

Faculty of Education

Guiding tomorrow

NELSON MANDELA
UNIVERSITY

School for Education Research and Engagement



Postgraduate Research Degree Programmes

Information Booklet

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Welcome to the Faculty of Education

The postgraduate research degree programmes which are currently offered in the Faculty of Education at the Nelson Mandela University are:

- **Master's in Education programme (MEd)**
- **Doctoral programme (PhD)**

This booklet is designed as an initial introduction to what is required of you to be accepted to one of the programmes and the route you will need to follow to graduate. However, while the booklet provides some information you will find the most recently updated information on, the following website <http://education.mandela.ac.za>

Getting started

There are a number of academic staff members in the Faculty of Education who work in a variety of areas of expertise. Their profiles and interest areas can be found in this booklet and on the website <http://sere.mandela.ac.za>. We encourage you to formulate ideas about research topics within one these areas and to contact appropriate academics to gauge their availability and the possibility of working under their supervision on a project of their interest.

Once you get the support of a potential supervisor you will be required to produce a preliminary research proposal which will be evaluated independently within the Faculty. The requirements of a preliminary proposal can be found below, as well as on the SERE website.

If the proposal is accepted you will be allocated a supervisor and allowed to officially register for a master's or doctoral degree (for more information you can contact Ms Carol Poisat at 041-504 4310 and/or by visiting <http://sere.mandela.ac.za>).

If you have a burning desire to do research on a topic not directly supported by academics in the Faculty you may submit a preliminary research proposal that you have drawn up on your own. As noted above, the requirements of a preliminary proposal can be found at www.proposalrequirements.

Many students have found writing a proposal on their own to be difficult and you are encouraged to try to find someone in the Faculty to share your thoughts with before you begin.

General information:

For general information on postgraduate research degrees in the Faculty of Education please contact the programme administrator, Ms Carol Poisat, at:

Tel: 041-5044310

Fax: 041-5041610

Email: carol.poisat@mandela.ac.za

Admission requirements

To be considered for the M Ed Research, you need to comply with the following:

- **A completed B Ed Hons degree, or**
- **Any other appropriate Honours degree**
- **An average of at least 60% for the Honours degree**
- **Submission of a 1000 word preliminary research proposal as per faculty guidelines contained in the information booklet**
- **Admission will be based on a formal departmental selection process and availability of supervision capacity in the chosen research field**

To be considered for the D Ed / PhD, you need to comply with the following:

- **The M Ed degree; or**
- **An appropriate Master's degree**
- **An average of at least 60% for the M Ed degree**
- **Submission of a 2000 word preliminary research proposal as per faculty guidelines contained in the information booklet**
- **Admission will be based on a formal departmental selection process and availability of supervision capacity in the chosen research field**

Students will be required to successfully defend their proposal to a panel within a specific period of registration – 6 months for Masters and 12 months for Doctoral candidates – to ensure continued participation in the programme.

