Post Graduate Diploma in Education (Deaf Education) PGDipED (Deaf Ed)

Programme Booklet

2024

USING THIS BOOKLET

In the first part of this booklet contains detailed descriptions of the different curricula of the four modules in the PGDipED (Deaf Ed) Programme:

EDUc5214A Theories & Assessment

EDUC5216A Curriculum & Assessment

EDUC5217A Psychology and Identity of Deaf Learners

EDUC5215A Pedagogy, Praxis and Research in Deaf Education

The second part contains information on the Assessment Policies applicable to all domains of the PGDipED Programme, the Plagiarism Policy of the University, the Policy Regarding the Submission of Assignments, Grievance Procedures, and the very important information on the necessity of the Cancellation of Registration if you are not able to continue with the programme.

Specific information regarding teaching venues, reading material, tutorial groups, etc. will be made available at registration and throughout the year of the B Ed (Hons) Programme.

Please read this booklet in conjunction with the "Application to Graduation" booklet provided by the Faculty Office.

Part A

1. **Course Name: Post Graduate Diploma in Education (Deaf Education)**

PROGRAMME: HXA01

NQF LEVEL: 8

SAQA CREDITS: 30 units each

COURSE NOTICE BOARD: Ulwazi 'Announcement' & B block first floor blue notice board and Centre for Deaf Studies Notice Board Thembalethu Building.

2. **Lecturing Staff Details**

Name	Office	Number Telephone	email
Prof Claudine Storbeck	Thembalethu T125	011 7173750	claudine.storbeck@wits.ac.za
Dr Guy Mcilroy	Thembalethu T124	011 717 3750	guy.mcilroy@wits.ac.za

It is recommended that you spend at least 8 – 16 hours each week on this course. The on-line Deaf Education component course comprises 1200 notional hours spread evenly across the four Deaf education modules. The course consists of 600 hours of facilitated engagement with course readings and course material, and 150 hours of activities per module. The other 600 hours (150 per module) will involve students in the reading of texts, the researching and writing of assignments, preparing for tutorials, discussion groups, whatapp chat groups, and workshops, studying for examinations, and any other activity required by the course.

3. **About the Course**

This fully online course consists of four compulsory and interconnected modules. In semester 1 there is Theory and Policies and Curriculum and Assessment. These modules are followed up with the Psychology, Identity and Pedagogy, Praxis and Research modules in semester 2.

The purpose of this course is to introduce you to the four interlinked concepts of critical theory, coloniality, curriculum and critical pedagogy. The modules start with theories of education that lead to critical theory as a means of exposing and interrogating the coloniality within the curriculum. This will be done with a broad focus on CAPS, with special focus on the CAPS SASL curriculum. The modules expand into looking at how praxis of critical pedagogy as an epistemology of transformation can be used by educationists. To engage in this kind of intensive critical thinking about Deaf education, we intend to challenge your thinking of theories, policies, curriculum, assessment, identity, socio-emotional development, praxis and research in Deaf Education.

4.1   EDUC5214A Theory and Policies

Venue: T120, Thembalethu Building/online session
Time: 1st Semester Thursdays: 15:00-18:00

Admission Requirement: Honours in Deaf Education/PGCE and teaching in SASL skills

Coordinator: Guy Mcilroy, T124 Thembalethu Building, Center for Deaf Studies, 011 717 3750 guy.mcilroy@wits.ac.za

EDUC5214A Theory and Policies

This course explores and critiques the international and national legal and theoretical contexts within which the field of Deaf Education has developed over the years. Complex issues of philosophical views and heuristics are explored in order to gain an understanding of the current schools of thought within both the local and international contexts.

In this module, Theory and Policies, we begin with an overview of theory, and theories of truth and how we know what we know and this means for education from a critical theory perspective. This foundation of epistemology is expanded and discussed through exploring Deaf epistemology. From there, the concept of coloniality is explored in the Deaf Education context through the adjacent term of audism and its impact on curriculum and pedagogy. Before leaving this module, the educational policies that were instrumental to the emergence of CAPS SASL curriculum are critically discussed. This foundation leads on the second module (Curriculum and Assessment) that looks at these topics more intensively.

