

**George Mason University
College of Education and Human Development
FASTTRAIN IB Certificate Program**

EDUC 623: Models and Strategies for Teaching and Learning in IB Schools

Spring 2013 Syllabus

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Meeting Dates: February 11, 2013-April 21, 2013
Meeting Time and Location: Online

Course Description:

This course focuses on the development of the capacity of teachers in IB schools to adopt appropriate teaching strategies and techniques instrumental in ensuring program learning outcomes are achieved. Further, participants develop a deep understanding of the critical relationship between teaching and learning.

Prerequisites:

Admission to GSE, enrollment in FASTTRAIN IB certificate program and completion of EDUC 621: Teaching and Learning in the International Baccalaureate Programs or permission of instructor.

Nature of Course:

This course is a seminar. Our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education and the International Baccalaureate. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

While this is an online course, it is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the modules, you should spend this amount of time on the website in addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated and manage their time well.

Expectations for Participation:

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading and participating in discussions with the whole class and completing a journal. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates. The quality of this class depends on the community we create as we engage deeply with the big ideas of the course. For each module you have

the possibility of earning up to 10 points for your participation. These points will be awarded at the close of discussion for each module and recorded in the online grade book.

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: 2 Teaching and Learning

e. What learning strategies are appropriate in supporting effective implementation of the programs (e.g. PYP, MYP and DP)

f. What teaching strategies and learning activities support program learning outcomes?

f. What instructional strategies are involved in supervising student planning and production of personal projects?

g. How does the program support the learning needs of all students?

g. How does differentiated practice support the learning of all students, including those of different levels of competency, types of ability, learning styles, communication styles, and speakers of other languages?

h. What learning resources support program practice and how are they selected or evaluated?

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 do the Online Curriculum Centre 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

Learner Outcomes:

This course will enable students to:

- a. Understand the critical relationship between the choice of instructional strategies and the influence on learning;
- b. Deliberate on the choice of instructional strategies across IB programs to achieve learner outcomes;
- c. Understand the importance of range and balance in the selection of teaching strategies;

- d. Make instructional decisions to support programmatic and learner outcomes, including meaningful and relevant inquiry;
- e. Design supervisory and management techniques that support learners in the planning and production of a personal project;
- f. Select strategies and construct learning environments that support student reflection, inquiry and problem solving;
- g. Demonstrate mastery of differentiated instruction to support diverse learning communities;
- h. Select and evaluate appropriate teacher and learner resources to support program learning outcomes;
- i. Engage in ongoing critical reflection of professional practice.

Standards and Outcomes Table:

Outcomes	NBPTS/ASTL	IB	Technology
A	1,2	2e, f, n	
B	4	2f, n	
C	2,4	2f, g, o	
D	1,4,6	2g, g1, p	IV
E	3,5	2f, o	
F	1,2	2e, f, f1	
G	2,6	2g, g1, p	
H	3,6	2h, p	
I	5,7	2f, n, o	

Student Expectations:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- FAST TRAIN students are expected to attend *all* class period of courses for which they register. Class participation is a factor in grading; instructors may use class absence, absence of postings, tardiness in posting or attendance, or cursory postings as de facto evidence of nonparticipation

and as a result lower the grade as stated in the course syllabus (Mason Catalog). Any unexcused absences will result in a 25 percent deduction in your participation grade.

Campus Resources:

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Relevant Web Sites:

All students will be enrolled in the Online Curriculum Centre through the International Baccalaureate.

All students will have an online copy of the complete IB Teacher Award Standards, Level 1.

International Baccalaureate Organization, <http://www.ibo.org>

Practitioner Research as Staff Development, <http://www.aelweb.vcu.edu>

Grading Scale:

A+ = 100	(C = 70-79 = not accepted for Level I award recommendation)
A = 94-99	(F = Does not meet requirements of Graduate School of Education)
A- = 90-93	
B+ = 85-89	
B = 80-84 (no B- grades)	

PBA's:

All courses in the Certificate Program in Advanced IB Studies will have a required Performance Based Assessment. The required PBA for this course is the recording, transcript, and critical reflection paper. This assignment must be posted to Task Stream, where it will be reviewed and scored. Please see the FAT TRAIN website: http://fasttrain.gmu.edu/assets/docs/fast_train/IB-Archive.pdf for more guidelines about the anthology.

Every student registered for any Certificate in IB Teaching and Learning course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment, Teaching Learning Episode to Taskstream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using Taskstream. Failure to submit the assessment to Taskstream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon

completion of the required Taskstream submission, the IN will convert to an F nine weeks into the following semester.

Incomplete (IN):

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade if IN is changed by the registrar to an F (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

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 nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Required Course Texts:

Boostrom, R. (2005). Thinking: The foundation of critical and creative learning in the classroom. New York: Teacher's College Press.

Wells, G. (Ed). (2001). Action, Talk & Text: Learning & Teaching Through Inquiry. New York: Teacher's College Press.

Recommended Course Texts:

Barell, J. (2007). Problem Based Learning: An inquiry approach (2nd edition). Thousand Oaks, CA: Corwin Press.

