

MC-EDCLIL Master of Education (CLIL)

Year and Campus:	2015
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	100 credit points taken over 12 months
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:	<p>Where specific training for teachers involved in CLIL is offered, emphasis is placed on the interdisciplinary nature of the activity with insights drawn both from second language acquisition and teaching and content subject pedagogy, as does the course proposed here. In addition, since the teachers involved in this relatively new teaching activity must provide leadership for those who follow, it is important that those taking this course acquire both an understanding of the principles underpinning the activity and that they be able to apply those principles to the practical teaching situation and the management of CLIL programs in schools.</p> <p>This course provides students with the opportunity to develop an understanding of those basic principles, to survey the available research, courses and teaching materials, and to apply that knowledge in classroom practice.</p>
Learning Outcomes:	<p>Students who have completed the Master of Education (CLIL) should be able to:</p> <ul style="list-style-type: none"> # an understanding of the pedagogical, linguistic, sociolinguistic, cultural and cognitive issues that impinge on the success of courses taught through a second or foreign language # understanding of the cross-cultural issues involved in teaching 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 an understanding of the role of the first language, code switching, and bilingual dialogue # ability to apply their understanding of the theoretical issues and the pedagogical principles to their teaching practice # a high level of competence in the practice of teaching their content subjects through a second or foreign language # familiarity with the different approaches that have been adopted to 'content language integrated teaching', the literature on this activity and the worldwide research that has been undertaken on it # ability to identify and evaluate successful classroom practice in CLIL, both their own and others' # understanding of the differences between the language of the everyday world and that of the world of the particular discipline (e.g., science, mathematics or technology) and how bridges may be built from the discipline-specific discipline to the everyday language # ability to identify the learning needs of students in 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, 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 # ability to plan a syllabus and teaching program (for a discipline taught through a second or foreign language) situated within an understanding of the whole curriculum and to apply it to their own teaching context # familiarity with the available materials for the teaching of their discipline(s) through a second or foreign language and an ability to adapt materials to suit their students' needs # awareness of the management activities required to support the introduction of CLIL programs at any level of education but especially in schools # awareness of the social and political issues, including for management, related to multiple languages in educational institutions (in particular, the implications of the global role of English) # development of their ability to direct their own independent learning and their understanding of the range of approaches to research in this form of teaching

	<ul style="list-style-type: none"> # understand the nature of research in second language education # demonstrate capacity to undertake small scale research projects in second language education. 																																	
Course Structure & Available Subjects:	There are six compulsory subjects and 25 points of electives.																																	
Subject Options:	<p>Compulsory subjects</p> <p>Students complete either EDUC90484 Discipline-Specific Pedagogy B or EDUC90498 Materials Development and Review and</p> <table border="1" data-bbox="389 456 1485 831"> <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>July, September</td> <td>12.50</td> </tr> <tr> <td>EDUC90481 Content Language Integrated Pedagogy</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90745 Research Methodology in L2 Education</td> <td>March, August</td> <td>12.50</td> </tr> <tr> <td>EDUC90746 Research Project in L2 Education</td> <td>March, August</td> <td>12.50</td> </tr> </tbody> </table> <p>Elective subjects</p> <p>Students complete 25 points of electives from the following list:</p> <table border="1" data-bbox="389 913 1485 1234"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90485 Comparative Pedagogy</td> <td>Not offered 2015</td> <td>12.50</td> </tr> <tr> <td>EDUC90486 Review of CLIL, Teaching and Research</td> <td>Not offered 2015</td> <td>12.50</td> </tr> <tr> <td>EDUC90487 Curriculum and Syllabus Design in CLIL</td> <td>Not offered 2015</td> <td>12.50</td> </tr> <tr> <td>EDUC90488 Managing CLIL Programs</td> <td>Not offered 2015</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	July, September	12.50	EDUC90481 Content Language Integrated Pedagogy	July	12.50	EDUC90745 Research Methodology in L2 Education	March, August	12.50	EDUC90746 Research Project in L2 Education	March, August	12.50	Subject	Study Period Commencement:	Credit Points:	EDUC90485 Comparative Pedagogy	Not offered 2015	12.50	EDUC90486 Review of CLIL, Teaching and Research	Not offered 2015	12.50	EDUC90487 Curriculum and Syllabus Design in CLIL	Not offered 2015	12.50	EDUC90488 Managing CLIL Programs	Not offered 2015	12.50
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Entry Requirements:	<ol style="list-style-type: none"> 1. In order to be considered for entry, applicants must have completed: <ul style="list-style-type: none"> • either <ul style="list-style-type: none"> – an appropriate undergraduate degree and an appropriate fourth-year level education qualification, or equivalent, or – an appropriate four-year education degree, or equivalent; and • at least one year of documented relevant professional experience in a content area. Meeting these requirements does not guarantee selection. 2. In ranking applications, the Selection Committee will consider: <ul style="list-style-type: none"> • prior academic performance; and • the professional experience. 3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Student Application and Selection Procedure (https://policy.unimelb.edu.au/MPF1034) . 4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance band 7 (http://about.unimelb.edu.au/academicboard/resolutions) is required. 																																	
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> <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 																																	

	<p>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.</p>
Further Study:	<p>Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.</p>