

Course Description

MEDD7104 Integrating the IB Philosophy into Chinese Language Teaching

Course description	
<p>This elective includes an in-depth exploration into how to integrate IB Diploma Programme philosophy in curriculum design, teaching and learning, assessment and research. This course provides an overview of the principles underpinning the IB's four programmes, such as inquiry-based learning, concept-driven curriculum, disciplinary, interdisciplinary and transdisciplinary approaches to teaching and learning. Students will also be engaged in exploring various pedagogies and technological tools to integrate IB philosophy and learner profiles in language and culture instruction. Students will explore Theory of Knowledge, Creativity, Activity and Service, Extended Essay and Chinese language education. Furthermore, the course will also enhance students' understanding on how to reflect IB philosophy and learner profile in assessment design and how to design assessments that reflect IB subject matter specific assessment criteria. In this course, students will not only understand the integration of IB philosophy in various aspects of instruction, but have a deep reflection and review on education values and beliefs.</p>	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Understand the core elements of IB philosophy	PLOs 1, 4
2. Be able to integrate IB philosophy into curriculum development and lesson design	PLOs, 2, 3
3. Be able to critique the lesson design from the perspective of IB philosophy	PLOs 1, 2, 4
Course assessment methods	
<ul style="list-style-type: none"> • Comments on teaching videos • Group presentation • Individual essay 	
Course content and topics	
<ul style="list-style-type: none"> • What is an IB education? • International Mindedness • Language Learning in the IB • IB Language continuum & Chinese teaching and learning • Teaching and Learning Approaches in IB • IB Theory Of Knowledge (TOK) • IB lesson planning • IB Curriculum and Community 	
Required / recommended readings and online materials	
<ul style="list-style-type: none"> • IBO. (2013). What is an IB education?. • IBO. (2011). Language and Learning in IB programmes • Lee, M. The Potentials of K–12 Literacy Development in the International Baccalaureate PYP and MYP. • Resnik, J. (2009). Multicultural education—good for business but not for the state? The IB curriculum and global capitalism. <i>British Journal of Educational Studies</i>, 57(3), 217-244. • Wells, J. (2011). International education, values and attitudes: A critical analysis of the International Baccalaureate (IB) learner profile. <i>Journal of Research in International Education</i>, 10, 174-188. • Hill, I. (2012). Evolution of education for international mindedness. <i>Journal of Research in International Education</i>, 11, 245-261. • Hill, I & Shum S.K. (2015) Infusing IB Philosophy and Pedagogy into Chinese Language Teaching, John Catt Educational • Cambridge*, J., & Thompson, J. (2004). Internationalism and globalization as contexts for international 	

education. *Compare: A Journal of Comparative and International Education*, 34(2), 161-175.

- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn* (Vol. 11). Washington, DC: National academy press.
- Erickson, H. L. (2002). *Concept-based curriculum and instruction: Teaching beyond the facts*. Corwin Press.
- Erickson, H. L. (Ed.). (2006). *Concept-based curriculum and instruction for the thinking classroom*. corwin press.
- Lanning, L. A. (2013). *Designing a concept-based curriculum for English language arts: meeting the common core with intellectual integrity, k-12*. Corwin Press.
- Lanning, L. A., & Brown, T. (2019). *Concept-based literacy lessons: designing learning to ignite understanding and transfer, grades 4-10*. Corwin Press
- 艾里克森. (2018). 以概念为本的课程与教学: 培养核心素养的绝佳实践. 华东师范大学出版社.

Other additional course information

[Conducted in Putonghua]

Impermissible: MEDD8841 Integrating the IB philosophy into Chinese language and literature teaching