4.2   EDUC5216A Curriculum and Assessment

Venue: T120, Thembalethu Building/online session
Time: 1st Semester Thursdays: 15:00-18:00
Admission Requirement: Honours in Deaf Education/PGCE and teaching in SASL skills

Coordinator: Guy Mcilroy, T124 Thembalethu Building, Center for Deaf Studies, 011 717 3750 guy.mcilroy@wits.ac.za

EDUC5216A Curriculum and Assessment

This course explores and critiques the complexity of 'The Curriculum' relating to the Education of Deaf and hard of hearing learners within the current South African and international context. This is followed by discussions on outcomes and assessment within Deaf Education as they relate to both the intended and hidden curriculum within the wide range of educational contexts, levels of hearing loss as well as communication methodologies.

The aim of this module (Curriculum and Assessment) is to enter into critical discuss on what the curriculum is intended to do, and what values, ethics and ideology is embedded in the curriculum. This module also explores how curriculum is designed and how the South African CAPS curriculum was formed as a transformative curriculum as well as a critical review of research on the current curriculum.

Assessment is an integral part of the CAPS curriculum and warrants a separate section in this module to explore this topic with Deaf Education space. Since assessment is required to respond to the social challenges of preparing Deaf/HoH learners for a knowledge 4th IR society while addressing the inequalities and oppression inherited from apartheid and audism, along with the tension between formative and summative assessment embedded in CAPS, how can teachers think about, create and use assessment task to empower learners as critical thinkers?In this module, the shift from the technicist to a critical theory perspective is analysed in international and local CAPS curriculum with specific focus on the SASL curriculum. The module also analyses the official curriculum, school organisation and culture, language-in-education (LiEP) policy and epistemological representation in SASL texts.

4.3 EDUC5217A Psychology & Identity in Deaf Education

Venue: T120, Thembalethu Building/online session
Time: 1st Semester Thursdays: 15:00-18:00
Admission Requirement: Honours in Deaf Education/PGCE and teaching in SASL skills

Coordinator: Guy Mcilroy, T124 Thembalethu Building, Center for Deaf Studies, 011 717 3750 guy.mcilroy@wits.ac.za

EDUC5217A Psychology & Identity in Deaf Education

The aim of this third module is to understand the psychology of Deaf and Hard-of-Hearing learners and teacher through the socio-emotional context of community and culture. This module engages in understanding theories of identity (Deaf ontology) and interrogates schools as spaces and places of being. The second focus point is on how teachers and Deaf/HoH learners are imagined in the CAPS SASL curriculum as professional teachers and how this impacts on the epistemology through pedagogical practices of teacher and Deaf and Hard-of-Hearing learners.

4.4 EDUC5215A Pedagogy, Praxis & Research

Venue: T120, Thembalethu Building/online session
Time: 1st Semester Thursdays: 15:00-18:00
Admission Requirement: Honours in Deaf Education/PGCE and teaching in SASL skills

Coordinator: Guy Mcilroy, T124 Thembalethu Building, Center for Deaf Studies, 011 717 3750 guy.mcilroy@wits.ac.za

EDUC5215A Pedagogy, Praxis and Research

Venue: T120, Thembalethu Building/online session
Time: 1st Semester Thursdays: 15:00-18:00
Admission Requirement: Honours in Deaf Education/PGCE and teaching in SASL skills

Coordinator: Guy Mcilroy, T124 Thembalethu Building, Center for Deaf Studies, 011 717 3750 guy.mcilroy@wits.ac.za

EDUC5215A Pedagogy, Praxis and Research

The fourth module looks at how critical pedagogy can be used within the curriculum for building critical literacy skills and informs classroom praxis.

The second part is to pull in the knowledge acquired from the previous three modules about curriculum, coloniality, and critical pedagogy as a pathway to doing ethical educational research that is Deaf-centred pedagogy of empowerment and to practice critical literacy in analysing texts and critical discourse awareness to decolonise Deaf Education.

