

EDUC90330 IB Diploma Subject Specific Content

Credit Points:	12.5														
Level:	9 (Graduate/Postgraduate)														
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. September, Parkville - Taught online/distance. Semester 2, Parkville - Taught online/distance.														
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours														
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90333 Introduction to the IB Diploma Programme</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90332 Curriculum Frameworks in the IB Diploma</td> <td>February, Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90331 Assessment & Reporting in the IB Diploma</td> <td>July, Semester 1</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90333 Introduction to the IB Diploma Programme	January	12.50	EDUC90332 Curriculum Frameworks in the IB Diploma	February, Semester 2	12.50	EDUC90331 Assessment & Reporting in the IB Diploma	July, Semester 1	12.50
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Corequisites:	None														
Recommended Background Knowledge:	None														
Non Allowed Subjects:	None														
Core Participation Requirements:	<p><p>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.</p> <p>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: http://services.unimelb.edu.au/disability</p></p>														
Coordinator:	Dr Nicky Dulfer, Ms Pip Robinson														
Contact:	dulfern@unimelb.edu.au (mailto:dulfern@unimelb.edu.au) pmro@unimelb.edu.au (mailto:pmro@unimelb.edu.au)														
Subject Overview:	<p>Participants will explore principles of instructional design and the role of collaborative working practice for learning and teaching that incorporate DP standards and practices and address the expectations and requirements of specific subject areas.</p> <p>Teaching strategies and learning activities for enabling subject objectives to be realised and for developing interdisciplinary links and reflecting the learner profile will be investigated including the evaluation and selection of appropriate teaching and learning materials.</p> <p>Issues and approaches for differentiating learning and teaching and responding to diverse learning characteristics will be addressed.</p>														
Learning Outcomes:	<p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> # Examine principles of instructional design and the role of collaborative working practice for learning and teaching that incorporate DP standards and practices; # Investigate and apply principles of instructional design for developing curriculum that meets the expectations and requirements of specific subjects and differentiates learning and teaching activities in response to diverse learning characteristics; 														

	<ul style="list-style-type: none"> # Articulate strategies for developing interdisciplinary links and embedding the learner profile in DP curriculum; # Explain the relationship between curriculum, methodology and assessment in specialised disciplines.
Assessment:	One written assignment of 2,500 words which demonstrates students' application of IB Specific subject content through a series of lessons exploring one component of the specific subject guide. Due week 5, 50% One 30 minute presentation highlighting how broader learning, assessment and curriculum theory within the IB impact on their specialist subject area. Due final day of subject, 50% Hurdle Requirement On-campus Mode - This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops. Online Mode - This subject has a minimum hurdle requirement of 80% participation of all online tutorials, seminars and workshops.
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> # Demonstrate the essential knowledge and skills to perform competently as a specialist teacher; # Comprehend the intellectual, social and psychological aspects of their work with learners and synthesise theory and practice; # Understand the key concepts of curriculum formation and curriculum development; # Evaluate and use constructive criticism of their own work and of the institutions/communities in which they teach; # Effectively use ICT to participate in learning communities as a source of professional learning.
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list/international_baccalaureate
Notes:	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization
Related Course(s):	<p>Graduate Certificate in Education (International Baccalaureate) Graduate Certificate in Education (International Baccalaureate) DP Graduate Certificate in Education (International Baccalaureate) DP Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) DP Master of Education (International Baccalaureate) DP Postgraduate Certificate in Education (International Baccalaureate)</p>