Other important sources of official information relevant to your studies

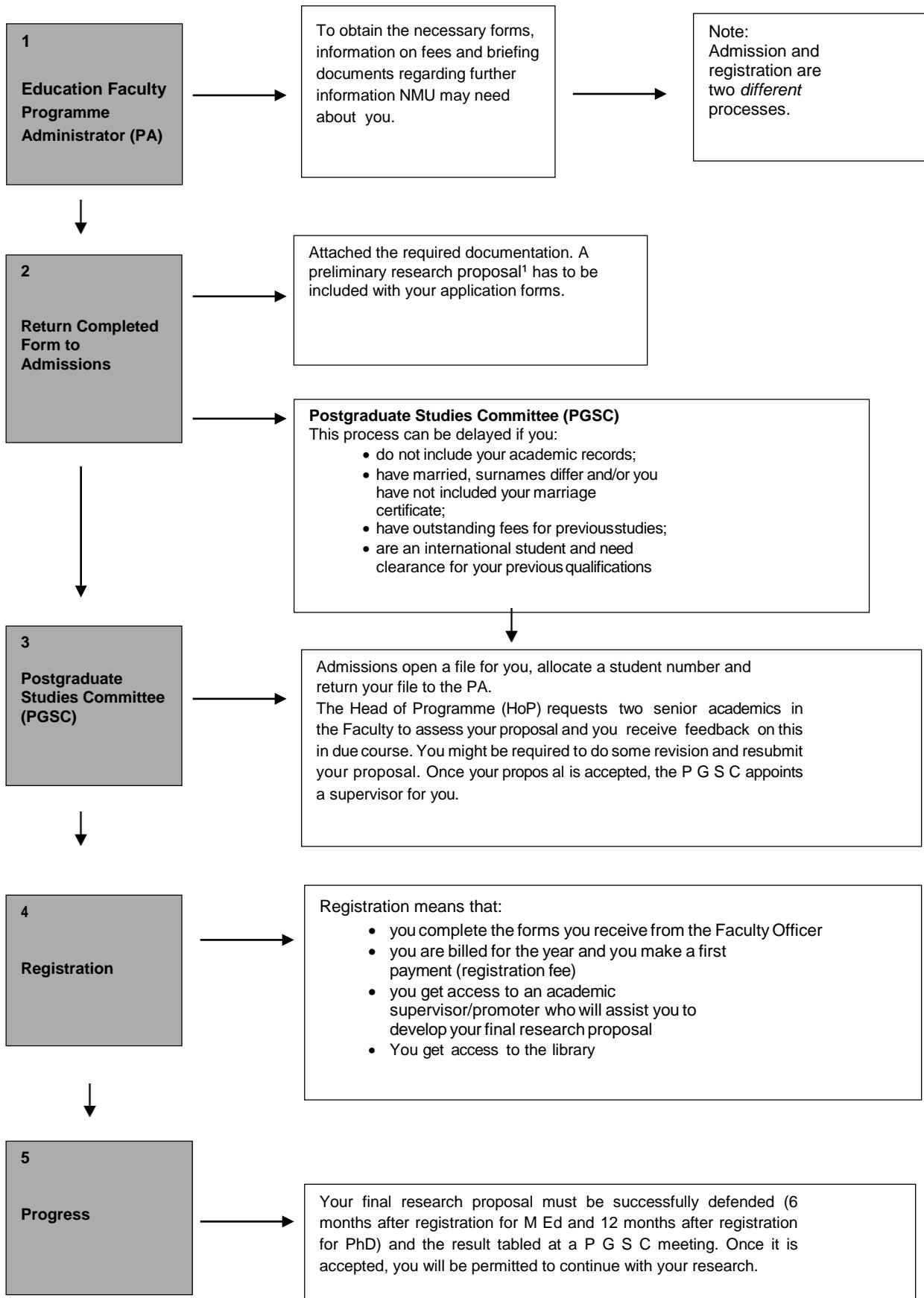
The NMU Policy, procedures and rules for postgraduate research degrees contain important information that you need to be aware of and adhere to. It addresses, *inter alia*, issues such as intellectual property rights, institutional structures and officials relevant to postgraduate research degrees, admission, induction, registration, codes of conduct for students and supervisors (very important), assessment as well as complaints and appeals procedures. This document can be accessed on the university website (<http://www.mandela.ac.za>)

For further information on research the following link may also be helpful: <http://tutor.nmmu.ac.za/med/index.htm>.

The **NMU General Prospectus and Faculty of Education Prospectus** are also two very important documents, containing rules relevant to your programme of study. You must familiarize yourself with the relevant sections in these two documents, which are also available on the university website or from the Admissions Office.

The **NMU Postgraduate bursary booklet** is available in the library and on the university website.

Application procedure for master's and doctoral degrees



Research Themes

Prospective postgraduate students are encouraged to discover points of contact between their own educational concerns and the thrust of intellectual enquiry in the Faculty. The overarching research focus of the Faculty of Education is the development of human potential in a diverse society.

Current research themes include:

Educational Leadership (Driver: Dr Chris Dali)

This theme seeks to engage both academic staff and students as individuals or as groups who would like to investigate social, economic, political and cultural opportunities, concerns, gaps and challenges that this interdisciplinary research theme could address within current theoretical frameworks such as transformative adult education, community development, social justice, radical pedagogies and humanizing consciousness.

Language in Education (Driver: Dr Eileen Scheckle)

Language is the means through which we mediate learning so it underpins all aspects of education. Through language we position learners, communities, and knowledge and are also ourselves positioned. We all use language in our teaching and so language in education is a core component in all the themes and can range from research focus areas such as: discipline-specific language as in science or biology; literacy practices, such as writing reports or developing reading; multilingual and translanguaging approaches to teaching; or literary appreciation, such as children's literature. We look forward to sharing and supporting research and reflection on language uses across the education spectrum.

Science, Mathematics & Technology Education (Prof Andre du Plessis)

This theme focuses on Language and SMT education; improving teaching, learning and assessment in SMT; SMT literacy; Indigenous Knowledge systems and SMT education; Environmental education and Education for Sustainable Development: diffusion of and challenges pertaining to implementation of ICTs for teaching, learning and assessment in SMT Technology and Integrated Computer Technologies (ICTS-Computers) in education; Blended and Online learning; and Curriculum and Teacher Development in SMT education.

