BED HONOURS STUDENT & SUPERVISOR GUIDE

Dick Ng'ambi, PhD.

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1. Introduction

Welcome to the School of Education at UCT. The School of Education is a postgraduate department located in the Neville Alexander Building at upper campus. It operates with both a stream and programme structure which are managed by stream heads and programme convenors respectively. In May 2022, the School will move to a new building on middle campus. The School currently offers qualifications in initial teacher education (ITE), continuing professional development (CPD), adult and community education, higher education and educational technology. These qualifications are offered at different levels: postgraduate certificate, postgraduate diplomas (Adult and Community Education, Higher Education Studies, and Educational Technology), honours, masters and PhD level.

UCT Vision 2030

Our vision for UCT is to be an inclusive, engaged and research-intensive Afrikan university. UCT will inspire creativity through outstanding achievements in discovery and innovation. It will be celebrated for the quality of its learning and contribution to citizenship. We will enhance the lives of students and staff and will advance a more equitable and sustainable social order. We aspire to be a leader in the global higher education landscape. In support of this our massive transformative purpose is, that we are a global university in Afrika unleashing human potential to create a fair and just society.

You are embarking on a programme that serves to induct you into research in the field of education. The BEdHons is primarily a research qualification. It is a perquisite for entry into Masters of Education which in turn is a prerequisite for embarking on a PhD. BEdHons differs from the Bachelor of Education (B.Ed) and the Postgraduate Certificate in Education (PGCE), the latter are professional qualifications concerned primarily with producing qualified teachers. The BEdHons is not in the first instance focused on improving your practice as a teacher, although your engagement with research literature might lead to

improvements in your practice. Instead, the practice of teaching is an object of research . The programme, therefore, focuses on developing your analytic skills to interrogate practice.

This booklet aims to provide detailed information on the programme in order to ensure you have a memorable learning experience that unleashes your human potential.

The requirements and rules of the BEdHons are outlined in the 2022 *Faculty of Humanities Handbook.* (https://tinyurl.com/2022HUMHandbook). Please study the *Handbook* carefully.

2. Meet Course Conveners

Dick Ng'ambi (Chair)	https://tinyurl.com/dickngambi
Azeem Badroodien	https://tinyurl.com/AzeemBadroodien
Carolyn McKinney	https://tinyurl.com/caromckinney
Kate Angier	https://tinyurl.com/kate-angier
Rudi Laugksch	https://tinyurl.com/rudilaugksch
Ursula Hoadley	https://tinyurl.com/uhoadley
Warren Lilley	
Xolisa Guzula	https://tinyurl.com/xolisaguzula
Yunus Omar	https://tinyurl.com/yunus-omar
Zain Davis	https://tinyurl.com/Z-Davis

3. Course codes explained

The code structure is uniform and it gives important information about the course. Each code has eight characters, as follows: AAA1nnnS, where

- AAA is a 3 alpha-character group identifying the department
- 1 is a number representing the year of study in which the course is usually taken
- nnn is a 3-character number that identifies the course uniquely
- S is a single alpha-character suffix, giving information about the duration and semester placement of the course

Suffixes which are most frequently used in the Faculty are:

- F First semester course
- S Second semester course
- W Whole-year course

Please check the timetable for when courses are offered. Courses with F are not repeated in the second semester, and those with S are not offered in the first semester. Capturing these wrongly on the Curriculum form may result in you technically missing a course because it was not registered for in the correct semester.

4. Curriculum

The programme comprises four courses, each of which must be completed. Candidates may choose one of the curriculum options below.

- **Curriculum A:** EDN4506S, EDN4507S, EDN4508W and one approved specialisation   OR

- **Curriculum B:** EDN4506S or EDN4507S, EDN4508W and two approved specialisations.

With the approval of the Convener, students may register for one equivalent honours-level course in another department or faculty, provided the course relates to their teaching, or to some clearly defined aspect of education.

