

UFS FORM 5: SHORT LEARNING PROGRAMMES

SECTION A: CATALOGUE

CODE: HEQC/H06/EDU/AOT

TITLE: The Art of Teaching

QUALIFICATION TITLE: none

NQF LEVEL: 6 (HEQF 2007)

CREDITS: Non-credit bearing

NOTIONAL LEARNING HOURS: 30 NLH

FORMAL CONTACT TIME:

8 Hours (1 workshop)

LEARNING ASSUMED TO BE IN PLACE

Any apposite qualification and/or experience required for appointment as educator

LEARNING OUTCOMES

The purpose of this SLP is to induct candidate lecturers the art of teaching in educational institutions, with the following outcomes:

Candidates should

- Demonstrate the comprehension to plan, initiate and execute the process of teaching and learning that promotes responsive, effective and creative approaches and is in line with National policy
- Explain why the teacher/educator could be viewed as an artist
- Understand and discuss the impact that an analysis of the arts and artists could have on teaching and learning at classroom level
- Understand how to teach according to aesthetic principles
- Apply the attributes of excellent works of art to educational experiences
- Manage curricular and related classroom/school activities in ways that involve and motivate learners and ensure that learners receive a rounded educational experience
- Understand the similarities between aesthetic experiences and educational experiences
- Solve common problems in their classrooms by applying artistic strategies

SHORT DESCRIPTION OF CONTENT

This SLP builds the learner's proficiency in classroom practice and serves as induction into excellent or aesthetic teaching at all levels of the educational system, which consists of the following sections:

- The concepts of aesthetics and aesthetic education
- Analogies between the worlds of the arts and education
- The powerful impact a study of the arts, artists and aesthetics can have on educational practices
- The process of illumination between the arts and education
- The impact reality should have on curricula and teaching and learning
- Attributes of educational artists
- I am an educational artist
- Solving practical problems pertaining to education through aesthetic teaching

CRITICAL (1-7) AND DEVELOPMENTAL (8-12) OUTCOMES SUPPORTED BY SHORT LEARNING PROGRAMME

1. *Identify and solve problems:-*
Learners use programme material and learning tasks to solve problems with regard to the teaching and learning
2. *Work effectively together with others and in teams:-*
Different types of cooperative learning form an important component of all activities
3. *Organise and manage themselves and their activities responsibly and effectively:-*
By organising learning material and tasks concerned with the programme
4. *Collect, analyse, organise and evaluate information critically:-*
By information processing during study of the learning material, as well as the discussion of problem areas with regard to the teaching and learning of individualised specialisations and the consequences, e.g. the importance of quality teaching at all levels of teaching
5. *Communicate effectively by means of visual, symbolic and/or language skills in different forms:-*
Communication of all forms is an integral part of all activities for the course
6. *Use the arts and technology effectively and critically:-*
By collecting and processing suitable data and also during teaching method activities
7. *Understand that the world is a set of related systems in which problems cannot be solved in isolation:-*
South Africa has a serious shortage of qualified persons at all educational levels and this is a contributory factor with regard to unemployment and poverty which have an impact on many areas of society. Experience during the course with regard to ways in which teaching can be improved enables the learner to make a positive contribution. Equal empowerment forms an important part of activities.
8. *Development of strategies to learn effectively:-*
These are emphasised continually during the programme
9. *Participate as responsible citizens in the life of local communities:-*
The programme is also an outreach programme to the community, and learners develop an awareness of other subjects, as well as human rights, social, economic, cultural, political and environmental issues.
10. *Is culturally and aesthetically sensitive in different social contexts:-*
Emphasis is placed on methodology and learning material that are suitable for all cultures and communities. Special attention is given to equal empowerment.
11. *Investigate training and career possibilities:-*
This forms an important part of workshop activities because there is a huge shortage of qualified people in this sector
12. *Develop entrepreneurial opportunities:-*
Learners become aware of opportunities that exist to act as assistant facilitators, as well as opportunities to earn an income by the development and production of learning material and resources

ASSESSMENT METHODS

1. During contact time: discussions and feedback; written assignments
2. Essay as summative assessment

ASSESSMENT CRITERIA

The learners will demonstrate competence in:

