

TWO OCEANS GRADUATE INSTITUTE STUDENT ORIENTATION GUIDE

B ED INTERMEDIATE PHASE EDUCATION
2020

QUALITY HIGHER EDUCATION FOR ALL



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CONTENT

WELCOME	3
Links to the videos on the TOGI Moodle functions:	3
INTRODUCTION	3
STRUCTURE OF YOUR B ED COURSE: MODULES AND CLUSTERS	4
Modules per cluster for four years of study:.....	4
MEET THE STAFF	8
STUDY IN EDUCATION.....	11
MODE OF TEACHING AND LEARNING	11
AUGMENTED PROGRAMME.....	11
Progression for students in the Augmented Programme:	12
TIME MANAGEMENT	16
Take ownership and responsibility of your own learning	16
Keep your module guide close	17
Planning study time	17
Weekly planning EXAMPLE.....	17
Organize your time.	18
Completing assignments on time	18
Find a calendar system that works	18
Check your technology.....	19
Get rid of distractors	20
Find your perfect study space.	20
Engage with your fellow students.	21
COMMUNICATION.....	21
Ask for help as soon as you need it	21
STUDENT SUPPORT.....	22
LIBRARY SERVICE	22
ASSESSMENT	23
How to deal with assignments	23
PLAGIARISM AND ETHICS.....	24
Be professional	24
Two Oceans Graduate Institute – A values-based organization.....	24

WELCOME

A warm welcome to you as students to the Two Oceans graduate Institute. Our wish for you all is a very successful, exciting and fun-filled study career.

As you know, our mode of delivery is online, with occasional tutorials and practical sessions by arrangement. You will receive all the information you need and will be expected to engage with all the study materials. This is your recipe for success. Your studies are your own responsibility.

Once you have enrolled, you will gain access to our orientation and introduction module, labelled on Moodle in the menu if you click on Introduction, you will find the TOGI **101_Orientation module**. Every new student has to complete the Orientation module. Once you have passed this introductory module, you will gain access to your cluster 1 modules.

Instructions to open the TOGI Orientation module are as follows:

Log into Moodle with the username and password that you have received.

Once logged in, the dashboard will open.

Click on Introduction.

Click on **TOGI101_Orientation module**.

The module will open and you can follow the instructions from there.

There are activities, reading and practice assessments which will assist and prepare you for the online learning environment.

The activities were specially designed to assist our students. Please work through all the activities and submit your work before **22 January 2020**, when the module will close. Only when you have submitted the required assignments in this module, will you be able to get access to your other study modules for the B Ed degree.

You will learn to use the Moodle messaging, which we encourage you to use so that we can answer your questions and assist you on this journey. Remember, TOGI lecturers and staff are always willing to assist you on this academic journey.

Best of luck!

Links to the videos on the TOGI Moodle functions:

Moodle Interface - <https://youtu.be/FGPNd4nAi7o>

Add details to your profile - <https://youtu.be/n-gZlqOpPbA>

Messaging in Moodle - https://youtu.be/KByV_OVhqRk

INTRODUCTION

Congratulations on your career choice and on your decision to study at The Two Oceans Graduate Institute. We trust that your studies will be rewarding and successful.

The guidelines that follow were compiled to assist you on this journey of academic study in preparation for your profession in Intermediate Phase Education. It is very important to read these guidelines attentively as your lecturers will expect that you have done so. Please familiarise yourself with **Two Oceans Graduate Institute Academic Rules and Regulations** booklet as well. You will also receive a **Module Guide** on **Moodle** for every module

that you are enrolled for. Module guides contain important information such as dates and weights of assessments, as well as communication from your lecturers.

You are an adult and responsible for your own progress and wellbeing during your preservice years. However, it is important to know that you need to ask for assistance if you experience problems. Whether these problems are of a personal nature, or work related, please feel free to consult your lecturers and Head of Department if there is anything that troubles you.

STRUCTURE OF YOUR B ED COURSE: MODULES AND CLUSTERS

When you register as a student for your first year, you will might notice that we speak of modules and clusters. Credits and exit levels also feature. What does this mean?

Your B Ed studies at Two Oceans Graduate Institute are designed to equip you as a teacher-in-training with the knowledge and skills required for the profession. Your four years of study will be divided into eight clusters, each comprising several modules. Modules have names and codes. Some modules have a credit value of 5, which means 50 hours of study, while others have a credit value of 10, which means 100 hours of study. When you completed Grade 12, the exit level was level 4. For graduate study, the exit level is 7. There is a gradual increase in exit levels from level 5 in your first year, up to level 6 and eventually level 7 in your final year. All the credits are finally added up to complete your degree. Your degree consists of 510 credits in total for you to be able to qualify for a B Ed degree.

Take careful notice as you progress that there are prerequisites to certain modules. Prerequisites are modules that you have to pass before you can register for the modules that follow, so it is important to work hard on your core modules.

When you register for the B Ed degree at the Two Oceans Graduate Institute, you follow a full time programme. Students who are employed are strongly advised to consider the Augmented Programme, which would allow students to spread their studies over a longer study period. It is impossible to work full time and study full time (See p. 9).

Modules per cluster for four years of study:

YEAR 1

CLUSTER 1

Cluster 1 Modules	Code	NQF level	Credits	Prerequisites
Introduction to Intermediate Phase and the South African School Curriculum	ISSC151	5	10	n/a
History and Foundations of Education	HFED151	5	10	n/a
Teaching and Learning in the Intermediate Phase	TELL151	5	10	n/a
Information Communication Technology I	ICTS151	5	5	n/a
Academic Literacy	ACLI151	5	5	n/a
TWO of the following, at least ONE at Home Language level, one option from each language				
English Home Language I	ENFL151	5	10	n/a
English First Additional Language I	EFAL151	5	10	n/a
Afrikaans Huistaal I	AFFL151	5	10	n/a
Afrikaans Eerste Addisionele Taal I	AFAL151	5	10	n/a

