



Education (International Baccalaureate) Diploma Programme

Grow global minds with Australia's leading
university for Education*

100% online



THE UNIVERSITY OF
MELBOURNE

*QS World University Rankings by Subject, 2017

EDUCATION (INTERNATIONAL BACCALAUREATE) DIPLOMA PROGRAMME

Overview

The **International Baccalaureate (IB)** is growing in popularity across the world. Between February 2011 and February 2016, the number of IB programmes offered worldwide grew by 46.40%*. Consequently, demand for secondary school teachers who have this qualification in English is anticipated to climb steadily in places like India, China, Hong Kong, Malaysia, the United Arab Emirates, Qatar, Ecuador, Japan, UK and the US.

The Education (IB) Diploma Programme has been designed to provide qualified secondary teachers with the theoretical and practical skills related to the IB Diploma Programme and IB education more broadly. The University of Melbourne's renowned Graduate School of Education, ranked among the world's finest for education,** offers two online IB courses:

- **Master of Education (International Baccalaureate) Diploma Programme** (1 year full time, 2 years part time)
- **Graduate Certificate of Education (International Baccalaureate) Diploma Programme** (6 months full time, 1 year part time)

The fully online course allows students to continue teaching while studying at a time and place that suits them, gaining high quality professional development that encourages critical thinking and self-reflection along the way. Developed specifically for the digital environment, students can access the latest technology along with the quality of a University of Melbourne education.

"The IB is about international education. It is about making sure the student is seen as a whole person. And there are so many advantages of studying online. Of course there's the flexibility - but you also end up with a worldwide community. This course is a fantastic opportunity to strengthen your teaching skills."

Dr. Nicky Dulfer
Course Coordinator,
Master of Education (IB) DP

*International Baccalaureate Organisation, 2016

**QS World University Rankings by Subject, 2017

Who is this course for?

These courses have been designed to provide qualified teachers the theoretical and practical skills related to the International Baccalaureate (IB) Diploma Programme and IB education more broadly. The course is for educators who want to further develop their teaching skills and explore new teaching frameworks and methodologies.

What are the benefits?

This course is designed to produce teachers with expertise and specialist knowledge in the International Baccalaureate Diploma Programme. Students will also gain high quality professional development that encourages critical thinking and self-reflection. Graduates of this course are eligible to register for the IB Certificate in Teaching and Learning through the International Baccalaureate Organisation® which will give educators, interested in teaching at IB World Schools a competitive advantage.

What will I learn?

You will graduate with the following expertise and skills:

- A deeper understanding of the philosophy of the IB and how it fosters international-mindedness
- The ability to demonstrate a depth of knowledge and understanding that will enable you to be a resource for colleagues regarding issues in international education in particular professional situations
- Tools and strategies for assessing student learning and the extent to which these encourage critical thinking and meet the diverse needs of students
- Experience in exploring the pedagogy of student-directed inquiry, inter-disciplinary learning and the development of higher-order thinking skills.

Subject summaries

Core subjects		Points
Introduction to the IB Diploma Programme	This subject introduces participants to the International Baccalaureate Diploma Programme (DP), as a philosophy and framework for learning and teaching. It examines the essential elements of the DP model including the IB mission statement. Participants will focus on developing understandings of international education, values education, and the centrality of the Learner Profile to an IB education as well as exploring theoretical implications of international mindedness in the Diploma Programme.	12.5
Curriculum Frameworks in the IB Diploma	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.	12.5
Assessment & Reporting in the IB Diploma	This subject investigates the integral role of assessment and reporting for learning and teaching. Participants will develop theoretical and practical understanding of the principles of assessment, focussing on assessment as a tool to promote student achievement and experiential learning, and methods of evaluation that contribute to the ongoing effectiveness of the curriculum and support different learning needs. Topics include norm and criterion-based assessment and referencing, internal and external components of the IB Diploma Programme, the use of formative and summative assessment and reporting strategies, and the use of guiding and essential questions. The role of teacher self-evaluation and the school self-study in relation to the Learner Profile and the Diploma Programme will be addressed.	12.5
IB Diploma Subject Specific Content	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. 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. Issues and approaches for differentiating learning and teaching and responding to diverse learning characteristics will be addressed.	12.5
and		
Capstone subjects		Points
Negotiated Project (<i>International</i>)	This subject comprises the [AQF] Capstone experience for this course and is only available for students with a grade point average of H2A or above. Students will undertake an individually negotiated investigative study or project on issues that apply to the area of international education such as understanding learners, curriculum development and pedagogy, assessment, teacher collegiality and leadership, or international mindedness. Students must submit a proposal for consideration at the start of the semester and refine this as part of the project. Once the supervisor has accepted the proposal, the student should carry out the investigation or inquiry. During the investigation the student should have regular contact with the supervisor to report progress and receive academic advice. The project report should give clear evidence of research skills and critical judgement, and demonstrate the ability to present the outcomes in a disciplined way that conforms to normal scholarly conventions.	25
or		

