

EDUC90333 Introduction to the IB Diploma Programme

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: February, Parkville - Taught online/distance. February, Parkville - Taught on campus. Parkville Campus and external
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 125 additional study hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
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.
Contact:	Education Student Centre
Subject Overview:	This subject introduces participants to the International Baccalaureate Diploma Programme (DP), as a philosophy and framework for learning and teaching. It examines the essential elements of the DP curriculum including concepts of balance and flexibility, and taught, written, overt, hidden and assessment components that underpin the programme. Participants will focus on developing understandings of international education, the centrality of the Learner Profile to the Hexagon Model as well as exploring theoretical and pedagogical implications for how students learn in the Diploma Programme and the importance of critical engagement and thinking. Essential DP standards will also be explored.
Objectives:	On completion of this subject students should be able to: <ul style="list-style-type: none"> # Demonstrate knowledge and understanding of the philosophy underpinning the International Baccalaureate programmes and in particular the Diploma Programmes; # Articulate the centrality of the Learner Profile to the DP Hexagon model and the implications for learning and teaching in the Diploma programme; # Explore the pedagogy of critical engagement and thinking and how this shapes the curriculum; # Articulate theoretical understandings and pedagogical implications of operating a curriculum that has a clear internationalist ideology; # Demonstrate understanding of the relationship of assessment to learning and teaching.
Assessment:	Two written essays of 2,000 words each, addressing: the role of the IB Learner Profile or the implications of the DP Hexagon for teaching and learning in senior school and subject areas (Due Week 7) pedagogical implications of operating a curriculum that has a clear internationalist ideology (Due week 12).
Prescribed Texts:	None
Recommended Texts:	Woolfolk, A. & Margetts, K. Educational Psychology. Pearson Education: Frenchs Forest, 2007.
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:	On completion of this subject students should have: <ul style="list-style-type: none"> # Demonstrate essential knowledge and understanding of the philosophy of IB Education programmes and the position of the Diploma Programme in the continuum; # Comprehend the intellectual, social and psychological aspects of their work with learners and synthesise theory and practice;

	<ul style="list-style-type: none"># Understand the key concepts of curriculum that underpin the IB Diploma Programme;# Evaluate and use constructive criticism of their own work and of the institutions in which they teach.
Links to further information:	www.education.unimelb.edu.au
Notes:	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization
Related Course(s):	Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Postgraduate Certificate in Educational Stud.(Internat. Baccalaureate)