This is a demanding programme. If you are a full-time student, you are allowed to complete all four courses in one year. **However, if you are part-time, particularly if this is your first year of teaching, you will need to spread your courses over two years.**

You are strongly advised to register for one of the specialisation courses **prior** to registering for EDN4508W Doing Research in Education if completing the qualification over two years.

You **will not** graduate without passing the EDN4508W.

Final Proposal:
Not later than 1 July: 23h59
Vula: Assignment tool

Final Research Paper
Not later than 4 November: 23h59
Vula: Assignment tool

4.1 Compulsory core course

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EDN4508W DOING RESEARCH IN EDUCATION

NQF Credits: 30 | NQF level 8

Convener: Professor Dick Ng'ambi. Email: Dick.Ngambi@uct.ac.za

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The purpose of the course is to develop students' capacity to design research in their field/specialism with a view to preparing them to conduct and report on independent research. In the first part of the course, students are introduced to the logic of research design and associated methods, with a particular focus on the relation between a research problem, a research question, a literature review, theory, data and analysis within a coherent design in their field/specialism. In the second part of the course, students will conduct and write up a small independent research study under supervision in their field/specialism.

OR

<div>

EDN4508W Doing Research in Education (for Language & literacy students)

Convener: Associate Professor Carolyn McKinney. Email: Carolyn.McKinney@uct.ac.za

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Same as above but tailored for the language and literacy specialisation.

4.2 Elective courses

EDN4506S SOUTH AFRICAN EDUCATION in CONTEXTS

NQF Credits: 30 | NQF level 8

Convener: Professor Azeem Badroodien. Email: Azeem.Badroodien@uct.ac.za

This course addresses the foundations of education and professional studies in the South African context. It provides an overview of the education system and enables students to locate themselves within it, drawing on perspectives from history, sociology and policy studies. Within this broad framework, students will be able to deepen their interests in different strands of education theory and practice, covering Adult Education, Higher Education and different aspects of schooling, including classroom practice and educational leadership and management.

EDN4507S LEARNING AND TEACHING

NQF Credits: 30 | NQF level 8

Convener: Dr Warren Lilley: Email: warren.lilley@uct.ac.za

This course investigates the interrelated issues of learning, teaching and cognitive change. It enables a deeper exploration of learning theories in relation to specific educational problems/challenges generated in the South African context, and in relation to broader questions of psychological change. It generates a view of learning and learners that negates the conventional isolation of educational issues from other psychological domains.

The course is structured around three core issues:

1. Cognition: theories of learning
2. Learning and identity: constructions of self
3. Learning and development: possibilities for mediation

4.3 Specialisation courses

EDN4512F CURRICULUM: THEORY, RESEARCH & PRACTICE

NQF Credits: 30 | NQF level 8

Convener: Professor Ursula Hoadley. Email: UK.Hoadley@uct.ac.za

The study of curriculum is the study of how dominant groups in society select and codify the knowledge they consider to be important for children to learn, the decisions that are made about how this knowledge is taught, and how it is assessed. The course focuses on issues of curriculum, pedagogy and assessment directly, as well as more broadly on the issue of social inequality and how this is reproduced or challenged through education. The course engages with a range of texts from sociological and educational literature, introducing students to major debates in curriculum studies. It moves from a macro focus on education and society to micro studies of curriculum, classroom pedagogy and assessment. The course also addresses the relationship between theory and practice, assisting students in moving between academic study and a consideration of professional practice. The intention of the course is to enable students to engage critically with curriculum reform in South Africa.

EDN4513F HISTORY EDUCATION: THEORY, RESEARCH & PRACTICE

NQF Credits: 30 | NQF level 8

Convener: Dr Kate Angier. Email: Kate.Angier@uct.ac.za

This course aims to engage students critically with current theory, research and practice in the field of history education, and to develop their understanding of appropriate classroom practices for teaching and learning history in schools. It explores key challenges and opportunities for the history curriculum in schools. It explores different philosophical and methodological approaches to the history curriculum; different curriculum models and their implications for history teaching; assessment; and materials development for history classrooms.