PART 2: POLICIES IN THE PG DipEd PROGRAMME

2.1 <u>Assessment Policies for all PG DipEd Programmes</u>

- ❑ Students need to attend and participate in at least 80% of each module to satisfy the Satisfactory Performance (SP) requirements necessary to qualify to write the exam or exam equivalent/take-home assessment.
- ❑ Students need to achieve a mark of at least 50% in each of the 4/four modules specified to complete the PGDipEd higher diploma.
- ❑ If a student fails one module only then:
    - ▪ A failure on 46-49% in a module will be condoned by the Faculty, provided that the student has achieved an average mark of at least 55% for all five components of the diploma;
    - ▪ A failure on 46-49% in cases where the average for all four components is less than 55% may be repeated once;
    - ▪ A course failed on 40-46% may be repeated once.
- ❑ A distinction for the PGDipED higher diploma will be granted to students who attain an average of 75% for all the four modules, as well as a minimum of 75% in at least 2 modules.
- ❑ Overall marks for each module are obtained from a combination of coursework and examinations.
- ❑ Coursework assignments range from academic essays to applied activities in the classroom.
- ❑ Examination formats range from formal examinations to open-book examinations to examination equivalents/take-home assessments.
- ❑ All examinations are externally examined as required by the University Standing Orders, Rules and Regulations.
- ❑ Deferred examinations may be granted in the event of medical incapacity, religious observance, representative sport, or family bereavement, provided that suitable evidence is provided within three working days of the date of the relevant examination. Applications should be made in the first instance to the Faculty Office.

2.2   Plagiarism Policy

Plagiarism means the theft of ideas from others or copying or using others' ideas without acknowledging them. No person develops academic ideas in a vacuum. We all get ideas from each other. Consequently, in an academic context it is important to explicitly acknowledge your sources, using appropriate referencing conventions and to re-work ideas into your own thinking. It is not acceptable to copy long tracts from another text, unless it is as a quotation and appropriately cited and acknowledged. Too many quotations suggest that you are not doing enough of your own thinking. Plagiarism applies to ideas that you get from colleagues (such as fellow student's essays) as well.

The university regards plagiarism in a very serious light and has a specific plagiarism policy to address this problem. There are three levels of plagiarism which vary according to how serious the offence is. For example, distinctions are made between intentional and unintentional plagiarism as well as first time and second time offenders. Further details about this policy will be communicated in your lectures.

Post graduate students are expected to know about plagiarism from their undergraduate studies and therefore plagiarism offences at postgraduate level are considered particularly serious. All incidents of plagiarism will be reported to the School of Education's Plagiarism Committee for investigation. Students who are found guilty of plagiarism may face stern penalties including suspension from the university.

There will be opportunities for students at all levels to learn how to reference and incorporate the ideas of others into their academic essays. This will happen in your specific disciplines and through workshops. Students are also advised to consult the Handbook for APA Referencing for guidance on correct academic referencing.

2.3   Policy regarding submission of assignments

Turnitin is the software that Wits uses to help detect plagiarism. A Turnitin Similarity Index Report, **with a similarity score of 15% or less**, must be submitted with all assignments, including the Research Report. Please ask your lecturer for assistance on how to submit your assignments through Turnitin on Ulwazi. No assignments will be accepted without the requisite Turnitin Similarity Index Report.

