

George Mason University
Graduate School of Education/College of Education and Human Development
FAST TRAIN

EDUC 621.601: Teaching and Learning in the International Baccalaureate Schools

INSTRUCTOR: JESSICA VINCENT ALLEN

Organization/location: Online

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Office Hours: 24-hour availability

PREREQUISITES

Experience working in or access to a recognized, authorized IB school at the PYP, MYP, or DP level or one in the application process. Instructor may waive prerequisite upon interview.

COURSE DESCRIPTION

EDUC 621: Teaching and Learning in the International Baccalaureate Schools provides an overview of international education and the role of the International Baccalaureate (IB) in determining principles, standards and practices for the K-12 Continuum. In addition, the course examines nature of inquiry, the role of standards and assessment in formulating instruction in IB settings.

NATURE OF COURSE DELIVERY

The course will include large group, small group, pair work, and individual instructional strategies. All classes will model the IB philosophy and principles and will incorporate IB training activities.

STANDARDS

National Board of Professional Teaching Standards:

Proposition 1. Teachers are committed to students and their learning.

Proposition 2. Teachers know the subjects they teach and how to teach those subjects.

Proposition 3. Teachers are responsible for managing and monitoring student learning.

Proposition 4. Teachers think systematically about their practice and learn from experience.

Proposition 5. Teachers are members of learning communities.

ASTL 6. Teachers attend to the needs of culturally, linguistically and cognitively diverse learners.

ASTL 7. Teachers are change agents, teacher leaders, and partners with colleagues and families.

IB Teacher Award Inquiry Strands, Level 1:

Area of Inquiry 1. Curriculum processes

- a. What is international education and how does the IBO's mission and program philosophy promote it?
- b. How is the Program curricula framework structured and what principles of learning underpin it?
- c. What is a programme of inquiry and how are they constructed?

- d. What are the essential elements and processes of developing a program of learning?
- e. What are the essential features of the IB programme continuum?

Area of Inquiry 4: Professional learning

- n. What is reflective practice and how does it support program implementation and enhance practice?
- o. What is the role of collaborative working practice in supporting the program learning outcomes?
- p. How does the online curriculum center and other similar information and communication technologies enable program practitioners to professionally engage with each other?

Technology (ISTE):

IV. Teachers use technology to enhance their productivity and professional practice

IBO: The programme evaluation visit and report are based on the following programme standards.

Standard A: Philosophy

Standard A1

There is close alignment between the educational beliefs and values of the school and those of the programme.

Standard A2

The school promotes international-mindedness on the part of the adults and the students in the school community

Standard B: Organization

Standard C: Curriculum

Standard C2

The school has implemented a system through which all teachers plan and reflect in collaborative teams.

Standard C3

Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.

Standard C4

There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.

Standard D: The Student

Standard D1

Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.

Standard D2

In the final year of the programme, all students complete a programme-specific project [the PYP exhibition,

LEARNER OUTCOMES

At the completion of the course, participants will be able to:

- A. Demonstrate their understanding of international education and the role of the IB within international education
- B. Demonstrate their understanding of the underpinning educational principles of the IB
- C. Identify and distinguish between the essential features of the IB program continuum
- D. Apply the IB standards to observed IB practice at different levels
- E. Demonstrate their understanding of the role of Ways of Knowing on the IB continuum
- F. Demonstrate their understanding of the roles of inquiry and assessment within the IB continuum
- G. Participate in and evaluate the use of information and communication technologies to engage within the IB community

STANDARDS AND OUTCOMES

Outcomes	NBPTS	IBO	Technology
A.	2,5	A,B	
B.	1, 5	A, B	
C.	2, 4	C	
D.	2, 4, 5	C	
E.	1, 4	A, C	
F.	3, 4	A,C,D	
G.			IV

REQUIRED TEXTS AND RESOURCES

Woolman, M. (2006) *Ways of knowing: An introduction to theory of knowledge*.
Victoria: IBID Press

Hayden, M., Thompson, J. (2004). *International education: Principles and practice*.
London: Routledge Falmer.

Materials provided by IBO and materials accessed online through the OCC and Blackboard.

COURSE REQUIREMENTS

All students must obtain and use a GMU email account. Blackboard will also be used. All students must enroll in the OCC. All students must enroll in TASKSTREAM.

COURSE ASSIGNMENTS

Assignment	Percent of grade	Outcomes
Discussion Board	20%	A, B, C, D
Ways of Knowing Self-Reflection	15%	E
Independent Reading Project	15%	C, F, G
Collaborative Presentation	10%	C, F, G
International Perspective Paper	10%	A, B
Observations in Action Assessment*	30%	B, C, D, E, F

Total

100%

*** Designated Performance Based Assessment**

Assignment Descriptions:

Discussion Board: students will provide journal entries for the ToK book that include points of interest, questions, and classroom applications. Students will also respond to instructor questions and each other. Themes throughout the discussions should include the alignment of the IB Learner Profile with the IB Mission statement, reflection on how the IB Learner Profile has been adopted by all three programs of the IB, and classroom applications of the IB mission and learner profile. .

