

GC-CLT Specialist Certificate in Chinese Language Teaching

Year and Campus:	2014 - Parkville																							
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																							
Level:	Graduate/Postgraduate																							
Duration & Credit Points:	25 credit points taken over 12 months part time.																							
Coordinator:	Dr Jane Orton																							
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)																							
Course Overview:	The aim of the course is to provide the fundamentals of specifically Chinese language teacher education. It targets meeting the specific learning challenges that Chinese presents to English speaking secondary and late primary school learners, taking into account the needs of both native speaker and non-native speaker teachers.																							
Learning Outcomes:	<p>On completion of this course graduates will have the theoretical and professional knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # demonstrate a deep understanding of Chinese language and culture in its spoken and written form; # demonstrate a deep understanding of the learning demands placed on students when being taught Chinese language and culture; # plan for sound, rich student learning in Chinese language and culture, spoken and written, using a range of innovative, evidence-based practices; # develop creative, methodical paths of learning for all their students; # make use of a wide range of literary and social resources in a full range of media in their teaching; # engage in vigorous discussion with colleagues and become accustomed to giving and receiving professional critique and support. 																							
Course Structure & Available Subjects:	This course is comprised of three core subjects and one elective subject.																							
Subject Options:	<p>Core Subjects</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90695 Culture and Language in Teaching Chinese</td> <td>Semester 1</td> <td>6.25</td> </tr> <tr> <td>EDUC90696 Developing Oral Skills in Chinese</td> <td>Semester 2</td> <td>6.25</td> </tr> <tr> <td>EDUC90697 Developing Literacy Skills in Chinese</td> <td>Semester 1</td> <td>6.25</td> </tr> </tbody> </table> <p>Elective subjects</p> <p>Students may choose one of the following electives:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90698 Using ICT in Chinese Language Teaching</td> <td>October</td> <td>6.25</td> </tr> <tr> <td>EDUC90699 Teaching Chinese in Primary School</td> <td>October</td> <td>6.25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90695 Culture and Language in Teaching Chinese	Semester 1	6.25	EDUC90696 Developing Oral Skills in Chinese	Semester 2	6.25	EDUC90697 Developing Literacy Skills in Chinese	Semester 1	6.25	Subject	Study Period Commencement:	Credit Points:	EDUC90698 Using ICT in Chinese Language Teaching	October	6.25	EDUC90699 Teaching Chinese in Primary School	October	6.25
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Entry Requirements:	<p>An applicant may be eligible for entry into this course if they have either</p> <ul style="list-style-type: none"> # an undergraduate degree and a fourth-year level education qualification with a specialisation in teaching Chinese at either primary or secondary level, or equivalent; or 																							

	<p># a four-year education degree with a specialisation in teaching Chinese at either primary or secondary level, or equivalent.</p> <p>This is specialist teacher education course, intended for those who have mastered the basics of teaching languages in theory and practice. It develops on this by providing the fundamentals of specifically Chinese language teacher education.</p>
<p>Core Participation Requirements:</p>	<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. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>
<p>Further Study:</p>	<p>Graduates may progress to a range of other graduate coursework programs.</p>
<p>Graduate Attributes:</p>	<p>The course enables students to achieve the University's Graduate Attributes at a high level. Academic excellence is assured by the strong intellectual base and the constant and explicit link made between cutting edge theories of language learning and analysis of Chinese language, and actual work with students. The course is intended for solo on-line learners, but by making use of sophisticated technology in presentation of the content and in linking participating students, it enables these learners to contribute and be the beneficiaries of the thinking of their virtual classmates. The subjects comprise sound evidence-based knowledge and scaffolded sets of exercises, activities and tasks which develop meta-cognitive abilities and flexibility in perspective. Because of the uniqueness of the course, graduates of this award will be leaders in their field not only in Australia, but also in the rest of the English speaking world, which is only just beginning to grapple with the enormity of developing a solid pool of China-literate citizens for the future. The Melbourne Experience enables graduates to become: Academically excellent Graduates will be expected to: have a strong sense of intellectual integrity and the ethics of scholarship have in-depth knowledge of their specialist discipline(s) reach a high level of achievement in writing, generic research activities, problem-solving and communication be critical and creative thinkers, with an aptitude for continued self-directed learning be adept at learning in a range of ways, including through information and communication technologies Knowledgeable across disciplines Graduates will be expected to: examine critically, synthesise and evaluate knowledge across a broad range of disciplines expand their analytical and cognitive skills through learning experiences in diverse subjects have the capacity to participate fully in collaborative learning and to confront unfamiliar problems have a set of flexible and transferable skills for different types of employment Leaders in communities Graduates will be expected to: initiate and implement constructive change in their communities, including professions and workplaces have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations mentor future generations of learners engage in meaningful public discourse, with a profound awareness of community needs Attuned to cultural diversity Graduates will be expected to: value different cultures be well-informed citizens able to contribute to their communities wherever they choose to live and work have an understanding of the social and cultural diversity in our community respect indigenous knowledge, cultures and values Active global citizens Graduates will be expected to: accept social and civic responsibilities be advocates for improving the sustainability of the environment have a broad global understanding, with a high regard for human rights, equity and ethics</p>
<p>Links to further information:</p>	<p>http://education.unimelb.edu.au/study_with_us/professional_development/course_list/chinese_language_teaching</p>