YEAR 1

CLUSTER 2

Cluster 2 Modules	Code	NQF level	Credits	Prerequisites
Educational Philosophy I	EDPH152	5	5	HFED 151
Introduction to Intermediate Phase Mathematics I (Compulsory for students without Mathematics 1 as elective)	INMA152	5	10	n/a
Information Communication Technology II	ICTS152	5	5	ICTS151
Introduction to Teaching Practice	INTT152	5	5	TELL151
Continue with the TWO language options passed during Cluster 1:				
English Home Language II	ENFL152	5	10	ENFL151
English First Additional Language II	EFAL152	5	10	EFAL151
Afrikaans Huistaal II	AFFL152	5	10	AFFL151
Afrikaans Eerste Addisionele taal II	AFAL152	5	10	AFAL151
isiXhosa Home Language II (pipeline students only)	XHFL152	5	10	XHFL151
Electives: Select TWO of the following modules:				
Life Skills I	LISK152	5	10	ISSC151
Social Sciences I	SOSC152	5	10	ISSC151
Science and Technology I	SCTE152	5	10	ISSC151
Mathematics I	MATH152	5	10	ISSC151

YEAR 2

CLUSTER 3

Cluster 3 modules	Code	NQF level	Credits	Prerequisites
Educational Philosophy II	EDPH163	6	5	EDPH152
Classroom management	CMIP163	6	5	n/a
Assessment theory	ASTH163	6	10	n/a
Teaching Practice: Guided teaching I	TPGT163	6	10	INTT152
Introduction to Teaching Intermediate Phase Mathematics I (Compulsory for students without Mathematics 1 as elective)	INTM153	5	10	INMA152
Teaching language options: Select ONE of the following:				
Teaching English Home Language I	TEFL163	6	10	ENFL152
Onderrig van Afrikaans Huistaal I	TAFR163	6	10	AFFL152
Teaching isiXhosa Home Language I (pipeline students only)	TXHO163	6	10	XHFL152
Compulsory language teaching module:				
Teaching English First Additional Language I (compulsory for all students)	TEFA163	6	10	n/a

YEAR 2

CLUSTER 4

Cluster 4 Modules	Code	NQF level	Credits	Prerequisites
Teaching Practice: Guided teaching II	TPGT164	6	10	TPGT163
Continue with TWO of the language options passed during Cluster 2:				
English Home Language III	ENFL164	6	10	ENFL152
English First Additional Language III	EFAL164	6	10	EFAL152
isiXhosa Home Language III (pipeline students only)	XHFL164	6	10	XHFL152
Afrikaans Huistaal III	AFFL164	6	10	AFFL152
Afrikaans Eerste Addisionele Taal III	AFAL164	6	10	AFAL152
Compulsory language teaching module:				
Teaching English First Additional Language II (compulsory for all students)	TEFA164	6	10	TEFA163
Select ONE from the following Language Communication modules:				
isiXhosa Communication (English HL, Afrikaans HT, foreign students)	XHCO154	5	5	n/a
Afrikaanse Kommunikasie (isiXhosa HL, foreign students)	AFCO154	5	5	n/a
Select TWO of the Teaching of the electives passed during Cluster 2:				
Teaching Life Skills I	TELS164	6	10	LISK152
Teaching Social Sciences I	TESS164	6	10	SOSC152
Teaching Science and Technology I	TNST164	6	10	SCTE152
Teaching Mathematics I	TEMA164	6	10	MATH152

YEAR 3

CLUSTER 5

Cluster 5 Modules	Code	NQF level	Credits	Prerequisites
Educational Psychology I	PSED175	7	10	n/a
Inclusive Education I.1	INED175	7	5	n/a
Sociology of Education	SOED175	7	10	n/a
Teaching Practice: Supervised teaching I	TPST165	6	10	TPGT164
ONE Teaching language option: succeeding the option passed in Cluster 3:				
Teaching isiXhosa Home Language II (pipeline students only)	TXHO165	6	10	TXHO163
Teaching English Home Language II	TEFL165	6	10	TEFL163
Onderrig van Afrikaans Huistaal II	TAFR165	6	10	TAFR163
Electives: TWO options succeeding the Teaching of Electives passed in Cluster 4:				
Creative Arts	CART165	6	10	LISK152
Personal and Social Well-being and Physical Education	PSPE165	6	10	LISK152
History I	HIST165	6	10	SOSC152
Geography I	GEOG165	6	10	SOSC152
Science and Technology II	NASC165	6	10	SCTE152
Mathematics II	MATH165	6	10	MATH152

YEAR 3

CLUSTER 6

Cluster 6 Modules	Code	NQF level	Credits	Prerequisites
Educational Psychology II	PSED176	7	10	PSED175
Inclusive Education I.2	INED176	7	5	INED175
Teaching Practice: Supervised teaching II	TPST166	6	10	TPGT165
Economic and Management Sciences for Grade 7	ECMS166	6	10	n/a
ONE Teaching language option: succeeding the option passed in Cluster 4:				
Teaching isiXhosa Home Language III (pipeline students only)	TXHO176	7	10	TXHO165
Teaching English Home Language III	TEFL176	7	10	TEFL165
Onderrig van Afrikaans Huistaal III	TAFR176	7	10	TAFR165
Teaching of Electives: Continue with the teaching of the TWO options passed during Cluster 5				
Teaching Creative Arts	TCAR166	6	10	CART165
Teaching Personal and Social Well-being and Physical Education	TSPE166	6	10	PSPE165
Teaching History I	TEHI166	6	10	HIST165
Teaching Geography I	TEGO166	6	10	GEOG165
Teaching Science and Technology II	TENA166	6	10	NASC165
Teaching Mathematics II	TEMA166	6	10	MATH165

YEAR 4

CLUSTER 7

Cluster 7 Modules	Code	NQF level	Credits	Prerequisites
Social Pedagogy	SOPE177	7	10	n/a
Inclusive Education II.1	INED177	7	5	INED176
Research Methodology in Education	REMM177	7	10	ACLI151
Teaching Practice: Independent teaching I	TPIT177	7	10	TPST166
Electives: Continue with TWO of the options, following those passed during Cluster 5				
Visual Art	VIAR177	7	10	CART165
Performing Arts	PEAR177	7	10	CART165
Life Orientation	LIOR177	7	10	PSPE165
History II	HIST177	7	10	HIST165
Geography II	GEOG177	7	10	GEOG165
Science II	NASC177	7	10	NASC165
Technology II	TECH177	7	10	NASC165
Mathematics III	MATH177	7	10	MATH165
Compulsory language teaching module:				
Teaching English First Additional Language III (compulsory for all students)	TEFA177	7	10	TEFA164