Social Justice (Prof Sylvan Blignaut)

This theme focuses on research that aims to address the role of education in contributing to a transformed and socially just South African Society, including a focus on barriers to learning, special education needs and inclusive education as well as HIV and AIDS education.

Teaching and Learning (Prof Nokhanya Mayaba)

At the core of quality teacher education is active and critical engagement with the concept of quality teaching and learning. Scholarship in this area has thus been identified as one of the core research themes directing research in the faculty, with most research activities directly or indirectly related to this theme. Academic staff in the faculty often work collaboratively on research projects, focusing for example on school-based learning, assessment, teaching/learning/assessment strategies for various contexts and school subjects, curriculum development as well as philosophies underpinning these. Significant expertise is available to supervise postgraduate students interested in related topics.

Supervisor profiles, interests and areas of expertise

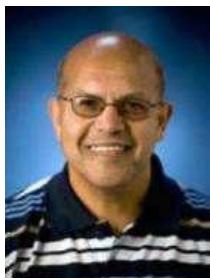
Detailed below are the research interests of most of the academics in the faculty of education. We urge potential candidates to ensure that their specific research proposal aligns with these interests, so that supervision capacity in the faculty can be fully utilised. Aligning your interest with the capacity of the faculty will increase the chance of a supervisor being interested in leading your study. We encourage you to make initial contact with specific academics prior to submitting your proposal, although this in no way guarantees that they will be appointed as your study leader.



Prof Logan Athiemoolam is interested in research in the areas of English language teaching (both home and first additional) and language across the curriculum, multicultural education, drama-in-education and educational management. He has successfully supervised masters and doctoral students in qualitative, quantitative and mixed methods research.

E Logamurthie.Athiemoolam@mandela.ac.za

T 041 504 2367



Prof Sylvan Blignaut is interested in research on curriculum policy and implementation particularly at school level as well as teacher education generally. His research interests also focus on issues such as social justice and critical pedagogy and how these concepts could be utilised to bring about a more equitable education system and society. He predominantly specialises in qualitative research.

E Sylvan.Blignaut@mandela.ac.za

T 041 504 4086



Dr Chris Dali is interested in research related to the fields of school leadership and emotional intelligence competencies; critical pedagogy; cultural intelligence; Education and social justice; decolonisation and education; cross-cultural competencies; indigenous knowledge systems; humanizing consciousness; adult education and social transformation; and critical thinking skills; critical discourse analysis. Presently he has capacity for two M Ed students or co-supervision of two D Ed students. He is more comfortable with the qualitative research methodology.

E Chris.Dali@mandela.ac.za

T 041 504 4541



Dr Bruce Damons is the Director of the Centre for the Community School, whose interest is in community schools, school leadership and complementary school improvement programmes.

E Bruce.Damons@mandela.ac.za

T 041 504 3895



Prof Alette Delport is interested in research related to social and educational transformation. She focuses in particular on aspects related to inner, personal transformation, the cultivation of humanity, teacher philosophies and so forth, and likes to explore innovative methodologies, such as auto-ethnography and arts-based methodologies. As former music educationist, many of her research studies focus on arts-related topics.

E Alette.Delport@mandela.ac.za

T 041 504 4590



Prof Andre' du Plessis is interested in the use of ICT (computers, technology, internet, applications & software) for teaching and learning as well as strategies to assist with the implementation of ICT within schools. In addition, he is also interested in conflict in schools, as well as student mentoring and teacher mentoring. He engages with qualitative, quantitative or mixed method designs for data gathering.

E Andre.DuPlessis@mandela.ac.za

T 041 504 4033



Dr Dave Edley is a Senior Lecturer in the School of Educational Research and Engagement. His interests include curriculum (especially Critical Pedagogy), the socio-economic impact of education, assessment and school leadership and governance.

E David.Edley@mandela.ac.za

T 041 504 2834



Dr Clyde Felix is a senior lecturer in Mathematics Education with a keen research interest in all philosophical and socio-cultural aspects of Mathematics related to teaching and teacher education.

E Clyde.Felix@mandela.ac.za

T 041 504 3030



Dr Deidre Geduld works in the field of Foundation Phase schooling within the South African context (Gr R – 3) focusing on teacher education curriculum development as well as Early Childhood Development and her focus is on inclusive education, learners with barriers to learning and development and vulnerable children at risk. She conducted research on school leadership and teacher professional development in the primary school. Her area of expertise lies in using action research to improve classroom-based practices. She draws on participatory research methodologies which have a research as social change focus, in particular visual methodologies such as drawing, photovoice, collages, narratives and metaphors

E Deidre.Geduld@mandela.ac.za

T 041 504 2375



Prof Hugh Glover is interested in research related to improving the effectiveness and efficiency of professional development programs for mathematics teachers. He conducts research related to teacher knowledge, mentoring/coaching and teachers' perceptions of their course experiences. He uses a mixed methods approach, employing appropriate quantitative and qualitative methods and is particularly interested in amplifying the voice of the teacher.