Subject summaries cont.

Capstone subjects		Points
International Baccalaureate Capstone <i>(not offered in 2017)</i>	This subject comprises the compulsory [AQF] Capstone experience for this course. Drawing on theory, knowledge and skills developed throughout the Master of Education (IBDP), students will complete a research project in which the student undertakes a theoretical study (for example, a substantial critical review of a particular body of literature), a research or workplace project, or an approved relevant educational experience. The Capstone project will culminate with students synthesizing the findings of their work in a written form such as a journal article or report.	12.5
and		
Reading Educational Research	This subject will introduce students to various traditions in educational research. It will be structured around an investigation of several major research projects in education, analysing the research questions, the conceptual framework, the methodological decisions made, reliability, validity and ethical considerations, the analytical techniques, and the conclusions reached. The projects for investigation will be chosen to highlight contrasting ways of undertaking educational research.	12.5
Elective subjects		Points
Applied Research Methodology	This subject is designed to provide students with an overview of the methodologies for conducting research in evaluation. In particular, the subject provides students with an introduction to the philosophical backgrounds and influences on social research, epistemological and ontological considerations, and the basic foundations of research design, logic of inquiry, and ethics of social research. Students will work on developing research questions and operationalise them to enable data gathering, analysis and interpretation as well as evaluate existing social research.	12.5
Clinical Teaching and Learning	An introduction to clinical practice in schools as a paradigm for learning and teaching. Explore the importance of data, theory and research in informing interventionist teacher practice. This will enhance your capacity to utilise individual student data in determining the student's zone of proximal development in order to establish the starting point for teaching.	12.5
Current Evaluation and Research Topics	In this subject, students will focus on developing the skills and knowledge needed to effectively evaluate emerging topics, issues, and approaches throughout their evaluation careers. To this end, we will explore and evaluate a series of topics that have recently emerged in research and evaluation, and/or recent developments in existing approaches, practices, and methods. The first four weeks of the subject will be led by the instructor, other experts, and current Masters by Research and PhD students presenting on key topics. The final four weeks will be focused on student research projects, either in teams or as individuals, to evaluate, and report on current topics of their choice. In addition to content knowledge in the topic areas, students will gain experience conducting peer marking; reviewing, evaluating, and synthesizing literature; and using technology to disseminate information. Students who choose to do so will have the opportunity to gain experience working in teams.	12.5
Developing Evaluation Capacity	This subject is based on a growing trend of sectors and organisations asking evaluators to build and develop their capacity in evaluation thinking and practice. This subject will explore the fundamentals of evaluation capacity building, the concept of developing evaluation capacity with individuals, teams and organisations and how to apply these concepts in practice.	12.5

Subject summaries cont.

Elective subjects		Points
Debates in Evaluation	This subject examines the origins and evolution of evaluation theories, models and approaches. Topics covered include: the nature and role of evaluation theory; pioneering figures and major debates in evaluation's short but rich history; approaches to classifying evaluation theories; and, the relationship between evaluation theory and contemporary practice.	12.5
Education Capstone Project (<i>Clinical</i>)	In this subject, students will undertake a research project based on a limited number of topics focusing on clinical teacher practice. Projects will involve either a literature review, or the analysis of existing secondary data. The focus of all topics will be on the use of research to inform and improve student learning. Throughout the semester students will receive ongoing supervision from a member of academic staff through online workshops. The capstone project will culminate with students synthesizing the findings of their research in a report.	12.5
Evaluation and Value for Money	Analysing and comparing costs with results involves a particular set of thinking and tasks – including economic methods of evaluation as well as wider considerations. In this subject, students will focus on developing the basic skills and knowledge needed to engage with evaluation in this area appropriately and effectively in their own practice.	12.5
Evaluation in Education	This subject will introduce students entering, or already in, the education sector to the many ways that evaluation is used in education. The subject will begin with an introduction to the origins and the political and social contexts of evaluation as well as the nature and logic of evaluation. Subsequent weeks will focus on the applied fields of evaluation set in the context of education. There are six applied fields of evaluation that will be covered: 1) performance evaluation (student assessment; teacher reflective practice); 2) product evaluation (curriculum effectiveness); 3) program evaluation (school accreditation; organisational/systems-level evaluation); 4) personnel evaluation (teacher performance appraisal; principal performance appraisal); 5) policy evaluation (policy to practice and practice to policy studies); 6) proposal evaluation (assessing grant-making applications for funding). The subject will culminate with a look at meta-evaluation (evaluating evaluations).	12.5
Evidence-Based Practice	The major focus of this course is the exploration of research evidence that informs and supports the implementation of Clinical Teaching in classroom contexts. You will use the clinical judgement decision-making model to examine the current evidence base about what works best, what criteria can be developed to make decisions about student success, and how to select, implement, review and communicate research-supported teaching strategies that address identified student needs.	12.5
Impact Evaluation	This subject analyses design options for establishing the impact of social interventions. Topics include: causation; dealing with issues of attribution; conceptual and technical considerations associated with experimental and quasi-experimental design; and alternative strategies for causal analysis.	12.5
Learning from Evidence	This subject will help you use class- and team-level achievement data to evaluate your own teaching practice and the patterns of achievement among different student groups. It will also build your knowledge and understanding of the strengths and limitations of commonly available student achievement data.	12.5

Subject summaries cont.

Elective subjects		Points
Literacy Across the School Years	<p>This subject will examine changing definitions and conceptualisations of literacy, and map the development of literacy from the early years through to post-compulsory years of schooling. Topics will include areas such as: relationships between language and literacy; social practices of literacy; language and cognitive development; oral and written languages; comprehension; literacy across the curriculum; and in-school and out-of-school literacy practices.</p> <p>This subject will highlight the importance of planning effective evidenced-based literacy approaches and strategies to meet the needs of diverse learners on a developmental curriculum. It will illustrate how teachers, planners and policymakers can cater for diversity in policy and practice, such as: through 'crafting a mix' of pedagogic approaches in reading, writing, listening and speaking; through authentic and focused assessment practices, including profiling students; and through the use of a wide range of texts and practices in the classroom, multilingual and multidialectal understandings of literacy, and of the context that shapes literacy practice.</p>	12.5
Mixed Methods Research and Evaluation	<p>This course provides an introduction to the theory and practice of mixed methods research and evaluation. Topics that will be covered include: the emergence of mixed methods approaches; nature and purposes of mixed methods studies; choosing mixed methods designs; synthesis of mixed methods data; strengths and limitations of mixed methods research and evaluation projects. Practical aspects of the course will involve the design of a mixed methods study incorporating qualitative and quantitative data sources.</p>	12.5
Qualitative Methods for Evaluation	<p>This subject provides students with an introduction to the theory and application of qualitative inquiry. Topics that will be examined include: orientations to, and debates surrounding, qualitative approaches; the collection, display and analysis of qualitative data; the use of systematic methods of data reduction, display and analysis and how qualitative research methods are commonly used in evaluation studies.</p>	12.5
Quantitative Methods for Evaluation	<p>This course provides students with an introduction to the collection, analysis and reporting of quantitative data in research and evaluation studies. Topics will include: philosophy of quantitative methodology; types of data; samples and populations; descriptive and inferential statistics; exploratory and confirmatory data analysis; survey design and questionnaire construction; and displaying data using SPSS.</p>	12.5
Resilience and Relationships	<p>The subject will support participants to develop further skills in promoting student wellbeing and creating supportive and safe learning environments at a classroom and whole school level. Current research will be used to understand what teachers can do to support the social and emotional learning of their students, and how to implement school-wide approaches that foster student resilience and respectful relationships across all partners in the education process.</p>	12.5
The Student as Learner	<p>This subject will explore the student as learner and provide a conceptual framework for understanding learning that is compatible with Clinical Teaching. Developmental trends in knowledge acquisition and the processes that facilitate learning will be identified and evaluated.</p>	12.5

Entry requirements

In order to be considered for entry, you must have completed either:

- A four-year education degree, or equivalent; or
- An undergraduate degree in any discipline and least 50 credit points, or equivalent, of graduate study in education.

Meeting these requirements does not guarantee selection.

In ranking applications, the Selection Committee will consider:

- Prior academic performance

The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Academic Board **rules** on the use of selection instruments.

Applicants are required to satisfy the university's English language requirements for graduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, **performance band 7** is required.

Course structure and fees

Qualification	Structure	Point program	Fee
Master of Education (IB – Diploma Programme) (1 year full time, 2 years part time)	<ul style="list-style-type: none">• 4 core subjects• 2 elective subjects• 2 capstone subject	100 points	\$23,904 AUD
Graduate Certificate in Education (IB – Diploma Programme) (6 months full time, 1 year part time)	<ul style="list-style-type: none">• 4 core subjects	50 points	\$11,952 AUD

Course fees are the same for both domestic and international students.

In cases of part-time study, the fee is based on the study load that the student is taking. Fees are paid on a per subject basis each term, and total course fees are not required to be paid up-front.

The fees listed are the indicative costs for 2017. The University reviews fees annually. The indicative total course fee is based on typical subject enrolments, and includes an indexation of 5 per cent per annum.

For more information about fees and if you are eligible for fee assistance please visit:

futurestudents.unimelb.edu.au/admissions/fees or contact our Student Support team on **study-online@unimelb.edu.au** or +61 3 8344 0149 (9am – 5pm AEST Monday – Friday).

A world class university

The University of Melbourne is consistently ranked among the leading universities in the world. The Times Higher Education World University Rankings placed us number one in Australia and number 33 in the world in its most recent release (2016-2017).








Studying online

Our courses are designed by a team of graphic designers, education technologists, video producers, video editors and technicians. Our expert e-learning designers work closely with teaching staff to make certain the content we create is ideal for the online medium. And, thanks to recent advances in technology, studying online is more interesting, enjoyable and interactive than ever before.

Online students come from different backgrounds and have many different stories to tell, but one thing that most have in common is that they're very busy. For that reason we make sure their education is as targeted and flexible as possible and available at the times that suit them. We make it possible to connect easily with experts and fellow students and to quickly access grades and academic feedback.

Although it's an entirely different learning experience to face-to-face, you will receive exactly the same qualification and graduation certificate as an on-campus student because you will achieve identical learning outcomes from the same academics that teach our on-campus courses. If you complete a master degree you will also be invited to attend a graduation ceremony in Melbourne.

As an online student at the University of Melbourne you can expect:

-  Enriching and engaging learning
-  Flexibility and choice
-  Connection with leading experts
-  Interaction and feedback
-  Dedicated Student Support team
-  Virtual student community
-  Specialisation and career advancement

Dedicated student support

As an online student with the University of Melbourne you can expect a high level of administrative and technical and academic support from your initial expression of interest in the course, through to your graduation.

Don't be surprised if you get to know our Student Support team members by name; they are dedicated, personal and friendly and they understand that every student experience is unique. And if a challenge arises, they'll do everything in their power to assist you so that you can continue to have excellent learning experiences.

Key dates

Term	Applications close	Term starts
Term 3, 2017	28 May	10 July
Term 1, 2018	20 November	8 January

Learn more

To learn more about this course, contact our Student Support team on **study-online@unimelb.edu.au** or **+61 3 8344 0149 (9am - 5pm AEST Monday - Friday)**.

Ready to apply?

Apply online at
online.unimelb.edu.au/international-baccalaureate

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