YEAR 4

CLUSTER 8

Cluster 8 Modules	Code	NQF level	Credits	Prerequisites
Inclusive Education II.2	INED178	7	5	INED177
Research project: Theoretical Foundations of Education	RPFE178	7	10	REMM177
Research project: Applying theoretical frameworks	RPTF178	7	10	REMM177
Teaching Practice: Independent teaching II	TPIT178	7	20	TPIT177
Teaching of the Electives: Teaching of the TWO options passed during Cluster 7				
Teaching Visual Art	TEVI178	7	10	VIAR177
Teaching Performing Arts	TPEA178	7	10	PEAR177
Teaching Life Orientation	TLIO178	7	10	LIOR177
Teaching History II	TEHI178	7	10	HIST177
Teaching Geography II	TEGO178	7	10	GEOG177
Teaching Science II	TENA178	7	10	NASC177
Teaching Technology II	TETE178	7	10	TECH177
Teaching Mathematics III	TEMA178	7	10	MATH177

MEET THE STAFF

Academic staff responsible for the 2020 clusters:

CLUSTER 1 2020

Module	Lecturer
Introduction: Intermediate Phase & South African School Curriculum (ISSC151)	Mr R Loubser
History and Foundations of Education (HFED151)	Mr L Pienaar
Teaching & Learning in the Intermediate Phase (TELL151)	Ms A van As
English Home Language I (ENFL151)	Ms L Morris
English First Additional Language I (EFAL151)	Ms A Bryant
Afrikaans Huistaal I (AFFL151)	Ms C Janse van Rensburg
Afrikaans Eerste Addisionele Taal I (AFAL151)	Ms A Anker
Information Communication Technology I (ICTS151)	Dr P Miller
Academic Literacy (ACLI151)	Dr P Miller
Teaching Practice preparation	Ms S Anthony

CLUSTER 2 2020

Module	Lecturer
Educational Philosophy I (EDPH152)	Ms P Simba
English Home Language II (ENFL152)	Ms L Morris
Afrikaans Huistaal II (AFFL152)	Ms C Janse van Rensburg
Afrikaans Eerste Addisionele Taal II (AFAL152)	Ms A Anker
English First Additional Language II (EFAL152)	Ms A Bryant
isiXhosa Home Language II (XHFL152) (pipeline students only)	Ms Y Mbombo
Introduction to Intermediate Phase Mathematics I (INMA152)	Mr A Versfeld
Life Skills (LISK152)	Dr G Westraadt/Mr R Henning
Social Sciences (SOSC152)	Ms A van As
Natural Sciences and Technology (SCTE152)	Ms S Anthony
Mathematics 1 (MATH152)	Mr A Versfeld
Information Communication Technology II (ICTS152)	Dr P Miller
Introduction to Teaching Practice (INTT152)	Ms S Anthony

CLUSTER 3 2020

Module	Lecturer
Educational Philosophy II (EDPH153)	Ms P Simba
Classroom Management (CMIP163)	Mr R Loubser
Assessment Theory (ASTH163)	Dr P Miller
Introduction to Teaching Intermediate Phase Mathematics I (INTM153)	Mr A Versfeld
Teaching isiXhosa Home Language I (TXHO163) (pipeline students only)	Ms Y Mbombo
Teaching English Home Language I (TEFL163)	Ms L Morris
Onderrig van Afrikaans Huistaal I (TAFR163)	Ms A Anker
Teaching English First Additional Language I (TEFA163)	Ms A Bryant
Teaching Practice: Guided teaching I (TPGT163)	Ms S Anthony

CLUSTER 4 2020

Module	Lecturer
Teaching Practice: Guided teaching II (TPGT164)	Ms S Anthony
English Home Language III (ENFL164)	Ms L Morris
isiXhosa Home Language III (XHFL 164) (pipeline students only)	Ms Y Mbombo
Afrikaans Huistaal III (AFFL 164)	Ms C Janse van Rensburg
Afrikaans Eerste Addisionele Taal III (AFAL164)	Ms A Anker
Teaching English First Additional Language II (TEFA 164)	Ms A Bryant
isiXhosa Communication (XHCO 154)	Ms Y Mbombo
Afrikaanse Kommunikasie (AFCO 154)	Ms A Anker
Teaching Life Skills I (TELS164)	Dr G Westraadt/Mr R Henning
Teaching Social Sciences I (TESS164)	Ms A van As
Teaching Science and Technology I (TNST 164)	Ms S Anthony
Teaching Mathematics I (TEMA164)	Mr A Versfeld

CLUSTER 5 2020

Module	Lecturer
Educational Psychology I (PSED175)	Ms R Ryklief
Sociology of Education (SOED175)	Mr L Pienaar
Inclusive Education I (INED175)	Ms A Anker
Teaching Practice: Supervised teaching I (TPST165)	Ms S Anthony
Teaching isiXhosa Home Language II (TXHO165) (pipeline students only)	Ms Y Mbombo
Teaching English Home Language II (TEFL165)	Ms L Morris
Onderrig van Afrikaans Huistaal II (TAFR165)	Ms A Anker
Creative Arts (CART165)	Dr G Westraadt
Physical Education and Personal and Social Well-being (PSPE165)	Mr R Henning
History I (HIST165)	Ms A van As
Geography I (GEOG165)	Mr R Loubser
Science and Technology II (NASC165)	Ms S Anthony
Mathematics II (MATH165)	Mr A Versfeld

CLUSTER 6 2020

Module	Lecturer
Educational Psychology II (PSED 176)	Ms R Ryklief
Teaching Practice: Supervised teaching II (TPST 166)	Ms S Anthony
Economic and Management Sciences for Grade 7 (ECMS 166)	Mr R Loubser
Teaching isiXhosa Home Language III TXHO 176 (pipeline students only)	Ms Y Mbombo
Teaching English Home Language III TEFL 176	Ms L Morris
Teaching English First Additional Language III (TEFA 177)	2021
Onderrig van Afrikaans Huistaal III TAFR 176	Ms A Anker
Teaching Creative Arts (TCAR 166)	Dr G Westraadt
Teaching Personal and Social Well-being and Physical Education (TSPE 166)	Mr R Henning
Teaching History I (TEHI 166)	Ms A van As
Teaching Geography I (TEGO 166)	Mr R Loubser
Teaching Science and Technology II (TENA 166)	Ms S Anthony
Teaching Mathematics II (TEMA 166)	Mr A Versfeld

CLUSTER 7 2020

Module	Lecturer
Social Pedagogy (SOPE177)	Mr L Pienaar
Inclusive Education II.1 (INED177)	Ms A Anker
Research Methodology in Education (REMM177)	Dr I Tarling
Teaching Practice: Independent teaching I (TPIT177)	Ms S Anthony
Visual Art (VIAR177)	Dr G Westraadt
Life Orientation (LIOR177)	2021
History II (HIST177)	Ms A van As
Geography II (GEOG177)	Mr R Loubser
Science II (NASC177)	Ms S Anthony
Technology II (TECH177)	Mr R Loubser
Mathematics III (MATH177)	Mr A Versfeld
Teaching English First Additional Language III (TEFA177)	Ms A Bryant

Office staff:

Ms N Jattiem, registrar	nadiema.jattiem@togi.ac.za
Mr H Shabodien, IT support	hashiem.shabodien@2oef.org.za
Ms B Emeran, administrative assistant	baheya.emeran@togi.ac.za
Mr S Daniels, student registration coordinator	shahied.daniels@togi.ac.za

Staff members can be contacted via the Moodle messaging facility. Please do not hesitate to contact your lecturers if you experience problems, or if you want to ask questions.

