

EDUC90332 Curriculum Frameworks in the IB Diploma

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Term 4, Parkville - Taught online/distance.						
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours						
Prerequisites:	Students will need to complete EDUC90333 at the same time as or before undertaking this subject. <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> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90333 Introduction to the IB Diploma Programme	January	12.50
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Corequisites:	Students will need to complete EDUC90333 at the same time as or before undertaking this subject. <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> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90333 Introduction to the IB Diploma Programme	January	12.50
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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						
Contact:	dulfern@unimelb.edu.au (mailto:dulfern@unimelb.edu.au)						
Subject Overview:	This subject investigates the role and structure of the DP curriculum framework. Key issues explored will include challenges for learning and teaching in relation to: breadth/depth/specialisation; higher order thinking; subject integrity/transdisciplinarity; individual/community/social/global consciousness; and assessment. Participants will explore individual components of the IB framework including CAS, EE and TOK. There will be a strong theoretical and critical evaluation on the development and implementation of curriculum that is intended to support both the acquisition of essential knowledge and skills, and the search for meaning.						
Learning Outcomes:	On completion of this subject students should be able to: <ul style="list-style-type: none"> # Critically examine ways in which the DP curriculum framework supports the development of essential knowledge and skills, and the search for meaning, and strategies for different types of learning and teaching; 						

	<ul style="list-style-type: none"> # Articulate the importance of the EE, CAS and TOK to knowledge and understanding. # Demonstrate the ability to design and critique curriculum that incorporates DP standards and practices and addresses the objectives of subject specific and core element related learning; # Articulate the role and purpose of command terms within the IB Diploma
Assessment:	On-Campus Essay: the role of theory of knowledge in learning and teaching (2,500 words) due Week 10 (50%) Essay: the use of TOK, CAS or the EE in specific academic disciplines (2,500 words) due Week 13 (50%) Online GO-Melb Critical Reading Task – Reciprocal teaching model (500 word equivalent), due Weeks 2,3,4,5,8 (10%) Language in the DP - Presentation (1000 word equivalent), due Week 4 (20%) Language in the DP – Language policy (1000 word equivalent), due Week 5 (20%) Theories of Knowledge – Presentation (500 word equivalent), due Week 7 (10%) Theory of Knowledge – Essay (2000 words), due Week 9 (40%) This subject has a minimum hurdle requirement of 80% attendance at all 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 have:</p> <ul style="list-style-type: none"> # Demonstrate an understanding of essential knowledge and skills for using the DP curriculum framework; # Comprehend the intellectual, social and psychological aspects of their work with learners and synthesise theory and practice; # Evaluate and reflect upon their teaching and on the work of the institutions/communities in which they teach.
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>