EDN4514F LANGUAGE & LITERACY IN SCHOOLING: THEORY, RESEARCH & PRACTICE

NQF Credits: 30 | NQF level 8

Convener: *Dr* Xolisa Guzula. Email: xolisa.guzula@uct.ac.za

The course aims to develop students' understanding of the language and literacy challenges in South African schooling; to develop students' knowledge of conceptual resources for analysing and intervening in these challenges. This course explores key challenges in the field of language and literacy in schooling in South Africa. We focus on the complex possible relationships between language and failure in South African schooling from socio-political, socio-cultural and sociolinguistic perspectives. We examine the language of learning and teaching debate and the theoretical and empirical work underpinning this as well as the language policy and sociolinguistic context in South African education. In a second focus on literacy, we study writing and reading in education, developing the resources for understanding and intervening in key challenges around literacy in educational settings. We study literacy as sets of socially organized practices and skills and examine how aspects of social and linguistic diversity impact on the learning, teaching and assessing of the skills and practices associated with language, reading, writing and learning in education. We further explore dominant approaches to the teaching of literacy, analysing how reading and writing are conceptualised in these approaches.

EDN4515F KNOWLEDGE FOR PRACTICE IN MATHEMATICS EDUCATION
NQF Credits: 30 | NQF level 8

Convener: Associate Professor Zain Davis. Email: Zain.Davis@uct.ac.za

The aim of the course is to expose students to a range of theoretical and methodological positions in the field of mathematics education, concerned with aspects of the reproduction of mathematics in pedagogic contexts. Key areas of focus are: (1) the structuring of curricula for the teaching and learning of mathematics; (2) the reproduction of mathematics in curriculum texts, like

textbooks, workbooks and software; (3) the teaching of mathematics and the notion of mathematics for teaching; (4) the learning of school mathematics.

EDN4516F KNOWLEDGE FOR PRACTICE IN SCIENCE EDUCATION
NQF Credits: 30 | NQF level 8
Convener: Associate Professor Rudi Laugksch. Email:
Rudiger.Laugksch@uct.ac.za

The course aims to consolidate and deepen students' understanding of the thinking, practice and research approaches in the specialist field of science education and thus engages with research on instructional strategies, content representations, student understandings, science practices and habits of mind associated with effective science teaching. Topics explored include the purpose of teaching science in South Africa and elsewhere; inquiry-based learning and its link to the nature of science and practical work in science education; as well as students' conceptual change. Gess-Newsome's model of Teacher Professional Knowledge and Skill is explored as a robust and predictive way to think about teacher knowledge and action.

EDN4517F EDUCATIONAL MANAGEMENT AND LEADERSHIP
NQF Credits: 30 | NQF level 8
Convener: Dr Yunus Omar. Email: Yunus.Omar@uct.ac.za

Through an examination of key concepts in leadership styles and managerial practices the course aims to focus students/practitioners on ways to improve teaching and learning in schools. There are two main areas of focus:
- A consideration of different styles of leadership and how these might or might not contribute towards learner performance.
- A focus on possible 'managerial' responses to improve this within the context of school culture and leadership. In particular, the course will examine learner performance in South Africa; leadership in challenging circumstances; the role that teachers as leaders can play, and the means

to enact change. The emphasis here will be on examining what it is that schools and teachers can do rather than on what it is not possible to do. Students are required to have a minimum of two years teaching experience to take this course.