STUDY IN EDUCATION

You have embarked on a four-year journey to one of the most exciting and rewarding careers. Shaping the lives of our young is a responsibility. Often the results of your efforts are not immediately evident, but remember your role will be very important in the lives of the children that will be in your classes one day.

In accordance with the mission of Two Oceans Graduate Institute, you will be trained from a values and faith-based point of departure. Appropriate norms, values and attitudes are non-negotiable while studying and beyond. The institute is an inclusive institution and students from all religious backgrounds are welcome to enrol for the B Ed programme.

Academic study requires students to demonstrate a variety of skills and dedication. Your studies will be based on a solid theoretical foundation, with a strong Teaching Practice component. Both these aspects interplay, aiming to equip preservice teachers with competence in the education of learners from Grade 4 to Grade 7.

Instruction at a higher education institution takes the form of lectures, reading material, and tasks and assignments. At our institution, lectures will be uploaded on Moodle in a variety of formats. There will be links and references to articles and e-books. It is your responsibility to attend your lectures and especially to do the readings, research and the completion of tasks and assignments in a diligent and systematic way. It is important for every student to engage consistently with every module that forms part of the B Ed programme, with concentrated effort in order to achieve success.

Please remember that you are not studying just to gain marks; you are on a journey to lifelong learning. Use every opportunity to learn. You will have a very full programme, but remember the more knowledge and skills you acquire now, the better your chances of obtaining a good position in the teaching profession.

MODE OF TEACHING AND LEARNING

Our unique mode of delivery, namely online teaching on the Learner Management System (Moodle), can be combined with virtual contact time via ZOOM. This model offers pre-service teachers the opportunity to complete their studies in their own time.

AUGMENTED PROGRAMME

The B Ed Intermediate Phase programme at the Two Oceans Graduate Institute is a fulltime course and students will need to apply themselves to 40 hours per week of attendance to the LMS.

It is not possible to study and work fulltime. Students who are in fulltime employment should register for the Augmented Programme, which will allow them a longer period of study and manageable time for constructive engagement in all the required modules.

Please consult the Academic Rules and Regulations on the Augmented Programme if personal circumstances do not allow you sufficient time to manage all the modules in one cluster. You should enrol on the Augmented Programme.

Progression for students in the Augmented Programme:

YEAR 1

Cluster 1 Modules	Code	NQF level	Credits	Prerequisites
Introduction to Intermediate Phase and the South African School Curriculum	ISSC151	5	10	n/a
Teaching and Learning in the Intermediate Phase	TELL151	5	10	n/a
History and Foundations of Education	HFED151	5	10	n/a
Information Communication Technology I	ICTS151	5	5	n/a
Academic Literacy	ACLI151	5	5	n/a

(40 credits)

YEAR 1

Cluster 1/2 Modules	Code	NQF level	Credits	Prerequisites
Educational Philosophy I	EDPH152	5	5	HFED151
Information Communication Technology II	ICTS152	5	5	ICTS151
English Home Language I OR English First Additional Language I	ENFL151 EFAL151	5 5	10 10	n/a n/a
Assessment theory	ASTH163	6	10	n/a
One second language from the following options				
Afrikaans Huistaal I OR Afrikaans Eerste Addisionele Taal I	AFFL151 AFAL151	5 5	10 10	n/a n/a

(40 credits)

YEAR 2

Cluster 2/3 Modules	Code	NQF level	Credits	Prerequisites
English Home Language II OR English First Additional Language II	ENFL152 EFAL152	5	10	ENFL151 EFAL151
Introduction to Intermediate Phase Mathematics I (Compulsory for students without Mathematics 1 as elective)	INMA152	5	10	n/a
Educational Philosophy II	EDPH163	6	5	EDPH152
Classroom management	CMIP163	6	5	n/a
One elective from the following modules				
Life Skills I	LISK152	5	10	ISSC151
Social Sciences I	SOSC152	5	10	ISSC151
Science and Technology I	SCTE152	5	10	ISSC151
Mathematics I	MATH152	5	10	ISSC151

(40 credits)

YEAR 2

Cluster 3 Modules	Code	NQF level	Credits	Prerequisites
Introduction to Teaching Intermediate Phase Mathematics I (Compulsory for students without Mathematics 1 as elective)	INTM153	5	10	INMA152
Teaching language options: select one of the following:				
Teaching English Home Language I	TEFL163	6	10	ENFL152
Teaching isiXhosa Home Language I (pipeline students only)	TXHO163	6	10	XHFL152
Onderrig van Afrikaans Huistaal I	TAFR163	6	10	AFFL152
Continue with the language options				
Afrikaans Huistaal II OR Afrikaans Eerste Addisionele taal II	AFFL152 AFAL152	5 5	10 10	AFFL151 AFAL151
One other elective from the following modules:				
Life Skills I	LISK152	5	10	ISSC151
Social Sciences I	SOSC152	5	10	ISSC151
Science and Technology I	SCTE152	5	10	ISSC151
Mathematics I	MATH152	5	10	ISSC151

(30 if Maths is an elective/40 credits if Maths is not an elective)

YEAR 3

Cluster 3/4 Modules	Code	NQF level	Credits	Prerequisites
English Home Language III OR English First Additional Language III	ENFL164 EFAL164	6 6	10 10	ENFL152 EFAL152
Electives: Teaching of the options elected				
Teaching Life Skills I	TELS164	6	10	LISK152
Teaching Social Sciences I	TESS164	6	10	SOSC152
Teaching Science and Technology I	TNST164	6	10	SCTE152
Teaching Mathematics I	TEMA164	6	10	MATH152
Compulsory language module:				
Teaching English First Additional Language I (compulsory for all students)	TEFA 163	6	10	n/a

