

Course Description

MEDD7104 Integrating the IB Philosophy into Chinese Language Teaching

Course description		
<p>This elective module includes an in-depth exploration of the core elements of IB Philosophy and how to integrate IB philosophy in Chinese language curriculum design and instruction. Students will be guided on designing and refining Chinese language teaching and learning that reflects the overall IB philosophy. Students will also be engaged in exploring various pedagogies and technological tools to integrate IB philosophy and learner profiles in language classrooms. In this module, students will not only understand the integration of IB philosophy in various aspects of instruction, but also a deep reflection and review on education values and beliefs.</p>		
Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination		
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, lesson design and class instructions	PLOs, 2, 3	
3. Reflection and review on education values and beliefs	PLO 4	
Course assessment methods		
Assessment method	Weighting (%)	Aligned course learning outcome(s)
Comments on teaching videos	20	CLOs 1-2
Group presentation	30	CLOs 1-2
Essay	50	CLOs 1-2
Course content and topics		
<ul style="list-style-type: none">• What is an IB education?• International Mindedness• Language Learning in the IB• Teaching and Learning Approaches in IB• An IB Language Lesson with IB Philosophy• Critical Thinking• Research in IB• 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) <i>Infusing IB Philosophy and Pedagogy into Chinese Language Teaching</i>, John Catt Educational• Cambridge*, J., & Thompson, J. (2004). Internationalism and globalization as contexts for international education. <i>Compare: A Journal of Comparative and International Education</i>, 34(2), 161-175.• Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). <i>How people learn</i> (Vol. 11). Washington, DC: National academy press.• Erickson, H. L. (2002). <i>Concept-based curriculum and instruction: Teaching beyond the facts</i>. Corwin Press.• Erickson, H. L. (Ed.). (2006). <i>Concept-based curriculum and instruction for the thinking classroom</i>. corwin press.• Lanning, L. A. (2013). <i>Designing a concept-based curriculum for English language arts: meeting the common core with intellectual integrity, k–12</i>. Corwin Press.• Lanning, L. A., & Brown, T. (2019). <i>Concept-based literacy lessons: designing learning to ignite understanding and transfer, grades 4-10</i>. Corwin Press• 艾里克森. (2018). <i>以概念为本的课程与教学: 培养核心素养的绝佳实践</i>. 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