

GC-EDTCE Professional Certificate in Education (Teaching Content through English)

Year and Campus:	2012								
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees								
Level:	Graduate/Postgraduate								
Duration & Credit Points:	25 credit points taken over 6 months								
Coordinator:	Dr Russell Cross								
Contact:	Education Student Centre (http://www.edfac.unimelb.edu.au/) Alice Hoy Building								
Course Overview:	This professional certificate will introduce teachers to the pedagogical issues that impinge on the success of content and integrated language learning (CLILI). Its focus is on the general pedagogical principles and practice entailed in teaching content through a second or foreign language, and an understanding of the linguistic, sociolinguistic, cultural and cross-cultural issues that impinge on the success of such courses.								
Objectives:	<p>On completion of this course, students should be able to demonstrate:</p> <ul style="list-style-type: none"># understanding of the pedagogical issues that impinge on the success of courses taught through a second or foreign language# knowledge of the general pedagogical principles and practice entailed in teaching through a second or foreign language, including such issues as appropriately managing use of the first language, code switching, and bilingual dialogue, the setting of goals and objectives, and identifying the needs of the students# familiarity with the different approaches that have been adopted to 'content language integrated teaching' and with a range of models of CLIL programs# ability to support the language needs (cognitive, linguistic and affective) of students learning through a second or foreign language, to facilitate their comprehension and learning of the content# a basic understanding of the theory and practice of second or foreign language teaching# ability to plan activities in response to specific language learning needs that might arise in the course of teaching their discipline# an understanding of the linguistic, sociolinguistic, cultural and cross-cultural issues that impinge on the success of courses taught through a second or foreign language# an awareness of the relationship between language, concepts and cognition# an understanding of the role of the first language, code switching, and bilingual dialogue# an understanding of the differences between the language of the everyday world and that of their particular discipline (e.g., science, mathematics or technology) and of how bridges may be built from the discipline-specific language to the everyday language# an understanding of the nature of discipline-specific terminology, text structure and oral and written conventions of discipline-specific language# an ability to identify and support the language needs of students who are learning through a second or foreign language, to facilitate their comprehension and learning of the content, and to help students developing their language through a discipline also to develop their general proficiency and their ability to communicate outside of their discipline# an awareness of the nature and implications of the global role of English and the impact that English and learning through English can have on the students' first language								
Course Structure & Available Subjects:	Students complete 25 points of study.								
Subject Options:	<p>The Professional Certificate in Education (Teaching Content through English) is comprised of two compulsory subjects:</p> <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90481 Content Language Integrated Pedagogy</td><td>May, July</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90481 Content Language Integrated Pedagogy	May, July	12.50
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EDUC90481 Content Language Integrated Pedagogy	May, July	12.50							

	EDUC90482 Linguistics and Sociolinguistics of CLIL	May, September	12.50
Entry Requirements:	<p>An applicant may be eligible for entry into the Master of Education (Teaching Content through English), if the applicant has:</p> <ul style="list-style-type: none"> # an appropriate undergraduate degree and an appropriate fourth-year level education qualification, or equivalent, with at least one year of relevant professional experience in the areas of Mathematics, Science, or Technology at secondary level; <p>OR</p> <ul style="list-style-type: none"> # an appropriate four-year education degree, or equivalent, with at least one year of relevant professional experience in the areas of Mathematics, Science, or Technology at secondary level. <p>English Language Requirements: All applicants must meet the English language requirements of the University to be eligible to be offered a place. Details can be found here: http://www.futurestudents.unimelb.edu.au/int/apply/grad/english-req.html (http://www.futurestudents.unimelb.edu.au/int/apply/grad/english-req.html) . Where a whole cohort is involved, negotiations may be undertaken with the client authority for an off-shore bridging program.</p>		
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.		
Graduate Attributes:	As education professionals who come to complete this introductory course on teaching content through English off-shore in Australia at the Parkville campus, students will develop the basis for becoming critical and creative thinkers by considering the fusion of language and content-area teaching, establish the foundation for continued self-directed learning in this area that will enable them to articulate into the full masters program, and have the capacity to participate fully in collaborative learning with both language and content-area specialists. Moreover, they will have an opportunity to interact with different cultures, and have a broader global understanding.		
Generic Skills:	<p>On completion of this course, students should be able to demonstrate:</p> <ul style="list-style-type: none"> # Commitment to professional and academic ethics and excellence. # Ability to set personal targets and plan to achieve them. # Development of the students' ability to direct their own independent learning. # Ability to discuss their discipline area in appropriate English and to communicate it to students. # Ability to read critically and present material concisely and coherently in written and oral presentations relevant. # Skills in observing teaching, evaluating it and applying their findings to their own teaching situations. # Skills in reflecting upon, evaluating and developing their own teaching. # Ability to develop pedagogical strategies appropriate to their teaching situation (in CLIL). # Reflect critically on their teaching, program planning and/or the management of relevant educational programs. # Understand and apply principles of teaching, assessment and evaluation. 		
Links to further information:	www.education.unimelb.edu.au		