(40 credits)

YEAR 3

Cluster 4/5 Modules	Code	NQF level	Credits	Prerequisites
Inclusive Education I.2	INED176	7	5	INED175
Educational Psychology I	PSED175	7	10	n/a
isiXhosa Communication (English HL and Afrikaans HT students) OR Afrikaanse Kommunikasie (isiXhosa HL students)	XHCO154 AFCO154	5 5	5 5	n/a n/a
Continue with the language options				
isiXhosa Home Language III (pipeline students only) OR Afrikaans Huistaal III OR Afrikaans Eerste Addisionele Taal III	XHFL164 AFFL164 AFAL164	6 6 6	10 10 10	XHFL152 AFFL152 AFAL152
Compulsory language module				
Teaching English First Additional Language II (compulsory for all students)	TEFA164	6	10	TEFA163

(40 credits)

YEAR 4

Cluster 4/5 Modules	Code	NQF level	Credits	Prerequisites
Economic and Management Sciences for Grade 7	ECMS166	6	10	n/a
Sociology of Education	SOED175	7	10	n/a
Educational Psychology II	PSED176	7	10	PSED175
Inclusive Education I.1	INED175	7	5	n/a
Teaching language options: continue with the option elected in cluster 3:				
Teaching isiXhosa Home Language II (pipeline students only) OR Teaching English Home Language II OR Onderrig van Afrikaans Huistaal II	TXHO165 TEFL165 TAFR165	6 6 6	10 10 10	TXHO163 TEFL163 TAFR163

(45 credits)

YEAR 4

Cluster 5 Modules	Code	NQF level	Credits	Prerequisites
Inclusive Education II.1	INED177	7	5	INED176
Introduction to Teaching Practice	INTT152	5	5	TELL 151
Teaching language options: continue with the option elected in cluster 3				
Teaching isiXhosa Home Language III (pipeline students only) OR Teaching English Home Language III OR Onderrig van Afrikaans Huistaal III	TXHO176 TEFL176 TAFR176	7 7 7	10 10 10	TXHO165 TEFL165 TAFR165
Electives: Continue with two from the following:				
Creative Arts	CART165	6	10	LISK152
Personal and Social Well-being and Physical Education	PSPE165	6	10	LISK152
History I	HIST165	6	10	SOSC152
Geography I	GEOG165	6	10	SOSC152
Science and Technology II	NASC165	6	10	SCTE152
Mathematics II	MATH165	6	10	MATH152

(40 credits)

YEAR 5

Cluster 6/7 Modules	Code	NQF level	Credits	Prerequisites
Research Methodology in Education	REMM177	7	10	ACLI151
Inclusive Education II.1	INED177	7	5	INED176
Teaching English First Additional Language III	TEFA177	7	10	TEFA164
Electives: Teaching of the options passed in the previous cluster				
Teaching Creative Arts	TCAR166	6	10	CART165
Teaching Personal and Social Well-being and Physical Education	TSPE166	6	10	PSPE165
Teaching History I	TEHI166	6	10	HIST165
Teaching Geography I	TEGO166	6	10	GEOG165
Teaching Science and Technology II	TENA166	6	10	NASC165
Teaching Mathematics II	TEMA166	6	10	MATH165

(45 credits)

YEAR 6

Cluster 7/8 Modules	Code	NQF level	Credits	Prerequisites
Social Pedagogy	SOPE177	7	10	n/a
Research project: Theoretical Foundations of Education	RPFE178	7	10	REMM177
Inclusive Education II.1	INED178	7	5	INED177
Electives: Continue with two from the following options				
Visual Art	VIAR177	7	10	CART165
Performing Arts	PEAR177	7	10	CART165
Life Orientation	LJOR177	7	10	PSPE165
History II	HIST17	7	10	HIST165
Geography II	GEOG177	7	10	GEOG165
Science II	NASC177	7	10	NASC165
Technology II	TECH177	7	10	NASC165
Mathematics III	MATH177	7	10	MATH165

(45 credits)

YEAR 6

Cluster 8 Modules	Code	NQF level	Credits	Prerequisites
Research project: Applying theoretical frameworks	RPTF178	7	10	REMM177
Teaching Practice: Guided teaching I	TPGT163	6	10	INTT152
Electives: Teaching of the two options elected				
Teaching Visual Art	TEVI178	7	10	VIAR177
Teaching Performing Arts	TPEA178	7	10	PEAR177
Teaching Life Orientation	TLIO178	7	10	LIOR177
Teaching History II	TEHI178	7	10	HIST177
Teaching Geography II	TEGO178	7	10	GEOG177
Teaching Science II	TENA178	7	10	NASC177
Teaching Technology II	TETE178	7	10	TECH177
Teaching Mathematics III	TEMA178	7	10	MATH177

(40 credits)

TEACHING PRACTICE (AFTER COMPLETION OF THE ABOVE)

	Code	NQF level	Credits	Prerequisites
Teaching Practice: Guided teaching II	TPGT164	6	10	TPGT163
Teaching Practice: Supervised teaching I	TPST165	6	10	TPGT164
Teaching Practice: Supervised teaching II	TPST166	6	10	TPGT165
Teaching Practice: Independent teaching I	TPIT177	7	10	TPST166
Teaching Practice: Independent teaching II	TPIT178	7	20	TPIT177

(60 credits)

TIME MANAGEMENT

Online courses offer flexibility, particularly for those with demanding professional or personal responsibilities. With this flexibility comes responsibility. It can be tempting for a student to delay working through the course material, thinking that there will be time later in the week. It is vital to work on your studies on a daily basis.

As an online student, most of your studies can be done at a time that suits you, but you will benefit if you stick to a fixed schedule. One way to stop yourself from procrastinating is to set aside specific hours for your studies every day.

Take ownership and responsibility of your own learning

It takes discipline to be able to complete an online learning programme. Online students need to aim to achieve a high standard and to realise that they are responsible for their own education. Acquiring effective time-management skills is an integral part of taking ownership of your online education and achieving success. Managing your time as an online student means making sure that you do the things that are expected of you in the course of completing your degree. You need a positive attitude to help you to stay focused and motivated.

Keep your module guide close

The Module Guide is a document provided at the start of a module. Your Module Guide offers an overview of the course and is the key to successful time management. The Module Guide lists all the course readings, assignments and deadlines. A good time-management tactic is to become closely familiar with the structure of your modules and the work that will be required of you.