E Hugh.Glover@mandela.ac.za

T 041 504 4013



Dr Christina Jordaan is interested in all types of research related to social development and educational psychology, e.g. substance abuse, teenage pregnancy, sexual abuse, bullying, suicide, poor academic performance due to community issues, HIV and AIDS in education, etc. She enjoys research that addresses contentious issues and prefers using the mixed method research methodology to gather and analyse data.

E Christina.Jordaan@mandela.ac.za

T 041 504 4098



Dr Mathabo Khau is interested in the use of visual and participatory methodologies for generating data for social change. She employs methods such as memory work, drawings, photo-voice, collage, image and forum theatre, process drama and participatory video in her research. Her research interests are in gender and social justice, sexualities, sexual health and reproductive rights, curriculum and identity and Social aspects of HIV and AIDS; all within the field of education.

E Mathabo.Khau@mandela.ac.za

T 041 504 4861



Dr Benedict Khoboli's main interest in research is maths and science teachers' professional development utilizing qualitative, quantitative and mixed methods. He has been involved in teacher development projects which focused on classroom teaching activities and has been working on teacher classroom support.

E Benedict.Khoboli@mandela.ac.za

T 041 504 2969



Mr Lucky Maluleke's work focuses on Technical and Vocational Education and Training. His research interest is in the history of technical and vocational education and training, historical and sociological approaches to technical and vocational education and training, decolonisation, as well as student career choices in technical and vocational education and training.

E Lucky.Maluleke@mandela.ac.za

T 041 504 3526



Ms Veronica Msutwana holds a masters degree (cum laude) in Educational Psychology and is a candidate for a PhD degree at the Nelson Mandela University. Her research focuses on sexuality education and HIV and AIDS education. Her grounding in Educational Psychology provides a frame for working with adolescents and teachers within education settings. She aligns her research with participatory visual methodologies framed as 'research as social change'.

E Nomawonga.Msutwana@mandela.ac.za

T 041 504 4731



Prof Nokhanyo Mdzanga is interested in research in the field of language and literacy in education more in particular the teaching of second languages schools; teaching of isiXhosa both in schools and in higher education institutions and the use of multilingual strategies in teaching additional languages. She is also interested in research that uses resilience as a theoretical framework. She prefers research that uses visual methodologies such as drawings and collages and action research as a research design.

E Nokhanyo.Mdzanga@mandela.ac.za

T 041 504 4564



Dr Tulsi Morar's research interest is Mathematics Education, Teacher professional development, Curriculum development, School management and Leadership.

E Tulsi.Morar@mandela.ac.za

T 041 504 4596



Prof Willy Nel works under the Faculty research theme: Social Justice. His main interest is in understanding Higher Education from a critical community psychology perspective; including institutional culture and discourses, student leadership and politics, as well as different expressions of transformative autonomy in teacher education. Having extensive practical and academic experience in the field of Inclusive Education, albeit from a critical point of view, he also supervises on that topic.

E William.Nel@mandela.ac.za

T 041 504 1188



Dr Christo Pienaar is a senior lecturer and a qualified teacher and an Educational Psychologist as well as a Clinical Psychologist who specialises in Special Needs Education, Barriers to Learning, Inclusive Education, Learner Support, Teacher Support and Parental Support. He uses qualitative research methods and has been the promoter of several doctoral, PhD and M Ed studies in the broad field of Educational Psychology.

E Christo.Pienaar@mandela.ac.za

T 041 504 2370



Prof Shervani K. Pillay's research interest focuses on the area of Curriculum development at both, school level and higher education level. Her particular interest is curriculum change/transformation, social justice, decolonization and chaos complexity theory and education change. She is also interested in the transformation of higher education and the idea of the university in both, South Africa and Africa.

E Shervani.Pillay@mandela.ac.za

T 041 504 4208



Dr Nomakhosanzana (Cossie) Hazel Rasana is interested in language and education, bilingualism, language in multilingual classroom, multiliteracy and development; assessment and evaluation of language skills and language programmes across cultures; curriculum and policy studies related research. She has expertise in qualitative, quantitative, mixed models research designs administering appropriate analytical software. But, she is also willing to expand into newer innovative methods of data gathering and analysis.

