

460-688 Comparative Pedagogy

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	This subject is not offered in 2008. Parkville Campus
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 120 hours 2 hours orientation 2 hours preparation for school observation 2 hours debrief on school observation 3 hours using the ICCR data 2 hours reflection and discussion 4 hours seminars on students' analysis of ICCR data (including 1 hour preparation and 15-20 minutes for each student's presentation)
Prerequisites:	460-640 Discipline-Specific Pedagogy A 460-686 Discipline-Specific Pedagogy B
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p><p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> </p>
Coordinator:	Michele de Courcy
Subject Overview:	This compulsory 12.5 point subject is an extension of Content Language Integrated Pedagogy with a focus on comparative pedagogy (e.g., L1 teaching vs teaching in L 2 /FL, local methods vs western methods, methods adopted around the world for the teaching of their discipline). In particular, the subject includes a short observation practicum. Students will also be required to undertake and report in a seminar presentation and report on a comparative review of classroom teaching of science and other disciplines using the resources of the International Centre for Classroom Research.
Assessment:	An essay equivalent to 1000 words reporting, commenting upon and evaluating their observation of the teaching of their discipline in Australia, the appropriateness of the approach to CLIL in their teaching contexts, and identifying any modifications required to make it more effective in their context, relevant especially to Objectives 1 to 3 and 7, due two weeks after their observation practicum (25%) A seminar presentation of 15 to 20 accompanied by an essay of approximately 1000 words providing a comparative review of the teaching of their discipline in their context and elsewhere around the world using the resources of the ICCR, relevant especially to Objectives 4, 6 and 7, the presentation by each classmember to be distributed through the half-semester (20 + 25%) with the essay due by the end of the subject An end-of subject written examination focussing on the comparative review of the teaching of the discipline around the world and the students' evaluation of the approaches, equivalent to 1500 words and of 90 minutes duration, relevant to objectives 1 to 7, due at the end of the subject (30%)
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<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

	<ul style="list-style-type: none"># 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
Related Course(s):	Master Of Education (Teaching Content Through English)