Read each guide for each module thoroughly, familiarizing yourself with the expectations to optimize your time management.

Planning study time

When you receive your cluster schedule, take the proactive approach to planning your week around attending your contact sessions. Set aside time each week for online learning and take part in all the required activities.

Commit to due dates on your calendar. Designate study times for each module, and stick to them. Check those dates before you agree to any work, social, or personal commitments that could conflict with your study schedule.

Short-term planning is something you do weekly and daily. To do this you should calculate how much study time you have at your disposal. You need to draft a master schedule, which you can use as a basis for your weekly and daily planning.

Weekly planning EXAMPLE

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12-6	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
6-7							
7-8	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8-9							
9-10	ACLI	ICTI	Extra studying	AFAL	ISSC	Shopping	Family time
10-11	ACLI	ICTI	AFAL	AFAL	ISSC	Shopping	Family time
11-12	ACLI	ICTI	AFAL	AFAL	ISSC		
12-1					ISSC		
1-2	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
2-3	TELL	TELL	HFED	HFED	ENFL	ENFL	
3-4	TELL	TELL	HFED	HFED	ENFL	ENFL	
4-5	TELL	TELL (30 min.)	HFED	HFED (30 min.)	ENFL	ENFL	Rest
5-6		Gym		Gym		Gym	Rest
6-7	Family time	Family time	Family time	Family time	Family time	Family time	Family time
7-8	Dinner	Dinner	Dinner	Dinner	T/Dinner	Dinner	Dinner
8-9	Choir practice	Family time	Family time	Family time	ISSC	Extra studying	Planning for the coming week
9-10	Choir practice	Extra studying	Extra studying	Extra studying	ISCC (30 min)		
10-11							Sleep
11-12	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep

*Example codes are used for the modules a student takes in cluster 1.

*Each module requires a certain number of hours per week.

Download a free monthly calendar here:

<https://www.wincalendar.com/2020-Word-Calendar>

Organize your time.

- Daily planning helps to identify some definite objectives to pursue.
- Set fixed times during the week to work on your modules.
- Log in to each module for a minimum of four days per week.
- Block out four to six hours per day (full-time programme). This amounts to between 28 and 30 hours per week.
- Set aside blocks of time to work on your online course. Then, block those times off on your calendar and treat them as an important obligation.
- Take a few minutes to plan what needs to be done on a particular day.
- Write down what you will do next in the appropriate time slot.
- Think ahead and decide how to manage your workload.
- Divide large tasks into manageable parts.
- Look ahead: Knowing what is due in six weeks, not just the next day, can help you to maximize your use of time.

Completing assignments on time

With online learning, there may be technical difficulties to overcome. Consider these difficulties, and familiarise yourself with the LMS, new software and hardware.

Incorporate your assignments into your calendar and avoid leaving things until the deadline. Always plan on completing your assignments at least three days prior to the due dates and you will start to develop the good habits you need to be successful with online education. In other words, do not wait until the last minute to work on your assignments.

Studying for too long a period can wear you down, but not studying long enough can leave you unprepared. Take efficiency breaks every twenty minutes or so. It will refresh you so you can read, write, or study effectively.

Find a calendar system that works

Some weeks will allow more time to complete course requirements, so plan your calendar. Determine the busy weeks and plan to get your online work done ahead of time to compensate for your lack of time during those busy weeks.

You can also use an old school personal planner. While you may be taking a course online, that does not mean you cannot make use of pen and paper if that is what works best for you. Invest in a planner that gives you a lot of space to track weekly work, as this is how most courses are organized.

Find a style that works for you. Choose a calendar or management system that is reliable and easy to update. Then, populate it with every detail and deadline you need to keep yourself on track, including course deadlines, family and social obligations and more.

Tip:

- Colour code your courses or different types of responsibilities so that you can see at a quick glance what you need to accomplish for the week.

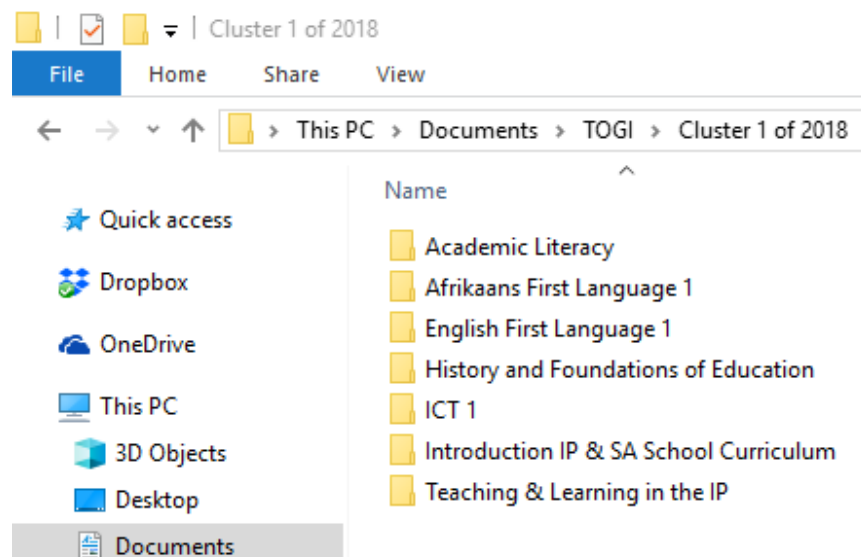
Check your technology

Most online learning has system requirements for the computer you use to access online materials. Getting a laptop that meets the specifications will enable you to choose where you do online learning, and can allow you to fill gaps in your time by working on assignments, no matter where you are.