EDN4520F EDUCATIONAL PSYCHOLOGY IN CHANGING CONTEXT OF SOUTH AFRICAN SCHOOLING

NQF Credits: 30 | NQF level 8

Convener: Dr Warren Lilley. Email: warren.lilley@uct.ac.za

Educational Psychology in Changing Context of South African Schooling examines children's development and learning in South African schooling against the background of contemporary social and educational changes. Grounded on advances in psychological research on learning, pedagogical practices and human development, the course further explores the consequences that the changing sociocultural context of schooling in South Africa would potentially have on human development broadly, as well as on the development of specific psychological functions such as identity, personality, motivation and conceptual forms of thinking. The course will further examine the extant of literature in psychology and education; introducing students to the foundations of contemporary debates and research agendas in psychology and education, and explore the relevance of key concepts and models in educational psychology for the contemporary, emergent debates and topics within the changing context of education in South Africa.

NB: Please note that this course does not equip you to pursue a Masters in Educational psychology. UCT does NOT offer any qualifications in educational psychology.

This module is premised on an understanding that theories and methodologies for evaluating and researching educational technology interventions are still evolving. It seeks to give students the intellectual tools to critically engage in these activities as practitioners and to understand what underpins it. The course orients students to the knowledge, values and skills involved in research and evaluation and makes use of authentic cases from a range of local contexts. The course draws on theories and frameworks used in the educational technology field as a means of researching and evaluating practice. We explore what it means to be a scholar in a digital world and how to better communicate and showcase our professional educational technology interests, skills and experiences.

5. Course combinations

The following are suggested combinations of courses. Although you have the option of completing the degree in one year, **you are strongly advised to do the degree over two years particularly if you are working**. Please check the course combinations in conjunction with the time-table.

1) ONE YEAR: 4 COURSES (CURRICULUM A)

Semester 1	Semester 2
one approved specialisation e.g. EDN4514F Language & Literacy in Schooling: Theory, Research & Practice EDN4508W Doing research in education	EDN4506S SA education in context **AND** EDN4507S Learning and teaching EDN4508W Doing research in education

2) ONE YEAR: 4 COURSES (CURRICULUM B)

Semester 1	Semester 2
two approved specialisations e.g. EDN4514F Language & Literacy in Schooling: Theory, Research & Practice **AND** EDN4513F History Education: theory, research & practice EDN4508W Doing research in education	EDN4506S SA education in context **OR** EDN4507S Learning and teaching EDN4508W Doing research in education

3) TWO YEARS: 3 COURSES YEAR 1 AND 1 COURSE YEAR 2 (CURRICULUM A)

Year 1

Semester 1	Semester 2
one approved specialisation e.g. EDN4517F Educational Management & Leadership	EDN4506S SA education in context **AND** EDN4507S Learning and teaching

Year 2

Semester 1	Semester 2
EDN4508W Doing research in education	EDN4508W Doing research in education

4) TWO YEARS: 3 COURSES YEAR 1 AND 1 COURSE YEAR 2 (CURRICULUM B)

Year 1

Semester 1	Semester 2
two approved specialisations e.g. EDN4516F Knowledge for Practice in Science Education **AND** EDN4515F Knowledge for Practice in Mathematics Education	EDN4506S SA education in context **OR** EDN4507S Learning and teaching

Year 2

Semester 1	Semester 2
EDN4508W Doing research in education	EDN4508W Doing research in education

5) TWO YEARS: 2 COURSES YEAR 1 AND 2 COURSES YEAR 2 (CURRICULUM A)

Year 1

Semester 1	Semester 2
one approved specialisation e.g. EDN4520F Educational psychology in changing context of SA schooling	EDN4506S SA education in context **OR** EDN4507S Learning and teaching

Year 2

Semester 1	Semester 2
EDN4508W Doing research in education	EDN4508W Doing research in education EDN4506S SA education in context **OR** EDN4507S Learning and teaching

6) TWO YEARS: 2 COURSES YEAR 1 AND 2 COURSES YEAR 2 (CURRICULUM B)

Year 1

Semester 1	Semester 2
one approved specialisation e.g. EDN4513F History Education: theory, research & practice	EDN4506S SA education in context **OR** EDN4507S Learning and teaching

