

GC-EDCLIL Professional Certificate in Education (CLIL)

| Year and Campus: | 2015 - Parkville | | | | | | | |
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| 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 full time. This course is available as full or part time. | | | | | | | |
| Coordinator: | Dr Russell Cross | | | | | | | |
| Contact: | Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352) | | | | | | | |
| Course Overview: | The Professional Certificate in Education (CLIL) will introduce teachers to the pedagogical issues that impinge on the success of content and integrated language learning (CLIL). Its focus is on the general pedagogical principles and practice entailed in teaching content through a second or foreign language, 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"> # 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 # 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 25 points of study. | | | | | | | |
| Subject Options: | The Professional Certificate in Education (CLIL) is comprised of two compulsory subjects: | | | | | | | |
| | <table border="1"> <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> </tbody> </table> | Subject | Study Period Commencement: | Credit Points: | EDUC90481 Content Language Integrated Pedagogy | July | 12.50 | |
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| | EDUC90482 Linguistics and Sociolinguistics of CLIL | July, September | 12.50 |
| Entry Requirements: | <p>1. In order to be considered for entry, applicants must have completed:</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 in a content area. <p>Meeting these requirements does not guarantee selection.</p> <p>2. In ranking applications, the Selection Committee will consider:</p> <ul style="list-style-type: none"> # prior academic performance; and # the professional experience <p>3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Admission and Selection into Course Policy.</p> <p>4. The minimum English language requirements for this course are Band 7 English language requirements.</p> <p>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. | | |
| Further Study: | <p>Graduates may progress to a range of other graduate coursework programs.</p> | | |
| Generic Skills: | <p>On completion of this course, students should be able to demonstrate:</p> <ul style="list-style-type: none"> # Commitment to professional and academic ethics and excellence. # Ability to set personal targets and plan to achieve them. # Development of the students' ability to direct their own independent learning. # Ability to discuss their discipline area in appropriate English and to communicate it to students. # Ability to read critically and present material concisely and coherently in written and oral presentations relevant. # Skills in observing teaching, evaluating it and applying their findings to their own teaching situations. # Skills in reflecting upon, evaluating and developing their own teaching. # Ability to develop pedagogical strategies appropriate to their teaching situation (in CLIL). # Reflect critically on their teaching, program planning and/or the management of relevant educational programs. # Understand and apply principles of teaching, assessment and evaluation. | | |
| Links to further information: | <p>http://education.unimelb.edu.au/study_with_us/professional_development/course_list</p> | | |