

460-689 Review of CLIL, Teaching and Research

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	This subject is not offered in 2008. Parkville Campus
Time Commitment:	Contact Hours: 9 hours of seminars and student seminar presentations together with student-directed research Total Time Commitment: 120 hours total commitment
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:	<p>This compulsory 12.5 point subject reviews content language integrated teaching and research worldwide. It involves student-directed learning and data gathering supplemented by seminar presentations and discussion under the guidance of lecturing staff. The subject is designed to familiarise students with the various forms that "teaching through a second or foreign language" has taken worldwide at the same time as it gives them experience of research and the preparation of a dissertation. Students would be expected to become familiar with the literature and research in such areas as "content-based" language instruction, "immersion" programs, "Content Language Integrated Learning", and relevant aspects of "two-way instruction" and produce a substantial review of the relevant literature and published research in these areas. The review will also be expected to include some consideration of the literature on psychological and psycholinguistic factors that influence success in learning through another language including such issues as how the language is learned, the relevance of attitude and motivation, age, identity and ethnicity, the transfer of cognition between L 1 and L 2, and the comparative educational attainments of CLIL and non-CLIL students .</p>
Assessment:	A seminar presentation of approximately 15 minutes followed by discussion together with a review essay of approximately 3,000 words. Each assessment item will provide a review of the literature and research on CLIL worldwide, relevant to Objectives 1 to 7, the presentation by each student to be distributed through the half-semester with the essay due by the end of the subject (20 for the seminar and 80% for the review essay)
Prescribed Texts:	A list of useful references and other sources will be provided.
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 # Ability to discuss their discipline area in appropriate English and to communicate it to students

	<ul style="list-style-type: none"># 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)