

EDUC90332 The Diploma Programme Hexagon

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: July, Parkville - Taught online/distance. July, Parkville - Taught on campus. Parkville Campus and external								
Time Commitment:	Contact Hours: 18 hours and Total Time Commitment: 125 additional study hours								
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject								
	<table border="1"> <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> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90333 Introduction to the IB Diploma Programme	March, April	12.50
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EDUC90333 Introduction to the IB Diploma Programme	March, April	12.50							
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. For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/								
Contact:	Education Student Centre								
Subject Overview:	This subject investigates the role of the DP hexagon and its constituent parts in the design and structure of a balanced and flexible curriculum. Key issues will include challenges for learning and teaching in relation to: breadth/depth/specialisation; freedom/prescription; academic/non-academic; subject integrity/transdisciplinarity; individual/community/ social/global consciousness; and assessment. Participants will explore how learners construct meaning including how understanding is acquired and what differentiates it from knowledge. There will be a strong theoretical and practical emphasis on the development and implementation of curriculum that supports both the acquisition of essential knowledge and skills, and the search for meaning.								
Objectives:	On completion of this subject students should be able to: <ul style="list-style-type: none"> # Explore and demonstrate an understanding of how knowledge and understanding are constructed and how they differ; # Critically examine ways in which the DP curriculum framework supports the development of essential knowledge and skills, and the search for meaning, and strategies for different types of learning and teaching; # Demonstrate the ability to design and critique curriculum that incorporates DP standards and practices and addresses the objectives of subject specific and core element related learning; # Engage with and seek information from the wider DP community. 								
Assessment:	Two essays of 2, 000 words each, addressing: the role of theory of knowledge in learning and teaching (Due Week 7) the use of TOK, CAS or the EE in specific academic disciplines (Due Week 12)								
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:	<p>On completion of this subject students should have:</p> <ul style="list-style-type: none"> # Demonstrate an understanding of essential knowledge and skills for using the DP hexagon as a curriculum framework; # Comprehend the intellectual, social and psychological aspects of their work with learners and synthesise theory and practice; # Evaluate and use constructive criticism of their own work and of the institutions/ communities in which they teach.
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	<p>Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Postgraduate Certificate in Education (International Baccalaureate)</p>