1. Discussing different aspects of aesthetics and aesthetic education
2. Analyzing the attributes of artist and works of art for possible classroom applications
3. Identifying the common problems artists and educators face
4. Applying the different attributes of artists and works of art during an analysis of a variety of movies and other works of art
5. Discussing the development of an educator into an artist, and the rationale behind that
6. Discussing the solutions artists and works of art might offer to common educational problems
7. Analyzing the impact of the arts on community life and development
8. Identifying cognitive illuminations between aesthetics and education

9. Considering the implications of aesthetics on the composition of the curriculum

ORGANISING FIELD: 5 Education, Training and Development

DATE OF APPROVAL: 2011

REVIEW DATE: 2014

DEPARTMENTAL OR PROGRAMME "HOME":

School for Continuing Education

Faculty of Education

University of the Free State

DEVELOPER/COORDINATOR:

Dr Jannie Pretorius

+27 (0)51 – 401 3340

pretoriusjph@ufs.ac.za

UFS FORM 6: SHORT LEARNING PROGRAMME

SECTION B: QUALITY ASSURANCE

A. CRITERIA REGARDING PROGRAMME INPUT/IMPORT

1. Is the programme relevant to our current South African situation? Please explain.
Yes.
The programme is in response to the problematic situation in a lot of South African schools, with many educators who are seemingly not capable or unwilling to create excellent, relevant teaching and learning environments. With many educators complaining about disinterested, even unruly learners this SLP will provide them with new teaching strategies and solutions to the most common problem in classrooms today: how to get and keep learner's attention. Aimed at redefining the self-concept of educators, this SLP has the potential to provide new hope to tired, unmotivated educators.
2. Do you think that the programme forms a coherent whole? Please explain.
Yes.
The material develops teaching skills at all educational institutions.
3. Please describe the measures that are in place to ensure effective programme management and administration.
There are already project leaders and supporting personnel within the School of Continuing Education (SCE) who will manage and market the programme and produce the material. A well-trained facilitator, with extensive experience is available.
4. Who will present the programme and what are their qualifications?
 - Dr Jannie Pretorius [D.Tech. (Business Management)]
 - Since this is a highly specialized topic, no other presenter should be considered without prior training by Dr Pretorius
5. Please give an indication of the venues and other physical resource that will be used and that are available.
Fully equipped venues are provided by the University of the Free State, but the SLP could be presented at any educational venue with electricity
6. How will this programme be marketed?
The programme is a precursor to a 4-credit, NQF level 5 qualification suitable for all educational institutions. Upon final completion, the qualification will form part of the UFS, SAQA and DoE database.

B. CRITERIA REGARDING THE PROGRAMME PROCESS

7. Why do you consider your department/programme as the best departmental/programme "home" for this short learning programme?
The School of Continuing Education (SCE), previously RIEP, is a centre that specialises in in-service training of learners, educators and education managers for almost 12 years. It has already designed and offered a variety of education management and subject-specific courses and qualifications.
8. Please describe the nature of the learning material.
The learning material consists of a comprehensive programme guide. It contains a theoretical foundation as preparation for the activities as well as worksheets and practical activities. The material has been specially designed to make provision for different learning styles, thought patterns and intelligences and to promote cooperative learning in order to develop aesthetic concepts and artistic literacy optimally in the classroom.

9. How will the lecturers facilitate learner learning?
Learning will be facilitated through the presentation of workshops with theoretical and practical components. A constructivist (learner-centred) approach is followed and cooperative learning of different types, as well as discussions and feedback, are used extensively. Continuous assessment forms an integral part of learning situations.

10. Do you have any learner support mechanisms in place?
Yes.
A trainer is readily available to assist learners needing help. During the 1 contact sessions the trainer is available on a full-time basis. For tasks that have to be completed at home after the workshop, the trainer may be contacted at any time during office hours.

C. CRITERIA REGARDING PROGRAMME OUTPUT AND IMPACT

11. In what ways will the integrity of certification be ensured?

- Assessment by UFS lecturers and qualified facilitators
- Record-keeping of certification will be kept by the projects office of the School of Continuing Education (SCE)
- Quality assurance forms an integral part of material design, development and presentation

D. CRITERIA REGARDING PROGRAMME REVIEW

12. How will the effectiveness of the programme be evaluated?

- Qualitative assessment will be done by learners on a daily basis during workshops
- Opinions and suggestions, if reasonable, are taken into account in further activities
- The assessment results of learners based on the successful completion of portfolios
- Quality assurance forms an integral part of course design, material development and teaching and learning activities
- A programme feedback form will be completed by all participants