

460-687 Materials Development and Review

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2009. Parkville Campus
Time Commitment:	Contact Hours: 6 hours Total Time Commitment: 120 hours total commitment Student research and materials development together with seminar presentations and discussion under the guidance of lecturing staff
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>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>
Subject Overview:	<p>This elective 12.5 point subject provides students with an opportunity to review materials in their discipline suitable for content language integrated teaching and to evaluate their suitability for teaching in their circumstances (especially in their education system and for teaching through the second or foreign language). It requires students to consider other materials not specifically designed for CLIL and how they need to adapt and support them for use with their CLIL classes. It also provides an opportunity for students to develop some teaching materials to fill in the inevitable gaps in the materials available to teach their subject (science, mathematics or technology) in CLIL classes. The subject is envisaged as one taught through student research, seminar presentation and discussion under the guidance of lecturing staff.</p> <p>This subject is an alternative to "Discipline-Specific Pedagogy B".</p>
Assessment:	<p>A seminar presentation of approximately 15 minutes accompanied by a written report not in excess of 750 words identifying and justifying materials for a subject in their discipline at a specified class level, relevant to Objectives 1 to 7, the presentation by each classmember to be distributed through the half-semester (15 + 10%)</p> <p>An essay equivalent to 1000 words focussing on a set of materials for a subject in their discipline at a specified class level (different from the first assessment item) but not specifically written for CLIL classes; the essay will indicate how the student would adapt the materials for the student's own teaching context, relevant especially to Objectives 3, 4 and 5, due just prior to the mid-point of the subject (25%)</p> <p>An essay equivalent to 1000 words outlining the principles by which students would evaluate CLIL programs in their own teaching contexts relevant especially to Objective 7, due just after the mid-point of the subject (25%)</p> <p>An essay equivalent to 1000 words focussing on the materials requirements for their discipline in their own teaching context, relevant especially to Objectives 3 to 6, due at the end of the subject (25%)</p>
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

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