Year 2

Semester 1	Semester 2
one approved specialisation e.g. EDN4514F Lang & Lit in Schooling: Theory, Research & Practice EDN4508W Doing research in education	EDN4508W Doing research in education

6. Peoplesoft Self-Service

New and Returning students will register for courses by completing the registration activity guide, creating and submitting service request in Peoplesoft Self-Service. The service request is received by the faculty and reassigned to the relevant student advisor (Programme Convener) for assessment. The Convener receives a system notification from a noreply email address, to inform them that the student's request has been assigned to them for review. Once processed it is reassigned to faculty for capturing. A student is then registered and status on Peoplesoft changes accordingly.

PeopleSoft is accessible from here: https://studentsonline.uct.ac.za/

7. Readmission requirements

- Except with the permission of Senate, students registered for a programme of study towards an Honours degree shall be excluded from the Faculty if they have not passed at least half of the credits required for the programme (FH 5.3).

- A candidate who fails an Honours course will not be permitted to repeat the course but may replace it with another course, provided it is not a core or compulsory course for the programme. Senate permission is required to substitute a core/compulsory course (FH 9.1).

- A candidate who fails the elective course (specialisation) of the Bachelor of Education Honours will only be allowed to repeat or replace the elective (specialisation) once (FH 9.2)

- Unless otherwise specified, the research essay/project component of the Honours programme should be 12,000 words in length (FH 8.4).

8. Doing research in Schools

8.1 Ethics

All researchers at the university need to apply for ethics clearance. Ethics applications are submitted at the same time or before the proposal and no data collection may begin until ethics clearance is obtained from the committee. Researchers also need to understand what ethical research entails, and make sure that they act ethically in the field. For students, graduation is not possible without ethics clearance.

The School of Education Research Ethics committee is chaired by *Associate Professor* Carolyn McKinney. Applications for ethics clearance has to be submitted online http://www.education.uct.ac.za/research-ethical-clearance in consultation with your supervisor.

8.2 Western Cape Education Department (WCED) permission

Should you intend conducting research in Western schools, you need to apply for permission from the WCED. The following documents are required in your application:
- A complete research proposal
- A copy of any data collection instruments, questionnaires, interview schedules etc.
- For students, a letter from your supervisor stating that you are a registered student at UCT
- A completed research permission form (which can be found on the on the SOE website).

NOTE: Please note the following:

- No student may access schools for classroom observations or interview teachers without permission from WCED.
- All permissions to access schools / teachers will be up to 30 September. Upon expiration, students wishing to re-apply for extension may do so, but such permission will only be granted for the following year. NB: Access to Schools after 30 September is usually denied as Schools enter examination period, so plan your data collection well.

All documents must be emailed to Mr. Meshack Kanzi, Directorate Research - meshack.kanzi@westerncape.gov.za

9. Changing registration status

9.1 Changing a course or withdrawing a course

In order to change a course or withdraw from a course a student needs a **Change of curriculum form.** The form must be signed by the programme convenor and returned to the Humanities Faculty office.

NB: Use the Peoplesoft Self-Service.

If you intend withdrawing from a course and do not do so, you will continue to be registered for the course and will be deemed to have failed the course at the end of the year. In addition you will be held liable for fees. It is therefore extremely important to make sure that you have withdrawn from any courses that you do not intend to complete and make sure that you have evidence that you have withdrawn from the course.

9.2   Leave of absence

Should a student need to withdraw from the programme for a period longer than a semester, they need to apply for a leave of absence. A student may apply for a leave of absence on the following grounds:

- Compassionate grounds in the sense that an extreme personal trauma has recently been experienced, such as family death etc. Some kind of documentary evidence is needed;
- Medical grounds for which a medical certificate spelling out the nature of ill health and especially likely period of incapacity is required. This can include psychological ill health – with supporting documentation;
- Studying abroad (non-IAPO exchange) for a period before returning to complete your UCT degree;
- Work-related reasons – for postgraduate coursework students only.

