

GC-EDUCLIL Graduate Certificate in Education (CLIL)

Year and Campus:	2016 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	50 credit points taken over 6 months full time. This course is available as full or part time.
Coordinator:	Dr Russell Cross
Contact:	<p>Melbourne Graduate School of Education</p> <p>Currently enrolled students:</p> <ul style="list-style-type: none"> # Contact Stop 1 (http://students.unimelb.edu.au/stop1) # General information: https://ask.unimelb.edu.au (http://ask.unimelb.edu.au/) <p>Future students:</p> <ul style="list-style-type: none"> # Further information (http://education.unimelb.edu.au/study_with_us/become_a_teacher)
Course Overview:	<p>There will be no intakes for this course in 2016.</p> <p>This graduate certificate will develop teachers' capacity to apply their understanding of the theoretical issues and the pedagogical principles underlying content and language integrated learning (CLIL) to teaching within their discipline (i.e., Science, Mathematics or Technology). This includes an introduction to the general pedagogical issues that impinge on the success of content and integrated language learning (CLIL), and an understanding of the linguistic, sociolinguistic, cultural and cross-cultural issues that impinge on the success of such courses.</p>
Learning Outcomes:	<p>On completion of this course, students should be able to demonstrate:</p> <ul style="list-style-type: none"> # ability to apply their understanding of the theoretical issues and the pedagogical principles to the teaching of their discipline (i.e., Science, Mathematics or Technology) # a high level of competence in the practice of teaching their discipline through English to students whose first language is other than English # familiarity with the different approaches that have been adopted to 'content language integrated teaching' in their discipline # familiarity with the language-specific terminology and other language features of their discipline and understanding of the differences between the discipline-specific language and the language of the everyday world # personal proficiency in the text forms or genres appropriate to their particular discipline and an ability to model these and teach them effectively # ability to identify and evaluate successful classroom practice in CLIL, both their own and others' # development of the students' understanding of the range of approaches to research in this form of teaching # familiarity with and an ability to apply the principles and practices of current methodology as used in the teaching of their particular discipline including course design, teaching techniques, assessment, materials selection and the use of ICT # 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

	<ul style="list-style-type: none"> # 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 three compulsory subjects and one elective.									
Subject Options:	<p>Compulsory subjects</p> <table border="1" data-bbox="391 734 1484 936"> <thead> <tr> <th data-bbox="391 734 1077 824">Subject</th> <th data-bbox="1077 734 1348 824">Study Period Commencement:</th> <th data-bbox="1348 734 1484 824">Credit Points:</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 824 1077 880">EDUC90481 Content Language Integrated Pedagogy</td> <td data-bbox="1077 824 1348 880">Semester 2</td> <td data-bbox="1348 824 1484 880">12.5</td> </tr> <tr> <td data-bbox="391 880 1077 936">EDUC90482 Linguistics and Sociolinguistics of CLIL</td> <td data-bbox="1077 880 1348 936">July</td> <td data-bbox="1348 880 1484 936">12.5</td> </tr> </tbody> </table> <p>Elective subjects</p> <p>EDUC90484</p> <p>EDUC90498</p>	Subject	Study Period Commencement:	Credit Points:	EDUC90481 Content Language Integrated Pedagogy	Semester 2	12.5	EDUC90482 Linguistics and Sociolinguistics of CLIL	July	12.5
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Entry Requirements:	<p>Please note that there will be no intakes for this course in 2016.</p> <p>1. In order to be considered for entry, applicants must have completed:</p> <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. <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 Academic Board rules (http://about.unimelb.edu.au/academicboard/resolutions) on the use of selection instruments.</p> <p>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.</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.