E Nomakhosazana.Rasana@mandela.ac.za

T 041 504 4072



Dr Eileen Scheckle, is the acting Head of the masters programme. Her research interests include multiliteracies, particularly in the field of New Literacy Studies and the development of literate identities, as well as communicative language teaching related to TESOL and multilingual pedagogies.

E Eileen.Scheckle@mandela.ac.za

T 041 504 2828



Dr Vukile Tshazibana's main interest is in the fields of Educational leadership, School Improvement and Community Development. He has been involved in education as a teacher, principal and has facilitated training programmes for school leaders on leadership. He draws on qualitative research methodologies that involve the studied use and collection of a variety of empirical materials, personal experiences, interviews, observational and visual texts that describe routine moments

E Vukile.Tshazibana@mandela.ac.za

T 041 504 1194



Dr Kathija Yassim is interested in science, maths, curriculum and literacy related research. She has expertise in qualitative, quantitative and mixed methodologies but is also willing to expand into newer innovative methods of data gathering and analysis.

E Kathija.Yassim@mandela.ac.za

T 041 504 4041



Mr William Zivanayi is a lecturer in Physical Sciences Education with a keen research interest in methods of teaching and learning of Physical Sciences, Physical Science literacy and role of Indigenous Knowledge systems and Science education

E William.Zivanayi@mandela.ac.za

T 041 504 2678

Guidelines for the preliminary research proposal

Warning against Plagiarism

Plagiarism is a serious offence and all proposals will be screened for plagiarism. Those who are found to have plagiarised will be subject to the University's disciplinary procedures.

The purpose of the preliminary proposal is to illustrate you have read about your topic, have personal experience/interest and that you have basic academic ownership of, and skills for, the topic you want to research on.

Suggested readings before you start:

De Vos, A.S., Delport, C.S.L., Strydom, H. & Fouche, C.B.L. (2011) (Fourth Edition). *Research at grass roots: for the social sciences and human services professions*. Pretoria: Van Schaik.

Henning, E., Van Rensburg, W, & Smit, B. (2004). *Finding your way in qualitative research*. : Van Schaik.

Maxwell, J.A. (2013) (Third Edition). *Qualitative Research Design. An interactive Approach*. Los Angeles: SAGE.

Maree, K. (Ed.) (2007). *First steps in research*. Pretoria: Van Schaik.

Struwig, M. & Stead, G.B. (2001). *Planning, Designing and Reporting Research*. Cape Town: Pearson.

Preliminary proposal template

Name of student:

Degree:

Proposed title of dissertation/thesis (10-15 words)

.....
.....

Use the following 'heuristic device' to help you think about and write your preliminary research proposal. This heuristic could also facilitate a discussion with your future supervisor.

A. Fill in this 'heuristic' table

Issue to be researched?	Your assumption about the issue?	What is already known?	What is the gap?	What are your questions? What do you want to know?	How can you find out what you want to know and how can you analyse it?	What theory can you use to explain what you have found?	Why is what you are trying to find out important?
	Background	Literature review	Statement of the problem	Research questions	Research Design and Methodology	Theoretical framework	Significance

--	--	--	--	--	--	--	--

B. Once you have the key ideas plotted out, and you are convinced that they make sense to you, you should respond to the questions (which matches the heuristic table) in a thoughtful and comprehensive way, providing as much detail as you can. The preliminary proposal should not exceed 2000 words. Use 10 – 15 references to support both the theory and the methodology of your proposal.

1. What is the issue you want to research?
2. Why do you think it is an issue/a problem? What assumption(s) do you have about it?
3. What is already known?
4. What is not yet known? Is it a 'gap'?
5. What are your questions?
6. How can you find out what you want to know? And how can you analyse what you have found?
7. How can you explain the findings? What theories can you draw on?
8. Why is what you are trying to find out important?

Background

- What is the background to or context of this study? Include references to literature to illustrate points made.
- The purpose in this section is to motivate the proposed study.
- Describe the context of the problem and why it was identified as a problem. You need to refer to some literature sources here to back up your statements.

Literature review

- You would need to study and refer to relevant literature sources (about 7-10 different sources would be sufficient). Select sources that are not older than 7 years, except if they are salient works in the area. If you refer to the latter, you need to justify their use. The preferred reference technique to be used is the APA 6th or abbreviated Harvard; use it and consistently. Literature exists that describe how to use it (hard copy and on websites).
- When reading, you need to identify what research has been done already in this area and mention it in this section.
- You also need to identify what research is indicated as still needed (these are gaps in the existing body of knowledge and you would have selected your research topic from one of these).
- You also need to clarify the basic concepts you will use in the research; these will include concepts you used in the title and other relevant, pivotal concepts.