A **Leave of absence form** (which includes the rules) must be completed by the student and submitted to the Faculty along with supporting documentation. The Faculty will inform the student of the outcome of the application. The leave of absence form can be downloaded from the Humanities Faculty website (http://www.humanities.uct.ac.za/leave-absence).

9.3   Cancelling registration of the Honours

Students or their legal guardians must give notice of intention to discontinue studies in writing by completing the **Cancellation of Registration Form** and submitting this together with their student card to their Faculty Office in person or by registered mail. The form can be downloaded from the UCT website http://www.sss.uct.ac.za/usr/sss/Documentation/ACA08.pdf

10. Using Vula

In general, all assignments will be submitted via VULA. Vula is UCT's online collaboration and learning environment, used to support UCT courses as well as other UCT-related groups and communities.

Vula is used extensively by postgraduate students to:

- develop online artifacts, gather readings and research data and as a reflective learning space
- collaborate with other students and academics both within and beyond UCT
- undertake surveys and polls
- pre-submission checking of thesis and dissertations against the Turnitin Plagiarism service

Vula is also extensively used by teaching departments and faculties to facilitate communication and collaboration amongst their students. In taught postgraduate modules, Vula is widely used to enable the delivery of course readers and handouts. Source: http://www.ched.uct.ac.za/ched/postgradsupport

See online videos at http://tinyurl.com/vula-video-tutorials For further assistance, please contact help@vula.uct.ac.za.

How to access VULA

1. Open an internet browser and type http://vula.uct.ac.za into the address bar.
2. Login (UCT Login) by entering your UCT Student Number and Password in the top right-hand corner
3. Click 'Login'
4. Once logged in to Vula you will find yourself in My Workspace
5. Along the top of the screen you will see a series of tabs of the Vula sites you are a member of.

11. Plagiarism and Using Turnitin

You will be expected to submit written work such as assignments, research papers etc. during the year. All such written work must meet the minimum standards of presentation, originality and adherence to the deadlines set for submission. External examiners often comment when students do not reference properly.

> Plagiarism
>
> You commit plagiarism - intentionally or not - in written work when you use another person's sentences, ideas or opinions without acknowledging them as being from that other person.

All work submitted must be original. In other words, you must be able to show that it is your own work, and that you are, therefore, entitled to be credited with it. Using someone else's work and pretending that it is your own is known as plagiarism. Using work submitted in one course in another course is known as self- plagiarism. It is an extremely serious university offence and is the academic equivalent of theft. You may NOT copy or share what anyone else has written (from a book, paper or the internet) or said and pretend that you have written it yourself/alone. **Attach an authorship declaration to all work** (available on the SOE website).

All references, sources of information, books consulted, journals used, web sites and documents extracted from or included in the text or in appendices must be accurately and fully acknowledged. This is a) to make it easy to see what information you have used and where it can be found, and b) to avoid the possibility that you may be accused of plagiarism.

> *Turnitin* is an originality checking and plagiarism prevention service used by UCT. Turnitin encourages best practices for using and citing other people's written material. All written work must be submitted via your course VULA site which is set up to use Turnitin to check originality.

12. Student support

12.1 Financial support

Your first avenue is the Postgraduate Funding Office. Information on the closing dates for bursary and scholarship applications (which differ from award to award) can be found on the Bursaries and Scholarships webpage. The School of Education does not have funding available.

12.2   Academic support

UCT Libraries: The Chancellor Oppenheimer Library is the main library on campus however there are nine other branch libraries located on UCT's various campuses. The entrance to the main library is located inside the Otto Beit Building, next to Jameson Hall on upper campus. All of these libraries offer a rich array of study and research material both in print and electronic format. Ingrid Thomson is the librarian that oversees education as a field specifically.

