Study units for the Postgraduate Diploma in Tertiary Education

(offered by the Department of Educational Studies)
Telephone number 012 429 4585

1 Syllabus

Old curriculum

NB
The papers for the old curriculum will only be offered until 2008.

TFADEDG  Theoretical Frameworks in Adult Education (One paper of two hours)
(a) Metatheoretical perspectives that influence educational discourse in adult education (for example: Logical Empiricism, Critical Rationalism, Critical Theory, Phenomenology, Hermeneutics, Systems Theory, Postmodernism, African Philosophy).
(b) The influence of metatheoretical perspectives on thematic issues of concern in adult education

TELDADJ  Teaching, Learning and Development in Adult Education (One paper of two hours)
(a) Teaching-learning approaches in adult education
(b) Curriculum theory in adult education
(c) Social perspectives on adult education
(d) Practitioner models in adult education
(e) Research and development in adult education

LERNADQ  The Adult as Lifelong Learner (One paper of two hours)
(a) The adult: an orientation
(b) The practitioner as accompanist
(c) Personality theories and their implication for Andragogics
(d) Adult development
(e) The development of thought
(f) The actualisation of adult learning (learning theories)
(g) Motivation and self-actualisation of the adult learner

CURDESE  Curriculum development and Instructional design in Adult Education (One paper of two hours)
(a) Curriculum development in adult education
(b) Course design and development
(c) Instructional design in adult education
(d) Learning experience design and development

LERFACU  Learning Facilitation and Support Systems in Adult Education (One paper of two hours)
Unit 1: Facilitating Learning
(a) Improving access to and understanding of course materials
(b) Improving recall and transfer of learning
(c) Applying knowledge and skills acquired
(d) Guidance and feedback on assignments
(e) Guidance for examinations and assessment
(f) Guidance on study methods

Unit 2: Design and Development of Learner Support Systems
(a) Setting aims and goals for outcomes and performance-based education and training
(b) Designing course materials
(c) Mastering of course contents
(d) Tutoring as a facilitation strategy
(e) Mentoring as a facilitation strategy
(f) Guidance and counselling as facilitation strategy

Unit 3: Student development in Adult Education
(a) A definition of student development
(b) An overview of student development theories
(c) An integrated model of student development
(d) The role of the lecturer in student development
(e) Communication skills
(f) The integration of academic skills into the teaching process
(g) Networking in student development

INSTECN  Instructional Techniques in Adult Education (One paper of two hours)
Presentation skills
(a) Structuring a presentation
(b) Objectives/specific outcomes
(c) Ice breakers
(d) Facilitation and co-facilitation
(e) Reflection
(f) Questioning
(g) Effective listening
(h) Feedback
(i) Notes and handouts

**Teaching methods**
(a) Lectures
(b) Group discussions
(c) Cooperative teaching method
(d) Demonstrations
(e) Role playing
(f) Simulations
(g) Brainstorming
(h) Case studies
(i) Problem solving
(j) Assignments and projects

**TECHADP Technology in Adult Education (One paper of two hours)**
(a) Clarification of concepts
(b) Technology for adult education
(c) Computers in adult education
(d) Technology for distance education and learning
(e) Directions in instructional technology

**EVASADE Assessment and Evaluation in Adult Education (One paper of two hours)**
(a) Introductory orientation
(b) Functions of assessment and evaluation of adult learners
(c) Measuring and assessment instruments and procedures
(d) Evaluation and the interpretation of data
(e) Contemporary issues in assessment and evaluation of adult learners

**LEDMAN3 Leadership and Management in Adult Education (One paper of two hours)**
(a) Core concepts
(b) Theoretical viewpoints
(c) Organisational dimensions
(d) Personnel matters
(e) Financial matters

**READEDU Research in Adult Education (One paper of two hours)**
(a) Types of research
(b) Sampling
(c) Experimental research
(d) Quasi-experimental research
(e) Surveys
(f) Validity and reliability
(g) Measurement theory and instruments
(h) Methods of data collection
(i) Analytical research
(j) Phenomenological and case study approaches
(k) Ethical considerations
(l) Report writing

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**New curriculum**

**TFRAEDH Theoretical frameworks and research in adult education (one paper of three hours)**

**Unit 1**

(a) Metatheoretical perspectives that influence educational discourse in adult education (for example Logical Empiricism, Critical Rationalism, Critical Theory, Phenomenology, Hermeneutics, Systems Theory, Postmodernism, African Philosophy)
(b) The influence of metatheoretical perspectives on thematic issues of concern in adult education

**Unit 2**

(a) Types of research
(b) Sampling
(c) Experimental research
(d) Quasi-experimental research
(e) Surveys
(f) Validity and reliability
TLDEADL  Teaching learning and development in adult education (one paper of three hours)

Unit 1
(a) The adult: an orientation
(b) The practitioner as accompanist
(c) Personality theories and their implications for Andragogics
(d) Adult development
(e) The development of thoughts
(f) The actualisation of adult learning (learning theories)
(g) Motivation and self-actualisation of the adult learner

Unit 2
(a) Teaching-learning approaches in adult education
(b) Curriculum theory in adult education
(c) Social perspectives in adult education
(d) Practitioner models in adult education
(e) Research and development in adult education

INTMAEU  Instructional techniques and multimedia in adult education (one paper of three hours)

Unit 1
(a) Planning a presentation and formulating learning outcomes
(b) Facilitation and co-facilitation, questioning, handling learners’ questions and handling large classes
(c) Notes and handouts
(d) Teaching methods: lectures, group discussions, cooperative teaching method, demonstrations, role plays, simulations, brainstorming, case studies, problem solving, assignments and projects
(e) Reflection

Unit 2
(a) Media in adult education
(b) Computers in adult education
(c) Multimedia for distance education and learning
(d) Directions in multimedia

CUDAAEE  Curriculum development and assessment in adult education (one paper of three hours)

Unit 1
(a) Curriculum development in adult education
(b) Course design and development
(c) Instructional design in adult education
(d) Learning experience design and development

Unit 2
(a) Functions of assessment of adult learners
(b) Assessment instruments and procedures
(c) Assessment and the interpretation of data
(d) Contemporary issues in assessment of adult learners

LMSSAES  Leadership, management and support systems in adult education (one paper of three hours)

Unit 1
(a) Core concepts: Leadership and management in adult education
(b) Theoretical viewpoints on leadership and management in adult education
(c) Organisational dimensions
(d) Personnel matters
(e) Financial matters

Unit 2
(a) Learning facilitation: Improving access to and understanding of course materials, improving recall and transfer of learning, applying knowledge and skills acquired, guidance and feedback on assignments, guidance for assessment, guidance on study methods
(b) Design and development of learner support systems
(c) Student development in adult education