Principle Class Assignments and Requirements

Class Assignments for EDUC 623			
Project	Emphasis/Goal	Percentage of Grade	Due Date
Fieldwork	You must complete a minimum of 20 hours of fieldwork, observing an IB classroom appropriate for your teaching position. A fieldwork log and evaluation form must be posted to Taskstream no later than the last day of class. Fieldwork log and forms are available on the FAST TRAIN website in the Advanced IB Studies Fieldwork and PBA document: http://fasttrain.gmu.edu/current-students/field-req/	N/A but if fieldwork is not completed a grade will not be issued until requirement is met.	April 21
Online/Class Participation and Readings	Each student is responsible for reading all of the materials designated for discussion. Students are expected to actively participate in every module by critically analyzing, asking questions, and making observations about the readings. You are expected to participate in a substantive way. It is not acceptable to wait until the end of the week as you will not be able to engage fully in the discussion and others will not have the opportunity to engage with your thoughts and comments. Each module will begin on Monday and run through the following Sunday. You must start posting for each module by Thursday at noon EST so that the class will have ample time to engage in discussion. Students will be expected to respond to each of the discussion questions posted. Further, students should respond to at least three posts from other classmates.	20 percent	February 11- April 21
Instructional Plan	Students will design a lesson embedded within a learning unit that provides evidence of differentiated instruction appropriate for their teaching position. The plan must include evidence of differentiation in terms of content, process and product as well as accounting for differences in depth and learning styles.	15 percent	March 17
Critical Reflection Journals	Each participant will maintain a response journal for the duration of the course. The critical response journal will be written in APA format. The topics in the course outline should comprise the bulk of the topics read. The responses will be evaluated on: <ol style="list-style-type: none"> 1. Short summary of the topic that accurately reflects the author's intent; 2. Reflection on reading that identifies key understandings, connections to other readings and experiences, application of the research to teaching/learning and influence on the reader. <p>All entries will be of the caliber expected at the graduate level. Journals should be between 3-5 double spaced typed pages in a legible 12-point font.</p>	30 percent (10 percent each)	1 st Journal due on February 24 ; 2 nd Journal due on March 31 ; 3 rd Journal due on April 14

The EDUC 623 Performance-Based Assessment			
Teaching/Learning Episode – Performance Based Assessment (PBA)	<p>Each participant will select one instructional activity to videotape. The activity must be at least 30 minutes in duration and no longer than 60 minutes. Each student will supply a unit plan (PYP and MYP) or detailed course outline (DP) in which the teaching/learning episode occurs and at least 15 lines of transcribed teacher-student or student-student interactions. In a critical paper (no more than 10 pages) that meets graduate-level expectations, the participant will describe, analyze and reflect on:</p> <ol style="list-style-type: none"> a. The episode’s instructional context and purpose b. Instructional planning and delivery that responds to a diversity of learners (differentiation) c. Evidence of learning through inquiry and critical thinking (what worked) d. Barriers to learning/instruction that occurred (what didn’t work and why) e. Contributions and implications of research with respect to relevant issues in teaching and learning f. Overall analysis of the episode’s educational outcomes (reflection) 	35 percent	April 21

Due Dates: Please note, all assignments with the exception of the PBA must be submitted by midnight EST on the due date through Blackboard. The PBA must be submitted to Taskstream®.

Class Schedule

Module 1		How do we develop a community of inquirers?
Dates	February 11-February 17	
Readings	<ul style="list-style-type: none"> • Wells pp. 1-22 & 171-194 • IB Learner Profile Booklet (on Blackboard) 	
Assignments due	<ol style="list-style-type: none"> 1. Post self-introduction (by February 15) 2. Participate in discussion one 	

Module 2		Teachers as reflective practitioners
Dates	February 18- February 24	
Readings	<ul style="list-style-type: none"> • Wells pp. 25-40 • What is an IB Education? (on Blackboard) 	
Assignments due	<ol style="list-style-type: none"> 1. Participate in discussion two 2. 1st Reflective Journal Due on February 24th 	

Module 3		The paradox of defining	
Dates	February 25-March 3		
Readings	<ul style="list-style-type: none"> • Boostrom pp. 1-54 		
Assignments due	1. Participate in discussion three		

Module 4		What teaching strategies and learning activities support the IB Learner Profile?	
Dates	March 4-March 10		
Readings	<ul style="list-style-type: none"> • Wells pp. 44-77 • Differentiated Instruction Folder (on Blackboard) 		
Assignments due	1. Participate in discussion four		

Module 5		How do we support student-centered learning?	
Dates	March 11-March 17		
Readings	<ul style="list-style-type: none"> • Fahey Chapters 7 and 8 (on Blackboard). From: <i>Ways to Learn Through Inquiry: Guiding Children to Deeper Understanding</i> 		
Assignments due	<ol style="list-style-type: none"> 1. Participate in discussion five 2. Instructional Plan due March 17 		

Module 6		The paradox of telling	
Dates	March 18-March 24		
Readings	<ul style="list-style-type: none"> • Boostrom pp. 57-104 • Wells pp. 99-133 		
Assignments due	1. Participate in discussion six		

Module 7 In what ways do we support the learning needs of all students?	
Dates	March 25-March 31
Readings	<ul style="list-style-type: none"> Teaching Students with Particular Special Education and Learning Needs (on Blackboard) Special Educational Needs within IB Programmes (on Blackboard)
Assignments due	<ol style="list-style-type: none"> Participate in discussion seven 2nd Reflective Journal Due on March 31

Module 8 Socratic seminars	
Dates	April 1- April 7
Readings	<ul style="list-style-type: none"> Read all three articles in Socratic Seminars folder (in Blackboard) View the video regarding a Socratic seminars from the IB school in Argentina (link is provided in Blackboard)
Assignments due	<ol style="list-style-type: none"> Participate in discussion eight

Module 9 The paradox of believing	
Dates	April 8-April 14
Readings	<ul style="list-style-type: none"> Boostrom pp. 107-158
Assignments due	<ol style="list-style-type: none"> Participate in discussion nine 3rd Reflective Journal Due on April 14

Module 10 How do we support self-regulated, independent inquiry?	
Dates	April 14-April 21
Readings	<ul style="list-style-type: none"> Wells pp. 134-149
Assignments due	<ol style="list-style-type: none"> Participate in discussion ten Teaching Learning Episode Due on April 21 (PBA) Fieldwork Due on April 21