> Ingrid Thomson
> Librarian, Humanities
> Research Wing, Jagger Level 5, Chancellor Oppenheimer Library
> ingrid.thomson@uct.ac.za
> +27 21 650 3133

The Writing Centre: located within the Language Development Group, this is a student-orientated space which aims to provide mediation in the process of academic writing. Students may engage in the one-on-one consultancy services offered. The Writing Centre is located in the Steve Biko Building (Level 6,) , North Lane, Upper Campus. The Centre is open Monday - Friday from 09h00 to 16h00. Contact the centre on 021 6505021 or writingcentre@uct.ac.za.

12.3   Personal support

Postgraduate study can be very isolating, so it is important to maintain regular contact with your peers. You can learn a lot from each other. In addition, support is available from the Postgraduate Affairs office and from your course lecturers / supervisors.

In addition, students have access to the Student Wellness Service which provides a professional health and counselling service to students at a primary health care level. More information is obtainable from Student Wellness Service (http://www.dsa.uct.ac.za/student-wellness/about-student-wellness). You can also contact the UCT Student Careline on

0800 24 25 26 or SMS 32312.

13. Reference management tools

UCT subscribes to both EndNote and RefWorks, reference management tools used to store and organise references. UCT staff and students can access EndNote and RefWorks on campus and off-campus. UCT Libraries provides support to EndNote and RefWorks only.

EndNote

EndNote is a reference management software used to keep all your references and reference-related materials in a searchable personal library.

RefWorks

RefWorks is a web-based reference management service used for storing and organising references.

14. Connecting to UCT network

The UCT network underpins the university's teaching, research and administration activities. It provides internet access and a host of other services to the UCT community. Upper, middle and medical campuses, the residence network and UCT's data centres are connected via a Local Area Network (LAN).

> Your username and password
> Initially, you will be assigned a default password. Use this password the first time you log in, but change it as soon as possible because it will only be valid for a limited period.

Before connecting to the network, ensure that your computer complies with the settings listed below. NOTE: If you're using a UCT-owned computer, these settings should already be configured.

- Security:
  - Ensure that your computer is set to automatically receive all relevant updates and patches.
- Anti-virus:
  - Make sure that you have an anti-virus package installed and that you keep it updated regularly. UCT staff and students can install and use McAfee anti-virus free of charge.
- Browser settings:
  - The browser's proxy configuration tells the browser where to look for its connection to the web. At UCT, your browser configuration depends on the type of device you are using and whether you use

it in a UCT residence. Consult the internet access decision table to find out how to configure your browser.

14.1   Using eduroam

UCT, along with hundreds of other universities worldwide, uses the eduroam service (short for EDUcation ROAMing) to provide free and secure wireless access to all staff and students. This means that when you travel to another eduroam-affiliated institution (either in South Africa or abroad) you can access their wireless network simply by logging on with your UCT credentials. You avoid the hassle of having to request a visitor account from the host institution. It also means that when people from other eduroam-affiliated institutions visit UCT, they can connect to eduroam using the username and password from their home institution.

14.2   Connect your device to the UCT wireless service

Step 1: Secure your device

Before you connect to the UCT wireless service, your device must comply with UCT Networking policies:

Your device must have the latest operating system updates or patches (available via your device's Software update feature).
Your device must have an up-to-date anti-virus software program (there are numerous well-known apps available for mobile devices).
Failure to comply with these requirements puts you in violation of the Policy on unsecured computers at UCT - and you could lose access to the UCT network.

Step 2:

a) Android device

> Set up your eduroam connection
>
> Install the eduroam CAT app (by GÉANT Association) from the Google Play Store.
>
> In your device's notification area, tap the downloaded installation file.
>
> When the file opens in the eduroam CAT app, tap Install.
>
> Enter your UCT username@wf.uct.ac.za and UCT network password then tap Install.

If the above does not work, manually set up your device following these steps:

- Turn your device's WiFi On.
- Access your device's Settings > WiFi.
- Select the eduroam wireless service.