- The literature you use here must justify and motivate your proposed research.
- The presentation of your argument must be orderly, flowing naturally from one idea to the next. Do not make disjoint or out-of-context statements; this disrupts the logic of your presentation.

Statement of the problem

- What do you want to focus on?
- What is your central issue, problem or concern?
- State the problem (this is a statement, not a question). The problem statement must be clear and unambiguous; it must be researchable. Demarcate / delimit / focus your research problem (it must not be too wide). Also be careful of the other extreme: the problem must not be so strongly focused that it becomes trivial (too small).
- Indicate the education sub-field that will be your point of departure from which to investigate the problem (e.g. educational management, curriculum studies, educational psychology, etc.)

Research questions

- The research question flows logically from your research problem. This is what you actually want to know.
- The research sub-questions break the research question up into smaller parts; once you have answers to all the sub-questions, you will have the answer to the main question as well.
- At the end of your research, you should be able to formulate answers to each of these questions. This is the test you can apply for yourself to see whether you have concluded the research successfully.

Research design and methodology

- How will you find out what you want to know?
- How will you demonstrate and produce evidence to substantiate that your work/thesis makes a substantial contribution to new, original knowledge in the field of (a) theory and (b) methodology or (c) practice? (for a PhD application)
- How will the study be done? Indicate whether you intend doing qualitative or quantitative research (or another relevant categorisation).
- What will be your research approach, method(s) and what types of data will you use?
- Who will your respondents/participants be?
- For quantitative research, indicate the type of research (e.g. survey, correlation, causal-comparative, experimental, etc.), the population (universe), sample, method of sample selection, data collection instrument(s) and procedures, intended data analysis strategies, motivation for choosing each of these, limitations of the design, measures of validity and reliability.
- For qualitative research, indicate a postulate (if relevant), site, sampling strategies, data collection strategies, data analysis strategies, motivation for choosing each of these, limitations of the design, measures of trustworthiness.

- You need to consult and refer to 4 – 5 sources on research methodology in this section
- (see section 4 above on reference technique).

Theoretical framework

- What theory/theories can you use to explain what you will find?

Significance of the study

- Why is this worthy of study?
- Why is it important and who will benefit from it? (Define the contribution to knowledge if you are a PhD student)
- What will be your new, original contribution to practical and theoretical knowledge in the field?

Reference list

- You need to include 12 – 15 sources.
- Include sources in this list only if you have referred to them in your text.
- Also make sure that you have included all the sources you have cited in your text.
- Use APA 6th as referencing style

Checklist for preliminary proposal

DID YOU:	YES/NO
Use the ‘heuristic device’?	
Keep the proposal within the prescribed length of 1000 (MEd) – 2000 (PhD) words?	
Check the proposal thoroughly for language/technical errors?	
Adhere to the layout guidelines (1.5 spacing, 12 point font, Arial/New Times Roman)?	
Did you reference all the sources you used?	

Assessment of preliminary proposal

Name of student:

Degree:

Title of dissertation/thesis (10-15) words

.....
.....

Please provide a written narrative on the proposal, addressing the following:

1. Identified research issue/problem
2. Rationale for wanting to research this issue
3. Literature offered on this issue
4. Formulation of what is not known, i.e. the 'gap'
5. Research questions
6. Explanation of the methodology (including the analysis)
7. Theoretical framework to make sense of the findings
8. Significance of the proposed study

Please provide a narrative on the following technical issues:

1. Reference list and referencing
2. Language usage
3. Technical presentation

Recommendation:

Is the quality of the ideas put forward in the preliminary proposal such that the student can be accepted for registration? **YES/NO**

Any other comments:

.....
.....

Assessor name:

Assessor signature: **Date:**

Guidelines for the full proposal

The full proposal is developed by working closely with your supervisor/promoter. It requires a refinement and an expansion of the preliminary proposal and should be about 20-30 pages. The same structure is as in the preliminary proposal is required:

- Background and rationale
- Statement of the problem
- Research Aims
- Research questions
- Literature Review (including theoretical or conceptual framework)
- Research Design and Methodology
- Ethics
- Significance of the study (if PhD)
- References

Guidelines for the Proposal Defense

Students will be required to submit their full proposal, at least a week before the proposal defense, to the postgraduate administrator who will circulate it to the exam panel (and interested staff members). An hour is allocated for the proposal defense. The supervisor chairs the proposal defense meeting and introduces the student. The student is required to do a power-point presentation to a panel of academics who will assess the strength of their proposal and presentation thereof. Please note that you will be allocated 30 minutes in which to do your presentation. The following components have been identified for this presentation:

- | | |
|--|--------|
| 1. Topic | 1 min |
| 2. Short background to study | 5 min |
| 3. What areas of literature will you draw on? What does the literature say about your focus? | 5 min |
| 4. Aim of research/research objectives | 4 min |
| 5. Description of methodology | 15 min |

The exam panel members then have 20 minutes to ask the student questions and to discuss the proposal. The two proposal examiners fill out the proposal evaluation form. Once the student has left, the panel discusses the proposal and makes a final decision on the proposal.

