



International Education (International Baccalaureate) courses

100% online



THE UNIVERSITY OF
MELBOURNE

INTERNATIONAL EDUCATION (INTERNATIONAL BACCALAUREATE) PROGRAM

Overview

The **International Baccalaureate (IB)** program prepares graduates and practising teachers at various stages of their career, to deliver a student-focused progressive curriculum and help facilitate a better educational experience for learners – from primary to secondary years.

Over the past five years the number of schools offering the International Baccalaureate has grown exponentially worldwide, with almost fifty per cent more institutions adopting the teaching framework¹. The increased demand for skilled professionals of the IB positions graduates of this program as preferred for candidates in the classroom, to bridge gaps in knowledge and guide students to find their own answers.

The University of Melbourne's offers two online IB courses:

- **Master of International Education (International Baccalaureate)**
- **Graduate Certificate in International Education (IB)**

Created in Switzerland in 1968 for students in international schools, the IB is now offered in thousands of schools across the world, from China to Sri Lanka. Emphasising creative and critical thinking, IB learners are encouraged to explore and be responsible for their own learning, by asking challenging questions and developing the ability to communicate with people from different countries and cultures. Teachers who enrol in this program will gain new skills in the evaluation and selection of appropriate educational materials, assessment and reporting, and collaborative work practices to support diverse learning needs. You will enhance your educational practice by discovering new frameworks and methods for instruction, giving the students you teach the best possible chance to succeed, in academic proficiency and life skills.

This program offers three specialisations: the **Primary Years Programme (PYP)** (ages 3–12), the **Middle Years Programme (MYP)** (ages 11-16) and the **Diploma Programme (DP)** (ages 16-19). Each specialisation is centred on a creative and challenging framework that nurtures individual strengths and encourages students to drive their own learning, through inquiry and independence of thought. Teachers who complete either of these specialisations will gain the holistic teaching tools necessary to act as facilitators and mentors to encourage critical thinking. This multidisciplinary program prepares you to be able to challenge students to ask questions and research their answers and shape the global citizens of the future.

“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,
International Baccalaureate (IB)

*International Baccalaureate Organisation, 2018

Who is this course for?

Designed for teachers and administrators working at all levels of education, the International Baccalaureate (IB) program has been developed to build depth of knowledge and understanding of international educational theory and practice. It is suited for educators who want to enhance their existing teaching practice through a cross-cultural global framework and facilitate outstanding student achievements.

What are the benefits?

The International Baccalaureate (IB) program prepares graduates to apply rigorous decision-making around their own teaching practices by referring to the philosophy and conceptual framework underlying the International Baccalaureate Programmes. You will gain high quality professional development and learn to build processes, culture and classroom practices that encourage critical thinking and help your students excel through reflection, inquiry and action.

Graduates of the **Primary Years Programme (PYP)** (ages 3–12) and **(IB) Diploma Programme (DP)** (ages 16-19) are eligible to register for the **IB Certificate in teaching and learning** through the International Baccalaureate Organisation® which gives educators who are keen to teach at IB World Schools a competitive advantage.

What will I learn?

Students of this program will develop an in-depth understanding of the principles, philosophy and methods of the International Baccalaureate (IB), and gain comprehensive knowledge of international educational theory. You will learn how to meet the diverse needs of students by becoming well-versed in the IB concepts of curriculum design, methods of instruction and student assessment. You will become proficient in a learner-centred approach to teaching and gain the skills to make informed decisions about the best methods of teaching and learning, and how to measure results. You will also learn how to formulate solutions to issues or challenges in your classroom by drawing on research evidence and pre-existing data sets about student learning outcomes.

You will develop extensive skills in holistic teaching and learning, becoming a facilitator who empowers your students to be inquiry-based learners who collaborate with you in their own learning. You will also become proficient at combining theory and practice to address the academic, social and psychological needs of your students through a global framework.

This program will deepen your understanding of international-mindedness in education. You will develop an enhanced awareness of social and cultural diversity in communities and learn to work collaboratively with people from diverse linguistic and cultural backgrounds. You will also learn how to encourage your students to develop intercultural understandings and optimise your classroom content to engage in global issues.

Subject summaries

Introduction to the IB	This subject introduces participants to the International Baccalaureate (IB), as a philosophy and framework for learning and teaching. It examines the essential elements of the IB model including the IB mission statement, and the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). 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 IB's programmes.	12.5
Assessment and Reporting in the IB	This subject investigates the integral role of assessment and reporting for learning and teaching. Participants will develop a 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 while supporting different learning needs.	12.5
Specialisation subjects		Points
Curriculum Frameworks in the IB PYP	This subject investigates the role and structure of the Primary Years Programme curriculum framework. Participants will explore how learners construct meaning, including how understanding is acquired and what differentiates it from knowledge. There will be a strong theoretical component as well as a critical evaluation of the development and implementation of a curriculum that is intended to support the integration of the essential elements. 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 also be a practical emphasis on the development and implementation of a concept driven transdisciplinary curriculum.	12.5
IB PYP Advanced	In this subject, students will further develop their understanding of the theoretical and practical ideas underpinning the Primary Years Programme (PYP) gained from the previous core subjects. Students will critically explore definitions of international-mindedness, inquiry based learning and the learner profile. They will examine transdisciplinary themes and the relationships between concept-driven curriculum, skills, knowledge, attitudes, action and how the standards and practices of the PYP can be applied in different ways.	12.5

Subject summaries cont.

Curriculum Frameworks in the IB MYP	This subject investigates the purpose and structure of the Middle Years Programme (MYP) curriculum framework. Key issues explored will include challenges for learning and teaching in relation to: individual, community, social, global consciousness; language and inclusion; disciplinarity, interdisciplinarity, transdisciplinarity; and concept-based, contextual learning and assessment. There will be a strong theoretical and critical evaluation of the development and implementation of a curriculum that is intended to support both the acquisition of essential knowledge and skills, and the development of the whole person.	12.5
IB MYP Advanced	This subject will explore the Middle Years Programme (MYP) standards and practices guidelines. The principles of instructional design and the role of collaborative working practices for learning and teaching will be explored in order to address the expectations and requirements of specific subject areas. There will be a focus on developing interdisciplinary links and reflecting the learner profile through 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 also be addressed.	12.5
Curriculum Frameworks in the IB DP	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 a curriculum that is intended to support both the acquisition of essential knowledge and skills, and the search for meaning.	12.5
IB Diploma Subject Specific Content	Participants will explore principles of instructional design and the role of a collaborative working practice for learning and teaching that incorporate DP standards and practices and address the expectations and requirements of specific subject areas.	12.5

Subject summaries cont.

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
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
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
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.	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

Subject summaries cont.

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
Literacy Across the School Years	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.	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
Mixed Methods Research and Evaluation	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.	12.5
Qualitative Methods for Evaluation	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.	12.5
Quantitative Methods for Evaluation	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.	12.5

Subject summaries cont.

Practice of Evaluation	This subject focuses on connecting theory to evaluation practice. Topics include: evaluation-specific tools and methods; planning, conducting and managing evaluations; stakeholder engagement strategies; and evaluation reporting.	12.5
Resilience and Relationships	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.	12.5
The Student as Learner	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.	12.5
Foundations of Evaluation	This subject provides students with an introduction to evaluation fundamentals, including: the nature and purposes of evaluation; the logic of evaluation; types of evaluations; values; and professional standards.	12.5
Autism Intervention	This subject will consider how professionals can better understand ways in which people with autism and those identifying as Autistic interact with and experience the world, and how that impacts on engagement and learning.	12.5
Neuroscience of Human Learning	This subject examines the foundations of human learning through a neurological lens, ranging from the sensory detection, encoding, storage, retrieval, storage, and behavioural outputs, to social constructs of learned information.	12.5

Subject summaries cont.

Capstone subjects Either:		Points
Researching Education Practice	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 term students will receive ongoing supervision from a member of academic staff through online workshops. The capstone project will culminate with students synthesising the findings of their research in a report.	12.5
and:		
International Baccalaureate Capstone	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.	12.5
(in that order), or:		
Negotiated Project (International)	This subject comprises the [AQF] Capstone experience and is compulsory for students who are seeking recognition for the IB Advanced Certificate in Teaching and Learning by the International Baccalaureate®. Students will undertake an individually negotiated 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. This project can take the format of a literature review, Document Analysis or Action research project.	25

“I am often speaking about how this is the best course I have ever done! If anyone wants to help students learn effectively, wants to improve their teaching practice or wants to improve their learning outcomes, then they need to do this course.”

Christine Bellert,
Student, Master of Clinical Teaching.

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 at 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 with the above criteria.

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.

Students taking the course from overseas are not required to have an international student visa.

Course structure and fees

Course	Duration	Structure	Point program	Fee
Master of International Education (International Baccalaureate)	1 year full-time, 2 years part-time	<ul style="list-style-type: none"> • Two compulsory subjects, • Two subjects within one specialisation, • Two elective subjects; and • Capstone research subject(s): Totalling 25 points you can choose to undertake both Capstone research subjects (EDUC90926 and EDUC90871), or the one Capstone research subject (EDUC90490). 	100 points	A\$25,728
Graduate Certificate in International Education (IB)	6 months full-time, 1 year part-time	<ul style="list-style-type: none"> • Two compulsory subjects; and • Two subjects within one specialisation. 	50 points	A\$12,864

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 2018. 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

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 (2017-2018).








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, personable and friendly and they understand that every student experience is unique. 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	Intake
Term 1	January
Term 3	July

Classes operate on a term-based schedule, with two intakes per year. For more information about application closing dates, please visit <https://online.unimelb.edu.au/key-dates>

Learn more

To learn more about this course, contact our student support team on study-online@unimelb.edu.au or **+61 3 8344 0149** (Mon-Fri 8am – 9pm, Sat-Sun 10am – 5pm).

Ready to apply?

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

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