ToK essay Students will write a ToK essay as per the guidelines in Chapter 9 of the Woolman text. (1200-1600words)*

Independent Reading Project: Students will select an instructor-approved book to read and post summaries, questions and connections to international education and the IBO program on blackboard. Classmates are expected to respond.

Collaborative International Education presentation: In groups of 2-3, students will select and present the material from one of the chapters in the Hayden text. That is, students will act as instructors/facilitators for that chapter. Presentations should include clear objectives/salient points from the chapter as well as discussion questions. The groups/facilitators should provide feedback/responses to any comments, questions, or work generated by other students in response to their presentation.

Philosophy with International Perspective Paper: Each student will write a paper describing her/his personal pedagogical philosophy and how that philosophy impacts the IBO learner and aligns with the IBO mission. (3-5 pages)*

E-Portfolio Presentations with Culminating Program Standards Synthesis Assessment Students will design a lesson plan appropriate to the grade level they teach (PYP, MYP or DP) incorporating the IBO standards for written curriculum, taught curriculum and learned curriculum and the roles of the teacher/student in the learning community. The lesson plan, as well as two other assignments of the students' choosing will be presented in Power Point or web site to the class.

Observations and Reflection Assessment * Students will conduct one observation in an IBO school at the level in which they teach and one observation in an IBO school at a different level. Students will use Kolb diaries to record and reflect upon the observations. Based on those diaries, they will write a paper that describes each observation, compares and contrasts the two observations – incorporating vertical program articulation – and connects the observations to IBO Program standards. The completed assessment will also reflect upon how the school is incorporating the IB standards for written curriculum, taught curriculum and learned curriculum and the roles of the teacher/student in the learning community. From your observations, identify

two positive aspects of the IB implementation and one area for improvement that could enhance our virtual IB school. (5-7 pages)

*All papers must be double-spaced, 12 point font, standard margins *and submitted electronically to the course blackboard.*

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). This assignment must be posted to TASK STREAM, where it will be reviewed and graded. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website: <http://gse.gmu.edu/fasttrain/> for information on enrolling in TASKSTREAM.

COURSE EVALUATION

Grading Scale:

A+ = 100

A = 94-99

A- = 90-93

B+ = 85-89

B = 80-84

(C = 70-79 = not accepted for Level I award recommendation)

(F = Does not meet course requirements)

Grades of C or below are unacceptable for graduate credit and/or licensure and will have to be redone.

ATTENDANCE POLICY

In the online Blackboard learning environment, attendance is assessed by active weekly participation on the Discussion Board. Failure to post relevant and thoughtful comments in a timely manner each week is considered an absence. Our class discussions are held on –line; the more relevant information we discuss – the more you will get out of the class.

In class participation is important not only to the individual student, but to the class as whole.

Class discussion is a factor in grading; instructors may use absence, tardiness, or lack of relevant posting as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog, 2009)

If online learning is new to you, think about this class the same as if you were physically attending class at MASON. You would be here a minimum of 3 hours during the week reading and posting on the Discussion Board. Expect a minimum of an additional 4 - 6 hours of work (readings, writing, reviewing) per week. Set aside time during your week to focus on EDUC 624, including posting on Blackboard.

GMU E-mail: Web: www.gmu.edu/email

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and *are required to activate that account and check it regularly* (Mason Catalog).

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean and is permitted only for **non-academic** reasons that prevent course completion (Mason Catalog).

GSE SYLLABUS STATEMENTS OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Graduate-level written work is required. All papers should follow the APA 6th Edition guidelines. Consistent participation and thorough preparation for class are expected. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work** (Mason Catalog). http://www.gmu.edu/catalog/apolicies/#TOC_H12

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the *beginning* of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

George Mason University
College of Education and Human Development
Professional Performance Criteria
Dispositions for A Career Educator

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet CEHD grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the College of Education and Human Development expects its students to develop and exhibit the following:

- VII. Commitment to the Profession**
- Promoting exemplary practice
 - Excellence in teaching and learning
 - Advancing the profession
 - Engagement in partnerships

VIII. Commitment to Honoring Professional Ethical Standards

Fairness
Honesty
Integrity
Trustworthiness
Confidentiality
Respect for Colleagues and students

IX. Commitment to Key Elements of Professional Knowledge

Belief that all individuals have the potential for growth and learning
Persistence in helping individuals succeed
High standards
Safe and supportive learning environments
Systematic planning
Intrinsic motivation
Reciprocal, active learning
Continuous, integrated assessment
Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning
Research-based practices
Respect for diverse talents, abilities and perspectives
Authentic and relevant learning

X. Commitment to Being a Member of A Learning Community

Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

XI. Commitment to Democratic Values and Social Justice

Understanding systemic issues that prevent full participation
Awareness of practices that promote equity and access
Respects the opinion and dignity of others
Appreciates and integrates multiple perspectives

Adopted by GSE – May 2004

I have read and understand this syllabus and agree to abide by the course and university practices, policies, and expectations set forth in the syllabus. In addition, I understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education.

Signature

Date

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education

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