



FAST TRAIN Programs

George Mason University
College of Education and Human Development
FAST TRAIN IB Certificate Program

EDUC 621:
Teaching and Learning in the International Baccalaureate Schools
3 Credits

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Office Hours: By appointment

Office: 2603 Thompson Hall

Meeting Dates: August 27 – November 4

Meeting Time: online

Meeting Location: online

Course Description: 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. Introduces the nature of inquiry, the role of standards and assessment in formulating instruction in IB settings.

***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.*

Nature of Course: This course is an online seminar. This means that 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.

This online course is **not self-paced**. You will be expected to complete one module every week. It is vitally important for each student to complete readings and activities on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the 10 modules, you should spend this amount of time on Blackboard in

addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated and manage their time well.

Learner Outcomes: This course is designed to enable students to:

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

Standards: The following standards will be addressed in this course:

National Board of Professional Teaching Standards (NBPTS)

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 programme philosophy promote it?
- b. How is the Programme curricula framework structured and what principles of learning underpin it?
- c. What is a programme of inquiry and how are they constructed? / What are the essential elements and processes of developing a program of learning?
- d. What are the essential features of the IB programme continuum?

Area of Inquiry 3: Assessment and Learning

- i. What is the role of assessment in the Programme?

Area of Inquiry 4: Professional learning

- n. What is reflective practice and how does it support program implementation and enhance practice?
- o. 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

Standards and Outcomes Matrix:

Outcomes	NBPTS/ASTL	IB	Technology
A	2, 5	1a	
B	1, 5, 6	1b	
C	2, 4	1c, 1d	
D	2, 4, 5	1d	
E	1, 4	1b, 1d	
F	3, 4	1c, 3i	
G	4, 5, 7	4n, 4o	IV

Required Course Texts:

Hayden, M., Thompson, J. & Walker, G. (2002). *International education in practice*: London: RoutledgeFalmer.
ISBN: 978-0749438357

Baker, T.J. (2012). *The International Baccalaureate: The International Baccalaureate program*. CreateSpace Independent Publishing Platform.
ISBN: 978-1470178727

Technology Resources:

*All students are required to have access to a computer with Internet access and a current GMU email account.

*All students will be enrolled in the online Curriculum Center through the International Baccalaureate Organization.

*Relevant Websites:

International Baccalaureate Organization – Online Curriculum Center (OCC)
<http://www.ibo.org/>

Practitioner Research as Staff Development:
<http://www.valrc.org/publications/research/index.html>

American Psychological Association
<http://www.apa.org>

GMU Policies and Resources for Students:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- [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 \[See <http://caps.gmu.edu/>\].](http://caps.gmu.edu/)
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].

Professional Dispositions

- Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Grading Scale for FAST TRAIN:

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

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 end of 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 of 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.

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) 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 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.

Online Participation/Attendance Policy: Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with more two or more absences will not receive credit for the course.**

Performance Based Assessment (PBA): All courses in the Certificate Program in Advanced IB studies will have a required Performance Based Assessment (PBA). The required PBA for this course is the *Culminating Program Standards Synthesis Assessment*. This assignment must be posted to Task Stream, where it will be reviewed and scored. Please see the FAST TRAIN website: http://fasttrain.gmu.edu/assets/docs/fast_train/IB-Archive.pdf for more guidelines about the PBA requirement.

TaskStream: Every student registered for any FAST TRAIN course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (*The Culminating Program Standards Synthesis Assessment*) to TaskStream (regardless of whether a course is an elective, a one-time 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.

Course Requirements:

All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignments: the Project Based Assessment (PBA), fieldwork log, and fieldwork reflection. The PBA and fieldwork paperwork will be uploaded into **Task Stream**. The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects ***will not be accepted without penalty***, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. Discussion board participation (20%)

****Due: Weekly**

Each week in our class we will have an online group discussion of the readings that are assigned for the week. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments).

Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. **Each module will begin on a Tuesday and run through the following Monday. You must start posting for each module by ***Friday at noon (EST)*** so that the class will have Saturday through Monday to engage in conversation.

**Students will be expected to respond to each of the discussion prompts posted.

Additionally, students should respond to **at least three posts from other classmates.

2. Journal Responses (20%)

****Due: according to student selection of readings**

Writing about what you have read is a useful way to synthesize your learning. In the journal responses you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about the IB and international education. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion. While the response should provide evidence that you did the reading **it**

should not simply be a summary of the readings. The response is an opportunity to demonstrate your careful reading of the assigned texts, it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching life experiences. You will need to complete **five (5)** reading responses, and you can pick and choose which readings to which you wish to respond. Entries should be one page, single-spaced and in a legible 12-point font.

Further instructions will be posted on Blackboard.

3. Mission Statement Paper (10%)

****Due: September 23**

Each student will construct a paper discussing the alignment of the IB Learner Profile with the IB Mission statement. In this paper, students will reflect on and discuss how the IB Learner Profile, adopted by all 3 programs of the IB, is evidence of the Mission Statement in action. The paper should be 3-5 double-spaced pages in a legible 12-point font.

Further instructions will be posted on Blackboard.

4. International Perspective Paper (10%)

****Due: October 7**

Each student will write a paper that describes and discusses the role of the IB in international education. The paper should be 3-5 double-spaced pages in a legible 12-point font.

Further instructions will be posted on Blackboard.

5. Independent Reading Project (10%)

****Due: October 21**

Each student will select a text in the field of international education, the IB, or education in general and create a book review. Texts must be pre-approved by the instructor, and only one student may review a given text. The book reviews, when completed, will be posted online on Blackboard, so that all participants in the class will have the opportunity to get a quick glimpse of the text and perhaps find additional texts on the subject that they wish to read. The book review should be between 500 and 600 words.

Further instructions will be posted on Blackboard.

6. Field Experience and Field Experience Reflection (5%)

****Due: November 1**

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard.

In addition to the fieldwork log, each student will write a 2-3 page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process of conducting the work necessary to complete the PBA.

***Field Logs and Field Experience Reflections to be uploaded on Task Stream**

7. Culminating Program Standards Synthesis Assessment (*Performance Based Assessment – PBA*) (25%)

****Due: November 4**

After 20 hours of IB school observations, students will complete a reflective/analytical essay that will identify the critical elements that distinguish each program in the written curriculum, taught curriculum, and learned curriculum. The essay should analyze how the IB curriculum meets the developmental and intellectual needs of students at each of the three age levels and discusses the role the teacher and student play in instruction and assessment throughout the continuum of learning. Students must specifically address the critical elements that are present in the IB curriculum and the strengths and weaknesses of the curriculum as compared to others. Students should incorporate experiences from their fieldwork as well as readings and research to support their analysis. The final paper should be approximately 10 double-spaced pages and should be in a legible 12-point font.

Further instructions will be posted on Blackboard.

Assignments, Grading, and Due Dates:

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Discussion Board	20	C, F, G	Weekly
Journal Responses	20	A, B, C, D, E, F	Various
Mission Statement Paper	10	A, B	September 23
International Perspective Paper	10	A, B	October 7
Independent Reading Project	10	A, B	October 21
Field Experience and Field Experience Reflection	5	All	November 1
Culminating Program Standards Synthesis Assessment (<i>PBA</i>)	25	B, C, D, E, F	November 4