a relevant research topic. In the second semester, with the support of the supervisor, the student is guided to conduct the proposed research in an ethically viable manner, demonstrating research ability in engaging in scientifically rigorous research in the field of inclusive education studies culminating in an academic research report demonstrating sound academic literacy and critical reasoning.