

## 960IC Master of Education (International Baccalaureate)

<b>Year and Campus:</b>	2012														
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>														
<b>Level:</b>	Research Higher Degree														
<b>Duration &amp; Credit Points:</b>	Students are expected to complete this research in 1.50 years full time, or equivalent part time. Credit Points: 100														
<b>Coordinator:</b>	Associate Professor Kay Margetts														
<b>Contact:</b>	Education Student Centre Level 2 Alice Hoy Building														
<b>Course Overview:</b>	<p>The Master of Education (International Baccalaureate) offers a specialist degree particularly for teachers and administrators in secondary education who want to extend their knowledge and understanding of IB education by undertaking more focused inquiry and school and community-based research into understanding learners, curriculum development and pedagogy, assessment, teacher collegiality and leadership or international-mindedness, with reference to IB policy and practice.</p> <p>Please note that this program will not provide graduates with qualifications to teach in Australia.</p>														
<b>Objectives:</b>	<p>Students completing this course should be able to:</p> <ul style="list-style-type: none"> <li># demonstrate a superior knowledge and understanding of educational theory in the field of international education;</li> <li># have an understanding of the theory and practice of educational research needed to evaluate research literature and carry out appropriate inquiry/research activity;</li> <li># make effective use of the findings of educational writings and research in formulating solutions to issues or challenges in the area of international education;</li> <li># demonstrate depth of knowledge and understanding that will enable them to be a resource for colleagues regarding issues in international education in particular professional situations;</li> <li># demonstrate an appreciation of professional responsibilities and ethical principles in relation to the promotion of learning and teaching which should characterise leaders in the education profession.</li> </ul>														
<b>Course Structure &amp; Available Subjects:</b>	In addition to completing the core subjects of the Postgraduate Certificate in Education (International Baccalaureate) students must complete a thesis of 20,000 words (75 points).														
<b>Subject Options:</b>	<p>Students are required to undertake methodology studies concurrently with their Masters studies if methodology studies have not already been undertaken prior to entry to the course or at the direction of their supervisor. Students enrolled in Stream 100A are required to attain an average of at least 75% in their coursework component before commencing their thesis. If this score is not attained, progress will be assessed on an individual basis. Students not permitted to enrol in the thesis will be able to complete the degree by transferring into Stream 100B. The thesis must address an issue in international education.</p> <p>This is a research-classified course. Graduates of Stream 100A may be eligible to apply for entry to the PhD or Doctor of Education programs. Students must publicly present a research paper in the last six months of their candidature.</p> <table border="1" data-bbox="386 1823 1485 2078"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90333 Introduction to the IB Diploma Programme</td> <td>March, April</td> <td>12.50</td> </tr> <tr> <td>EDUC90332 The Diploma Programme Hexagon</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90331 Assessment &amp; Reporting in the IB Diploma</td> <td>October</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90333 Introduction to the IB Diploma Programme	March, April	12.50	EDUC90332 The Diploma Programme Hexagon	July	12.50	EDUC90331 Assessment & Reporting in the IB Diploma	October	12.50
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	EDUC90330 IB Diploma Specialist Disciplines	February	12.50
	Approved Research Methodology subject and thesis		
	<b>Subject</b>	<b>Study Period Commencement:</b>	<b>Credit Points:</b>
	EDUC90620 Reading Educational Research	August, Semester 1	12.50
	EDUC90729 Conducting Educational Research	April, August	12.50
	460607 Minor Thesis - Education	RHD First Half Year, RHD Second Half Year	Not Assigned
<b>Entry Requirements:</b>	<p>An applicant may be eligible for entry into the Master of Education (International Baccalaureate), Stream 100A, if the applicant has:</p> <ul style="list-style-type: none"> <li># an appropriate honours degree in Education;</li> <li># or an appropriate four-year degree in Education, or equivalent, and at least two years of documented relevant professional experience and a record of research activity and/or publications equivalent to 50 points of year five study.</li> </ul> <p>The documented record of activity and/or publications referred to must entail clearly research-driven initiative(s) that generated a written product for which the author was sole or significant contributor or author. This initiative may be centred on workplace-related issues, but it must extend further than routine endeavours that would be considered part of normal practices within the educational workplace (for example, normal subject or course evaluation or policy formulation). The design of the research should reflect sound, explicit conceptual and methodological bases and it should include either empirical or document-based data collection and analysis. The report should constitute an advance in current knowledge in the field. Overall, the information supplied must convince the selection committee that the applicant has sufficient educational research expertise or experience to enable successful completion of the degree within the time allowed.</p>		
<b>Core Participation Requirements:</b>	<p>The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>		
<b>Graduate Attributes:</b>	<p>The University's general graduate attributes are located on the Office of the Provost's website: <a href="http://www.unimelb.edu.au/about/attributes.html">http://www.unimelb.edu.au/about/attributes.html</a></p>		

<b>Links to further information:</b>	<a href="http://www.education.unimelb.edu.au">www.education.unimelb.edu.au</a>
<b>Notes:</b>	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization