

MODULE DESCRIPTIONS

END-USER COMPUTING

Students entering Higher Education come from a variety of backgrounds, and some may have had limited opportunities to develop the computer literacy skills they will need to cope with tertiary studies. This module includes an online training component which allows student to practice simulated MS Office tasks at their own pace, supported by integrated feedback which helps them to identify and remedy their mistakes; and an assessment component which will count towards their overall module result. Students will also complete several assignments in which they will be expected to apply the MS Office tools that they have practiced in the online environment.

LANGUAGE CONVERSATIONAL ISIXHOSA

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic isiXhosa in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary isiXhosa with confidence and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL ISIZULU

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic isiZulu in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary isiZulu with confidence and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL SEPEDI

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Sepedi in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Sepedi with confidence and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL SETSWANA

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Setswana in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Setswana with confidence and speak with clarity and meaning.

LANGUAGE CONVERSATIONAL XITSONGA

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Xitsonga in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Xitsonga with confidence, and speak with clarity and meaning.

PEDAGOGY AND CURRICULUM IN VOCATIONAL EDUCATION

The influence teachers bring to the classroom is driven by a wide range of decisions and actions that create the environment in which a robust education may occur. We would argue that this 'wide range of decisions and actions' ultimately represents what is referred to as 'pedagogy' – the method, the practice, and even the art of teaching. For anyone who wants to be a teacher that operates at the cutting edge of their profession, there are two very important components to master: firstly, one must be a master of the content that has to be taught. Secondly, one must have a clear understanding of a wide range of teaching models and theories, teaching methodologies, learning styles, and the strategies involved in managing all the pedagogical elements of a good lesson. In this module students are given the opportunity to explore both these spaces. This is the first pedagogy module offered in the programme. It serves as a cornerstone module and is foundational to introducing the students to a wide range of general pedagogic concepts, and – in doing so – to position them for the further development and design processes involved in the following module: From Pedagogy to a Vocational Signature Pedagogy. (VVS172)

THE INDIVIDUAL IN SOCIETY – A VOCATIONAL PERSPECTIVE

This module examines two of these spaces, the individual and society. Firstly, students will be exposed to various principles, discourses, and practices of (educational) psychology that are relevant to education in the TVET / vocational sector. The conversations include matters pertaining to academic, cultural, social, and linguistic diversity and highlight racism and gender inequities. It also examines students with physical and/or mental disabilities or barriers to learning / learning difficulties. Ultimately, inclusion lies at the core of this module. In the second space, the module focuses on defining a sociological framework, to empower student-lecturers to develop – within the South African TVET college / vocational school context – a perspective on the greater role that they may play to foster and promote for their students / learners stability in the complex societal systems that exist throughout the South African education system. Considering all the above, the module explores the importance to the country of creating a highly skilled and competent workforce, acknowledging that high levels of skill are a precondition for success.

VOCATIONAL EDUCATION – PERSPECTIVES FROM HISTORY AND PHILOSOPHY

For vocational lecturers (teachers) there is much to be learned from a study of the history of vocational education in South Africa, with an emphasis on the world of work and on how people have historically been prepared for work. The purpose of this module is to consider these two frameworks in the context of four different eras in the history of South Africa, dating back to the early 1400's, on vocational education in South Africa. It considers pre-colonial history, colonial history, Apartheid-era history and engages finally with our post-Apartheid democratic era. Allied to the exploration of the history of vocational education, we also give students the opportunity (and the tools with which) to consider, clarify and articulate their own (personalized) philosophy of education. We consider a range of philosophers whose major thoughts strongly underpin the kind of thinking to which we believe vocational lecturers should aspire: Confucius (551–479), Plato (428–348), Ralph Waldo Emerson (1803–1882), Paulo Freire (1921–1997), Julius Nyerere (1922–1999) and Michel Foucault (1926–1984). Reading the relevant sections that portray the powerful thinking of these luminaries, will provide the student with much opportunity to make educational decisions for their teaching practice.

VOCATIONAL PEDAGOGY BECOMES A SIGNATURE PEDAGOGY

In this module students will engage with the seminal work by Lucas, Spencer, and Claxton, (2012). The module posits the development of a vocational pedagogy for the South African context in which we are teaching for work and that, in fact, work is the curriculum. The purpose of the module is to ensure that TVET lecturers/vocational teachers are at the cutting edge of preparing their students for the world of work, it explores the pedagogical principles, imperatives, and strategies that drive classroom practice. Secondly, this module serves as springboard to provide the students with the tools and mechanisms to be able to define their own subject discipline-specific teaching practice (pedagogy). The student is guided with various readings and discussions to explore those methods, dispositions and practices related to teaching, learning and assessment that best suit their subject discipline. These signature pedagogies will be values-driven and immersed in an entrepreneurial spirit, underpinned with a strong innovation awareness, and reinforced with an emphasis on developing the complete set of capabilities required by their students when they exit the TVET / vocational sector and enter the challenging world of work.

WIL – TEACHING PRACTICE (A)

The purpose of EVTP701 is to lay the foundation for the second work-integrated module, VTPB172, which happens in semester 2. While the former provides the student with an opportunity – 20 days – to observe and report on teaching happening in classroom spaces, the latter allows for them to teach in all the relevant spaces required by their subject discipline. These engagements are based on teaching practice research and observation opportunities, which must be conducted throughout four weeks (20 days) of engagement in TVET Colleges. Part-time students, who are mostly in-service lecturers / teachers, will generally be studying over two years. The module is offered to this group during year two (also semester 1) of their studies, it provides them with an opportunity to assess their lecturing experience, skills and knowledge against the standards designed for the programme.

WIL – TEACHING PRACTICE (B)

This module is built upon the foundation created by Teaching Practice: A and provides new entrants to the TVET sector with further exposure to the world of teaching in TVET/the vocations and an opportunity to hone lecturing / teaching skills and knowledge in real-life teaching situations. Students will be given the opportunity to demonstrate their ability to integrate their learnings from the foundational, pedagogical, and practical (workplace-based), as well as situational modules into their daily practice. It is through this module that students begin to demonstrate their ability to teach towards a vocation, as they prepare their students / learners to enter the world of work. They will also be required to demonstrate a critical understanding of the relationship with (and challenges between) the syllabi they will teach and the disciplinary subject knowledge they hold. At the same time, they begin to critically engage with the assessment regime required in TVET Colleges.

WIL: THE WORKPLACE AND CONTEXT OF VOCATIONAL EDUCATION

This practical module presents students with a platform from which to explore the world of work in a structured way so that they may gain a clear understanding of both the workplace towards which they will be teaching, and of the socio-economic context in which the workplaces towards which they are teaching, exist. While it is of critical importance that the vocational teachers tailor their practice towards the workplace they serve, it is equally important that they carefully consider the critical factors that impact the TVET/vocational sector. In this module, students are therefore also provided with the opportunity to debate, consider, critically analyse, and define the challenges and opportunities facing the sector, so that, as informed lecturers, they may launch effective change-management initiatives from their teaching spaces as they prepare the next generation of vocational workers and leaders.