Important information regarding academic writing

Plagiarism

When using the words, ideas or arguments published by someone else you must give credit to the source. To copy work from someone else's work without acknowledgement constitutes a criminal activity known as plagiarism. It is the same kind of offence as the infringement of copyright because it is the theft of someone's intellectual property. To avoid the grave legal consequences of plagiarism, such as suspension or expulsion, you have to apply proper referencing strategies when quoting from a source. Below are webpages with resources on plagiarism and how to avoid it.

<http://www.plagiarism.org/>

<http://wpacouncil.org/node/9>

Academic writing

There are many references and websites that will help you in terms of what is expected for academic writing. The following guidelines by James Bednar are in the public domain¹. This means that you are free to copy it, redistribute it, modify it, or use it for any other non-fraudulent purpose.

If redistributing a complete copy or a lengthy excerpt, please (1) retain this notice, (2) clearly mark the original author, and (3) clearly mark any changes that you make as your own and not those of the original author (Bednar, <http://homepages.inf.ed.ac.uk/jbednar/writingtips.html>).

Resources on writing

Online Writing Lab at Purdue University: <http://owl.english.purdue.edu/owl/section/2/> Copyright

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<http://www.phrasebank.manchester.ac.uk/dissertations.htm>

The following software might be useful. It is also FREEWARE or OPEN SOURCE, which mean that you are free to use it. Therefore, you do not have to pay for a license. We do not accept responsibility if something happens to your PC/Notebook/Laptop or another PC/Notebook/Laptop when installing or using this software. **DICTIONARY-SPELL CHECKER- SYNONYMS PROVIDER** WordWeb

Referencing styles

The Faculty of Education makes use of either the APA referencing style or Harvard. Please liaise with your supervisor to determine which one of the two referencing styles you need to use. Please make sure that you do not mix the two styles.

<http://www.docstyles.com/apacrib.htm#Intro>

<https://owl.english.purdue.edu/owl/resource/560/01/>

Library support

If you have not yet registered with the NMU as a master's or doctoral student, you may join the library. Visit the library and bring the following with you:

- A passport size photo and your ID book
- R250 (to join the library for 6 months)
- A letter from your prospective promoter saying that you are a prospective master's or doctoral student

See the following library link for citation guides:

[http://ebeitlibrarian.nmmu.ac.za/Reference-Techniques-\(citing-sources\)/Citation-Guides](http://ebeitlibrarian.nmmu.ac.za/Reference-Techniques-(citing-sources)/Citation-Guides)

Once you have joined the library as a prospective master's or doctoral student:

- You will be allowed to borrow 5 books for 30 days
- You may access the online databases. You may contact the Faculty Librarian, Mrs Marina Ward, for assistance. Her contact number is 041 504 3375.
- You will not be allowed to borrow any periodicals (serials) or make use of the Inter-library loan system

Research ethics

Basic Principles of the Belmont Report

In the Nuremberg war crime trials after World War II, Nazi biomedical researchers were prosecuted for their abuses against prisoners in concentration camps. A proper set of standards for judging the physicians and scientists who had conducted experiments on the prisoners was drawn up by the presiding international tribunal. The basic ethics of the Nuremberg Code continue to serve as a cornerstone for modern regulations regarding the use of human participants in experimentation.

Its principles emphasize a profound respect for the voluntary nature of research participation, the idea of true informed consent, and the personal ethical responsibilities of the investigator to ensure human welfare.

In 1979, the Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research was published in the United States to provide a succinct description of the mandate for review of research involving human research participants. Regulation and guidelines concerning the use of human research participants in the U.S., and increasingly so in other countries, are based on the following fundamental elements excerpted from the Belmont Report:

Respect for Persons has at least two ethical considerations. The first is that the individual human research participant be treated as an autonomous being—a person who makes decisions or deliberates for herself about personal goals and then acts upon them. The second is that those persons who are not able to make and carry out decisions for themselves, such as children or sick people or those who have a mental disorder, must be protected from coercion by others and from activities that harm them. How much to protect them is related to the risk of harm and likelihood of benefit to them. In research, respect for persons demands that participants enter into a research program voluntarily and with good information about the research goals.