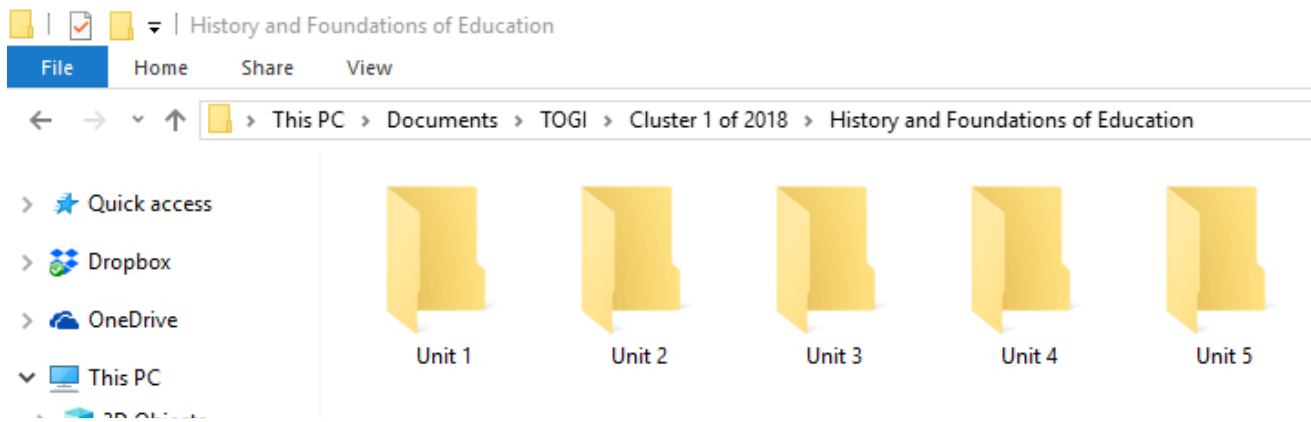
Make sure you have backed up your work in multiple ways. If you use a computer, back up to an external disk, a CD-ROM, memory stick, or a second computer.

Tips:

- Always take care of your electronic devices. Carry them in a secure and padded laptop bag. Do not put your coffee cup next to your device.
- Download the Moodle App on your phone from the app store. Enter the site address (togi.ac.za) and then your Moodle login and password.
- Create a folder for each module on your computer:



- Open each module and create folders for each unit:



- Create a SHORT CUT KEY on the DESKTOP for quick access to your modules.
- Create adequate document names for easy tracking and correct submission. E.g. Add the following:
 - Surname and the first letter of your name, e.g. Davids, H.
 - Module, e.g. TELL 151.
 - Name of the assignment, e.g. Assignment 1
 - The document name is then: Davids, H. TELL. Assignment 1
- Also, check the requirements on how to submit a document. Some lecturers prefer WORD-documents and some lecturers prefer PDF-documents.
- Download everything you can when you have free Wi-Fi. Remember to save the downloaded documents in the correct folders. You can also download the YouTube-videos to watch or to re-watch later.

Get rid of distractors

While you are studying, it is possible to get into the flow, which happens when you are completely focused and immersed in the activity you are doing. Some of your best work can be done while you are in a state of flow, but distractions such as the buzz of a phone or a TV show in the background may interfere. That may mean closing the door to keep family members away, turning off your cell phone, not opening your email, or turning off the television. Even that brief look at a friend's text message or status update interrupts your thinking processes and slows you down.

Determine what distracts you from your online learning and eliminate it as you work on your course. Minimizing interruptions during your studying time will improve your learning efficiency.

Hints:

- When you set a schedule for learning, make sure that this is actually learning time and not computer time.
- Ban yourself from social networking sites, such as Facebook when you are supposed to be working.
- Communicate with family and friends to let them know that you are not available during those blocks of time. You will be able to stay on track and be less distracted if you communicate your availability with those closest to you.

Find your perfect study space.

It is important to have a space where you can study without distractions. Your computer, lighting, broadband connection, even your chair – all are key to an environment for studying and learning. Pay attention to what interrupts your focus. Then, change it or eliminate it.

Look for a study space that is quiet with a door that closes, has adequate lighting and electrical outlets.

Tip:

- Always be professional when you communicate with your lecturer. Be clear and concise. Do not type in sms/texting language. Provide all the necessary details.

Engage with your fellow students.

It can be hard to develop personal relationships with other students when your only interactions with them are electronic. Try finding out whether any of your fellow students live near you, and organize an occasional study group with them.

Make the most of your course and communicate regularly with your peers. If you are stuck on an assignment or facing writer's block on a research paper, turn to a fellow classmate. His/her insight may spur you on — and help you to avoid wasting time. This will help you gain exposure to a variety of perspectives, practise articulating your ideas, receive feedback on your thoughts, and avoid isolation. Actively stay connected using discussion boards, small group work, research sharing, or peer reviews.

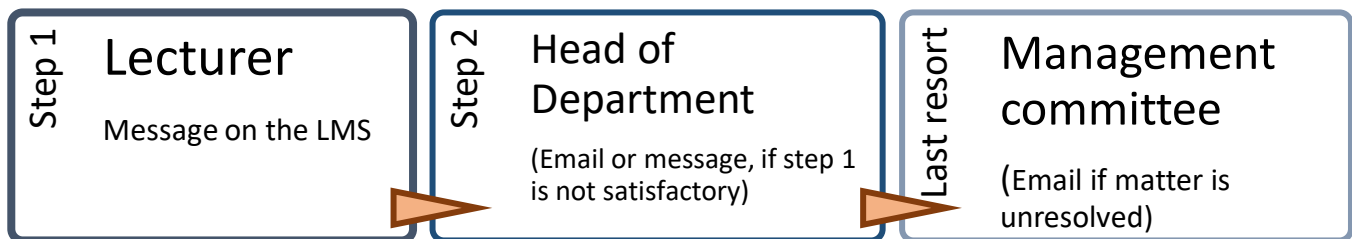
Hint:

- Start a small WhatsApp group, but set some rules, e.g. no messages or pictures of things that are not related to your studies. Avoid being a nuisance on this group.
- Do not trust anyone with your work. Do not send it to anyone. Make sure that your work is password protected.

COMMUNICATION

At Two Oceans Graduate Institute, we welcome open communication between students and lecturers. Please feel free to contact your lecturer via the Moodle messaging facility. Your lecturer will receive your message as an e-mail and will respond as soon as possible. It is very important to speak to the lecturer responsible for a module first if there are any problems. If you need an appointment for a fact-to-face discussion with your lecturer, it can be arranged. Do not hesitate and do not wait too long if you have trouble with work.

The line of communication is as follows:



Ask for help as soon as you need it

If you are struggling, if there is something you do not understand or if you feel lost, always ask for help. Lecturers are more than happy to help students who feel confused or are struggling with their modules.

Speak up as soon as you start feeling unsure about a concept or an aspect of the work. During the course, it is important to ask questions if the material or assignments are unclear. If you wait until the end of the semester, it will be impossible to make up for non-submission of assignments and the confusion will snowball until it is unmanageable.

Communicate with your lecturers on the Moodle messaging as often as required. If required, lecturers will set up ZOOM meetings, which is a virtual 'contact' situation, during which you can discuss your problems. Opening and using these lines of communication will benefit you during and beyond the course.