> o When a dialog box prompts you to enter configuration settings, enter the following:
> o EAP method: PEAP
> o Phase 2 authentication: MSCHAPV2
> o CA certificate: leave as blank / unspecified / Do not validate
> o Identity: username@wf.uct.ac.za (where "username" is your student or staff number)
> o Anonymous identity: leave this field blank
> o Password: UCT network password
> o IP settings: DHCP (you may have to Show advanced options to view this field)
> o Tap Connect (or OK).

Connect your iOS device to the UCT wireless service

b) iOS device

In the Choose a Network… section, select eduroam.

In the Enter Password dialog box, enter the following:

Username: username@wf.uct.ac.za (where "username" is your student or staff number)

Password: UCT network password

Tap Join.

In the Certificate dialog box, tap Accept.

15. Faculty Office Contacts

Faculty Manager	Sashni Chetty	Sashni.chetty@uct.ac.za	0216504215
Deputy Faculty Manager	Debby Chuter	Debby.chuter@uct.ac.za	0216501569
Manager - Postgraduate Administration & Records	Charlton Esterhuizen	ce.esterhuizen@uct.ac.za	0216505411
Administrative Officer	Ncumisa Mdingi-Nunu	Ncumisa.mdingi-nunu@uct.ac.za	0216502692

Other useful contacts

UCT Postgraduate Funding Office	pgfunding@uct.ac.za	021 650 3622
UCT Fees Office	fnd-feeenq@uct.ac.za	021 650 1704
UCT Libraries	libraries@uct.ac.za	021 650 3134
UCT Writing Centre	writingcentre@uct.ac.za	021 650 5021
UCT Records office	transcripts@uct.ac.za	021 650 3595
UCT Student Careline		0800 24 25 26 or SMS 32312.

16. Timetable

16.1 Semester 1

SCHOOL OF EDUCATION
2022 TIMETABLE

B.Ed. honours
& PGDip (Adult and Community Education and Training)

Semester 1: Start date – 14 February 2022

Day	Time	Course	Convener
Monday			
	4– 6.30 pm	EDN4514F Lang & Lit in Schooling: Theory, Research & Practice	Carolyn McKinney
	4 – 6.30 pm	EDN4516F Knowledge for Practice in Science Education	Rudi Laugsksch
	4–7.00 pm	EDN4517F Educational Management & Leadership	Yunus Omar
Tuesday			
	4 – 6.30 pm	EDN4502W Research & evaluation of emerging technologies	Dick Ng'ambi
	4 – 6.30 pm	EDN4512F Curriculum: theory, research & practice	Ursula Hoadley
	4 – 6.30 pm	EDN4513F History Education: theory, research & practice	Kate Angier
Wednesday			
	4 – 6.30 pm	EDN4508W Doing Research in Education	
	4 – 6.30 pm	EDN4508W Doing Research in Education (Lang & Literacy)	Carolyn McKinney
Thursday			
	4 – 6.30 pm	EDN4520F Educational psych in changing context of SA schooling	Warren Lilley
	4 – 6.30 pm	EDN4515F Knowledge for Practice in Mathematics Education	Zain Davis
	4 – 6.30 pm	EDN4511F Learning at Work	Lyndal Pottier

16.2 Semester 2

Semester 2: Start date – 25 July 2022

Day	Time	Course	Convener
Monday	4–7 pm	EDN4506S South African Education in Context	Azeem Badroodien
Tuesday	4 – 6.30 pm	EDN4507S Learning and Teaching	Warren Lilley
Wednesday	Unscheduled	EDN4508W Doing Research in Education	Carolyn McKinney
	4 – 6.30 pm	EDN4508W Doing Research in Education (Lang & Literacy)	
Thursday	4 – 6.30 pm	EDN4518S Knowledge and Experience in Adult and Vocational Education	Lyndal Pottier

For course outlines and contact details of conveners, please visit:
http://www.education.uct.ac.za/edu/qualification/bedhons

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