Extensions of the submission date of assignments may be granted by course **lecturers only if compelling evidence** is provided of medical incapacity, religious observance, representative sport, or family bereavement.
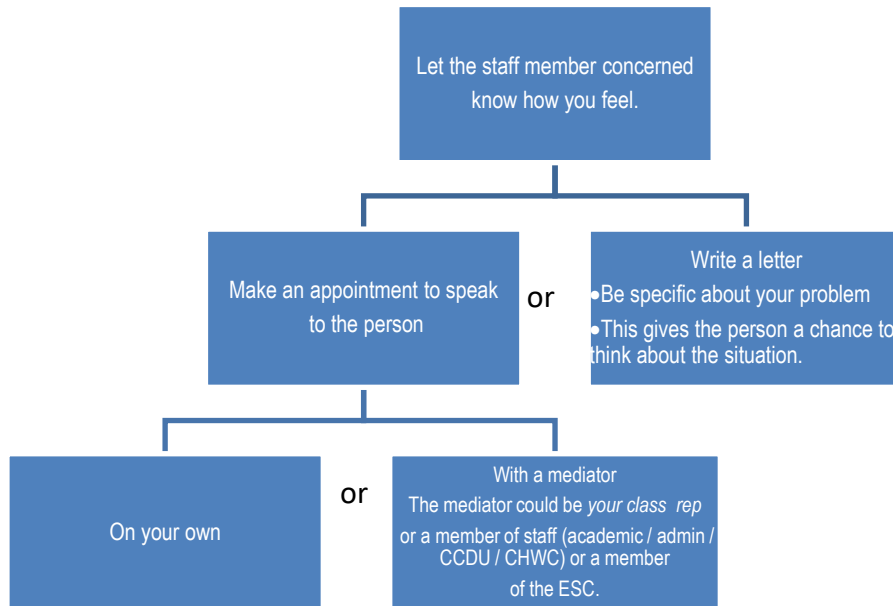
Assignments submitted late without an extension having been granted may be accepted only up to three days after the formal submission date and will receive a maximum mark of 50%.
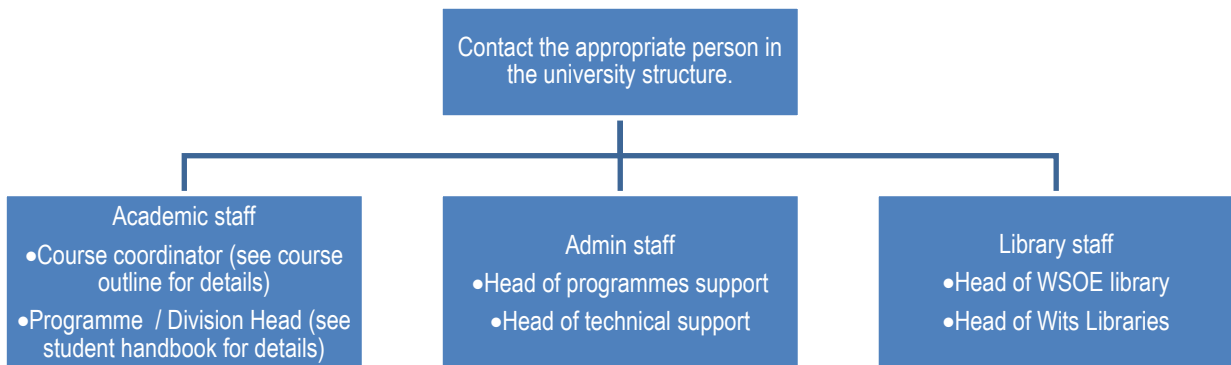
2.4   Grievance Procedures

What to do if you feel you have been treated unfairly in the WSOE

The university wants to protect students against poor teaching, unfair assessment, racism, sexual harassment etc., while ensuring that members of staff are also treated fairly. Here is the procedure to follow if you feel a member of university staff has been doing you an injustice.

Step 1:

Let the staff member concerned know how you feel.

Make an appointment to speak to the person

or

Write a letter
- Be specific about your problem
- This gives the person a chance to think about the situation.

On your own

or

With a mediator
The mediator could be *your class rep* or a member of staff (academic / admin / CCDU / CHWC) or a member of the ESC.

Step 2: If you feel that Step 1 was not successful, then:

Contact the appropriate person in the university structure.

Academic staff
- Course coordinator (see course outline for details)
- Programme / Division Head (see student handbook for details)

Admin staff
- Head of programmes support
- Head of technical support

Library staff
- Head of WSOE library
- Head of Wits Libraries

Step 3: Senate Process: If you feel that Step 2 was not successful, then:

Make a written statement to the Head of School
(The staff member will respond in writing, and the Head of School will resolve the situation)

2.5   Cancellation of Registration

If you decide to discontinue your studies and to cancel your registration for either the whole course or any part of it, please make sure that you follow the necessary procedures with the Faculty Office.

Do not simply disappear and assume that your failure to attend lectures or submit assignments will be sufficient to inform the University of your decision to suspend/cancel your registration.

If you fail to cancel your registration officially, you will still be legally liable for the payment of fees to the University. In addition, you will be indicated as having failed your course(s) at the end of the academic year, and such failure/s will appear on your academic record, and this may jeopardise your future re-admission to the university.