Give your lecturers a reasonable amount of time to answer your questions. In an online class, exchanging messages, or arranging ZOOM sessions takes time. In short, expect hurdles when completing the work and give yourself time to overcome them.

Establishing a working relationship with your lecturer is essential for expanding your professional network and for developing a list of references you can use for career purposes.

STUDENT SUPPORT

The lecturers at Two Oceans Graduate Institute are professional people with excellent qualifications and much experience in the field of Education. Please tap into this rich source of knowledge and ask if you need support.

For serious and persisting problems in coping with your studies, please log onto the Student Support Portal that you will find under Introduction on the LMS. A counselling specialist will respond and attend to your queries.

If you need a tutor in some areas of your study, please approach your lecturer who will discuss the matter with the Management and arrangements will be made to obtain the assistance of tutors, should the need arise.

There are workstations with Wi-Fi available at the Two Oceans Graduate Institute's office at the Science Centre. Students are welcome to use this facility. Please bear in mind that the space is an office and lecturers often work there, or have meetings. The office is not a refreshment station for students. It is a workspace. Your consideration towards staff and fellow students is appreciated.

LIBRARY SERVICE

There is a collection of e-books as well as links to electronic resources available for student use on the LMS. All registered students will have access to digital library resources following the link on the LMS. There is a digital library connection UNDER Electronic Library Resources on Moodle, which will guide you to EbscoHost, Edulis and ERIC.

There is a limited stock of books in the office. These books should be used in the office. It is not a lending library.

Two Oceans Graduate Institute entered into an agreement with EDULIS, the library service of the Western Cape Education Department. All registered students residing in the Western Cape can become members of the library upon registration on their website: <http://edulis.pgwc.gov.za/index.php/edulis>. This service is available for lending, digital and multimedia resources.

Students living in provinces other than the Western Cape will have to become members of libraries within close proximity from where they reside. Additional reading material and links to resources will be made available to students via the LMS.

MODULE REQUIREMENTS

It is essential for each student to have access for several hours per day to a laptop/computer with a webcam; Word; PowerPoint, Excel and PDF installed; a cell phone with WhatsApp installed. Wi-Fi connection is essential for online work.

It is important to note that there are certain requirements students will need in order to complete their modules. The list with prescribed books, materials and other requirements that will be needed is included in the module guides.

Academic study requires the use of learning material. In some modules, students will have to purchase textbooks and literature. In most instances e-books are cheaper and quick and easy to obtain. Lecturers will publish the information in the module guides so students can fulfil the responsibility to obtain the necessary study material.

In some modules, students will be required to participate in practical activities. These activities will be recorded and uploaded onto your YouTube channel, marked 'unlisted', for privacy. For other practical tasks students will be expected to upload photographs of the process, with themselves in action, as well as the end result, for assessment.

ASSESSMENT

At Two Oceans Graduate Institute, assessment takes the form of a continuous evaluation of tasks and assignments. You will receive notification of assessment dates and weights in your Module guides. There will be formative and summative assessments. All assessments are important as they provide rich opportunities for learning and prepare you for your future as a teacher. Start with tasks as soon as possible; keep up so that you do not get behind and miss deadlines.

The pass mark for all modules is 50%.

Extension for submissions will be granted only if there is proof of a medical condition or serious trauma or a death in the family. E-mail the medical certificate and other relevant documentation to Dr Westraadt, HoD at georina.westraadt@togi.ac.za, who will make arrangements with the lecturers to consider extension of submission dates. The late submission of an assignment will result in only 50% of the total mark being awarded. Please take this seriously. Work hard and devote your time to your studies. In the end, you will be the winner when you graduate successfully and become an excellent teacher who can make the world a better place for future generations.

How to deal with assignments

One of the biggest problems students have is to understand how to tackle essays and assignments, and how to interpret instructions. It is easy for you to read the instructions carefully, but this does not mean that you will automatically understand what you are required to do.

Here are some tips on what to do:

Before you start your assignment, it is very important to establish exactly what you are being asked to do. Once you are certain about this, you can proceed with confidence.

When you read your task there will be words that will indicate what you are expected to do.

Some of these include: Write an essay; complete a sentence; write a paragraph; write a letter, memo or report; say whether a statement is True or False; choose the correct answer (multiple choice questions), fill out the quiz; design a diagram, make a PowerPoint presentation; make a video recording, and many more.

- Read the question or task very carefully.
- Divide the topic question into sections and decide what you need to do for each section.
- Ask yourself what is the main topic that needs to be addressed.
- What information is required?
- Where can this information be resourced?
- In what format should the task be submitted?

PLAGIARISM AND ETHICS

Studying for an academic qualification requires critical engagement with resource material. You should NEVER copy and paste anything from any internet or other resource whatsoever. You should read, analyse, consider and then elect the information that is appropriate for the task. Paraphrase in your own words and reference. This applies to every task and assignment, whether it is mentioned in the instructions, or not.

Most academic writing tasks expect you to answer a question or topic based on the meaning you make from reading or research that you have found. There are ways in which you should use books, journals, study guides and other resources to do research for your assignments. You do this by choosing the right material, summarizing, making notes and then integrating this into your writing. Do NOT EVER copy sentences or paragraphs from a source; this is unethical and a criminal act called PLAGIARISM. PARAPHRASE the information and ALWAYS provide an in-text reference to acknowledge where you found your information. You will learn more about this in the module Academic Literacy, TOGI uses the Harvard style of referencing. You can download a TOGI Harvard guide under 'Documentation' on the LMS.

Copying the work of a fellow student is a form of plagiarism and will be regarded as misconduct. The TOGI Policy on Plagiarism stipulates a procedure that will be followed if students are guilty of this offence.

Be professional

You will be provided with a schedule with times during which you can book tutorial ZOOM sessions, or discussions with lecturers. Respond if you need to confirm your appointment with a lecturer. If you cannot make it, please notify your lecturer. Please respect your lecturers and fellow students by attending on time.

Two Oceans Graduate Institute – A values-based organization

What makes TOGI different from other tertiary education institutions? It is a value-based organization, and not one that merely wants your study fees and hopes that you will learn something valuable in the course of your studies. Everything the staff do is meant to instil in you a love of learning, respect for yourself, your fellow students, the TOGI staff, the learners you will teach, the environment and the community at large.

May your years of studying at Two Oceans Graduate Institute be rewarding, successful and fun!

