

## EDUC90261 Concept Driven Curriculum (IB)

<b>Credit Points:</b>	12.5						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: April, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period, students will be required to complete reading that will be provided via LMS.						
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: 170 hours						
<b>Prerequisites:</b>	Admission to 960IB Master of Education (International Baccalaureate) or 981PY Postgraduate Certificate in Education (International Baccalaureate)						
<b>Corequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90263 IB Primary Years Programme Introduced</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90263 IB Primary Years Programme Introduced	February	12.50
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EDUC90263 IB Primary Years Programme Introduced	February	12.50					
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>						
<b>Coordinator:</b>	Dr Harry Galatis, Mrs Nicole Ginnane						
<b>Contact:</b>	Dr Harry Galatis: <a href="mailto:a.galatis@unimelb.edu.au">a.galatis@unimelb.edu.au</a> (mailto:a.galatis@unimelb.edu.au)						
<b>Subject Overview:</b>	Participants will explore how learners construct meaning including how understanding is acquired and what differentiates it from knowledge. Strategies for supporting the development of higher order thinking skills including the role of student directed concept-driven inquiry, the art of inquiring, and building communities of learners will be investigated. There will be a strong theoretical and practical emphasis on the development and implementation of a transdisciplinary curriculum that creates a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding.						
<b>Learning Outcomes:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> <li># Explore and demonstrate an understanding of how knowledge and understanding are constructed and how they differ;</li> <li># Critically examine concept driven curriculum and strategies for supporting higher order thinking skills including the art of questioning;</li> <li># Articulate strategies for promoting student-directed inquiry and the development of higher order thinking skills;</li> <li># Demonstrate the ability to design and critique curriculum that balances the acquisition of essential knowledge with the search for meaning and understanding.</li> </ul>						

<b>Assessment:</b>	2500 word essay addressing: a record of an inquiry undertaken due mid-semester, 50%. 2500 word essay reflection on the inquiry process at due end of semester, 50%. There is one hurdle requirement: Students are required to maintain a personal reflective journal that records their responses to the readings in this subject to demonstrate understanding of the theoretical perspectives of the IB PYP and the realities and constraints of implementing these aspects of the PYP in schools. A summative reflection should be provided as a conclusion. The Journal should demonstrate student's ability to identify key theoretical understandings expressed in the literature and critically reflect on and analyse these in relation to the implementation of the IB PYP. To enable students to meet the requirements for a pass in this subject, the Reflective Journal must be brought to classes and handed in for non-graded assessment. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	On completion of this subject, students should be able to: <ul style="list-style-type: none"> <li># Demonstrate an understanding of essential knowledge and skills to perform competently as a specialist teacher;</li> <li># Comprehend the intellectual, social and psychological aspects of their work with learners and synthesise theory and practice;</li> <li># Articulate key concepts of a concept driven transdisciplinary curriculum;</li> <li># Design and implement curriculum that creates a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding</li> <li># Evaluate and use constructive criticism of their own work and of the institutions in which</li> </ul>
<b>Notes:</b>	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization
<b>Related Course(s):</b>	Graduate Certificate in Education (International Baccalaureate) PYP Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) PYP