

PC-EDCLIL Postgraduate Certificate in Education (CLIL)

Year and Campus:	2014
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	50 credit points taken over 6 months
Coordinator:	Dr Russell Cross
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Course Overview:	This postgraduate certificate will develop teachers' capacity to apply their understanding of the theoretical issues and the pedagogical principles underlying content and language integrated learning (CLIL) to teaching within their discipline (i.e., Science, Mathematics or Technology). This includes an introduction to the general pedagogical issues that impinge on the success of content and integrated language learning (CLIL), and an understanding of the linguistic, sociolinguistic, cultural and cross-cultural issues that impinge on the success of such courses.
Learning Outcomes:	<p>On completion of this course, students should be able to demonstrate:</p> <ul style="list-style-type: none"> # ability to apply their understanding of the theoretical issues and the pedagogical principles to the teaching of their discipline (i.e., Science, Mathematics or Technology) # a high level of competence in the practice of teaching their discipline through English to students whose first language is other than English # familiarity with the different approaches that have been adopted to 'content language integrated teaching' in their discipline # familiarity with the language-specific terminology and other language features of their discipline and understanding of the differences between the discipline-specific language and the language of the everyday world # personal proficiency in the text forms or genres appropriate to their particular discipline and an ability to model these and teach them effectively # ability to identify and evaluate successful classroom practice in CLIL, both their own and others' # development of the students' understanding of the range of approaches to research in this form of teaching # familiarity with and an ability to apply the principles and practices of current methodology as used in the teaching of their particular discipline including course design, teaching techniques, assessment, materials selection and the use of ICT # understanding of the pedagogical issues that impinge on the success of courses taught through a second or foreign language # knowledge of the general pedagogical principles and practice entailed in teaching through a second or foreign language, including such issues as appropriately managing use of the first language, code switching, and bilingual dialogue, the setting of goals and objectives, and identifying the needs of the students # familiarity with the different approaches that have been adopted to 'content language integrated teaching' and with a range of models of CLIL programs # ability to support the language needs (cognitive, linguistic and affective) of students learning through a second or foreign language, to facilitate their comprehension and learning of the content # a basic understanding of the theory and practice of second or foreign language teaching # ability to plan activities in response to specific language learning needs that might arise in the course of teaching their discipline # an understanding of the linguistic, sociolinguistic, cultural and cross-cultural issues that impinge on the success of courses taught through a second or foreign language # an awareness of the relationship between language, concepts and cognition # an understanding of the role of the first language, code switching, and bilingual dialogue # an understanding of the differences between the language of the everyday world and that of their particular discipline (e.g., science, mathematics or technology) and of how bridges may be built from the discipline-specific language to the everyday language

	<ul style="list-style-type: none"> # an understanding of the nature of discipline-specific terminology, text structure and oral and written conventions of discipline-specific language # an ability to identify and support the language needs of students who are learning through a second or foreign language, to facilitate their comprehension and learning of the content, and to help students developing their language through a discipline also to develop their general proficiency and their ability to communicate outside of their discipline # an awareness of the nature and implications of the global role of English and the impact that English and learning through English can have on the students' first language 																					
Course Structure & Available Subjects:	Students complete three compulsory subjects and one elective.																					
Subject Options:	<p>Compulsory subjects</p> <table border="1" data-bbox="387 510 1485 768"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90481 Content Language Integrated Pedagogy</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90482 Linguistics and Sociolinguistics of CLIL</td> <td>September</td> <td>12.50</td> </tr> <tr> <td>EDUC90483 Discipline-Specific Pedagogy A</td> <td>Not offered 2014</td> <td>12.50</td> </tr> </tbody> </table> <p>Elective subjects</p> <table border="1" data-bbox="387 797 1485 1003"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90484 Discipline-Specific Pedagogy B</td> <td>Not offered 2014</td> <td>12.50</td> </tr> <tr> <td>EDUC90498 Materials Development and Review</td> <td>Not offered 2014</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90481 Content Language Integrated Pedagogy	July	12.50	EDUC90482 Linguistics and Sociolinguistics of CLIL	September	12.50	EDUC90483 Discipline-Specific Pedagogy A	Not offered 2014	12.50	Subject	Study Period Commencement:	Credit Points:	EDUC90484 Discipline-Specific Pedagogy B	Not offered 2014	12.50	EDUC90498 Materials Development and Review	Not offered 2014	12.50
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Entry Requirements:	<p>1. The Selection Committee will evaluate the applicant's ability to pursue the course successfully using the following criteria:</p> <ul style="list-style-type: none"> • An appropriate undergraduate degree and an appropriate fourth-year level education qualification, or equivalent, with at least one year of relevant professional experience in a content area; or • An appropriate four-year education degree, or equivalent, with at least one year of relevant professional experience in a content area. <p>2. The Selection Committee may conduct interviews and may call for referee reports and employers' references to elucidate any of the matters referred to above.</p> <p>English Language Requirements: All applicants must meet the English language requirements of the University to be eligible to be offered a place. Details can be found here: http://www.futurestudents.unimelb.edu.au/int/apply/grad/english-req.html (http://www.futurestudents.unimelb.edu.au/int/apply/grad/english-req.html) . Where a whole cohort is involved, negotiations may be undertaken with the client authority for an off-shore bridging program.</p>																					
Core Participation Requirements:	<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:</p> <p>In all courses</p> <ol style="list-style-type: none"> 1. The ability to comprehend complex information related to education and the disciplines in which the student is teaching. 2. 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. 3. 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 Disability Liaison. 																					