Beneficence has to do with doing good to the individual. In the Belmont Report, beneficence is understood in a stronger sense, as an obligation, i.e., to do no harm and to “maximize possible benefits and minimize possible harms” to the individual research participant. “Do no harm” is a Hippocratic principle of medical ethics though its extension into research implies that “one should not injure one person regardless of the benefits that might come to others.” But sometimes you cannot know that something is harmful until you try it and in the process of trying, or experimentation, persons may be exposed to risk of harm. The Hippocratic Oath also requires that physicians benefit patients “according to their best judgment,” but again learning what will benefit may mean exposing a person to risk.

The principle of beneficence obligates both society and the individual investigator. Society has to give forethought to the longer term benefits and risks that result from increased knowledge and from the development of novel new therapeutic devices or procedures that are the outcome of research. Investigators and their institutions have to plan to maximize benefits and minimize risks.

Justice, in this report, refers to the benefits and harms to individual subjects of research. In the 19th and early 20th century hospitals in America, the burdens of experimentation fell upon the poor charity patients while the rewards of the improved medical care went primarily to the rich private patients. The Nazi researchers and concentration camp prisoners provides another good example of injustice. The benefits and burdens of research should be justly distributed. The selection of research participants needs to be constantly monitored to determine whether some pools of participants are being systematically selected from simply because they are easily available or vulnerable or easy to manipulate, rather than chosen for reasons directly related to the research problem being studied.

Ethical principles in research involving human participants

Informed consent

A critical component of respecting human participants is the informed consent process. The consent document is a written summary of the information that should be provided to the participant.

Many investigators use it as a guide for the verbal explanation of the study. The participant's signature on the form shows agreement to participate in a study, but that is only one part of the consent process. The entire informed consent process involves:

- 1) giving a participant adequate information about the study,
- 2) providing adequate opportunity for the participant to consider all options, responding to the participant's questions,
- 3) ensuring that the participant has comprehended this information,
- 4) obtaining the participant's voluntary agreement to participate, and
- 5) continuing to provide information as the participant or situation requires.

In the case of subjects whose ability to understand might be limited, i.e., children, mentally disabled patients or those who are very ill, special provision may have to be made. With these groups, often permission must be sought from a third party who would be in a position to understand the incompetent participant's situation and act in their best interest. This third person should be able to follow the research and be able to withdraw the participant if it appears to be in the best interest for the individual.

To summarize: the informed consent process must allow human participants, as much as they are able, to be given opportunity to choose what will or will not happen to them. The consent process must include information to the participant about the research; the participant must understand the information and volunteer rather than be coerced into participation.

Assessment of Risks and Benefits

Assessing risks and benefits means the researcher needs to assemble all data that explains why the research will obtain the benefits that are sought by the research project. The review committee of the researcher's sponsoring institution, upon review of the collected data, can decide whether the risks to the subjects are justified. Prospective participant can determine whether or not to participate.

The term "risk" refers to the possibility that harm might occur. There are many kinds of risks, such as psychological, physical, legal, social and economic hardship. The term "benefit" in the research context refers to something positive as related to health or welfare. Risk and benefits affect not only individual participants, but also their families and society at large. Importantly, in the past regulations about human subjects, the risk to participants has been outweighed by the sum of both the anticipated benefit to participants, and the anticipated benefit to society in the form of new knowledge to be gained by the research.

Selection of Participants

The principle of justice—that benefits and risks of research be distributed fairly. Researchers are not just if they only select disadvantages persons for risky research or only provide beneficial research to groups they favor. Special classes of injustice arise when participants are drawn from vulnerable populations, like those institutionalized or incarcerated in prisons, racial minorities, economically disadvantaged or the very sick.

Ethical Principles for Research	Applications of Ethical Principles for Research
Respect for Persons <ul style="list-style-type: none"> • Individuals should be treated as autonomous agents • Persons with diminished autonomy are entitled to protection. 	Informed Consent <ul style="list-style-type: none"> • Volunteer research participants, to the degree that they are capable, must be given the opportunity to choose what shall or shall not happen to them • The consent process must include three elements: <ul style="list-style-type: none"> ○ Information, ○ Comprehension, and ○ Voluntary participation
Beneficence <ul style="list-style-type: none"> • Human participants should not be harmed • Research should maximize possible benefits and minimize possible risks 	Assessment of risks and benefits <ul style="list-style-type: none"> • The nature and scope of risks and benefits must be assessed in a systematic way
Justice <ul style="list-style-type: none"> • The benefits and risks of research must be distributed fairly 	Selection of participants <ul style="list-style-type: none"> • There must be fair procedures and outcomes in the selection of research participants

Fig. 1: Basic ethical principles and applications as outlined in the Belmont Report