

Course Description

MEDD8841 Integrating the IB Philosophy into Chinese Language and Literature Teaching

Course description	
<p>This course introduces the key elements of IB philosophy and guides students to integrate IB philosophy into curriculum design and instruction of teaching Chinese language and literature. This course provides an overview of the principles underpinning the IB programmes, such as learner profile, inquiry-based learning, concept-driven curriculum, interdisciplinary and transdisciplinary, approaches to teaching and learning. Moreover, students will further explore how Chinese Language and Literature can be integrated into IB Community Projects, Theory of Knowledge and Extended Essay. Students will also be engaged in exploring various pedagogies to integrate IB philosophy and learner profiles in language classrooms. They will be guided on designing and refining Chinese language and literature teaching and learning that reflects the overall IB philosophy. In this course, students will not only understand the integration of IB philosophy in various aspects of instruction, but also 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, 5
2. Be able to integrate IB philosophy into curriculum development, lesson design and class instructions	PLOs 1-5
Course assessment methods	
<ul style="list-style-type: none">• Individual video critique• 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• Teaching and Learning Approaches in IB• Critical Thinking• An IB Language Lesson with IB Philosophy• Learning By Doing• Research in IB	
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. <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). *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

[\[Conducted in Putonghua\]](#)

[\[Impermissible\]](#): MEDD7104 Integrating the IB Philosophy into Chinese Language Teaching]