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

EDUC 623:
Methods and Strategies for Teaching in IB Schools
3 Credits
Spring 2015

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Office Hours: By appointment
Meeting Dates: January 6-March 16
Meeting Time: Online
Meeting Location: Online

<u>**Course Description:**</u>
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.

Please ensure you read the <u>whole</u> syllabus. It contains important information that will help you complete the course smoothly.

<u>**Prerequisites**</u>:
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.

<u>**Nature of Course:**</u>
This course is an online 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.

Technical Requirements:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free by clicking on the link next to each plug-in:
- Adobe Acrobat Reader: http://get.adobe.com/reader/
- Windows Media Player: http://windows.microsoft.com/enUS/windows/downloads/windows-media-player
- Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

Course Week:
This course is asynchronous. Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesdays and finish on Mondays. Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be three times per week. Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Students are expected to demonstrate competence in the use of all course technology. You are expected to seek assistance if they are struggling with technical components of the course and should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budge time accordingly. Late work will not be accepted based on individual technical issues.

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, DP and IBCP?)
f. What teaching strategies and learning activities support program learning outcomes?
g. What instructional strategies are involved in supervising student planning and production of personal projects?
h. How does the program support the learning needs of all students?
i. 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?
j. 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, 2f, 4n	
B	4	2f, 4n	
C	2,4	2f, 2g, 4o	
D	1,4,6	2g, 4n, 4p	IV
E	3,5	2f, 4o	
F	1,2	2e, 2f, 4o	
G	2,6	2g, 2j, 4p	IV
H	3,6	2h, 4p	
I	5,7	2f, 4n, 4o	

Required text:

Allen, J., & Alexander, L. (Eds.). (2013). *Practitioner Inquiry Series: A Critical Inquiry Framework for K-12 Teachers: Lessons and Resources from the U.N. Rights of the Child*. New York, NY: Teachers College Press.

Additional readings will be drawn from contemporary journals as well as published research on international education and International Baccalaureate programs.

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

Relevant Websites:
- International Baccalaureate Organization, http://www.ibo.org
- Practitioner Research as Staff Development, http://www.aelweb.vcu.edu
- 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/]. The principle of academic integrity is taken very seriously and violations are treated as such. *Violations of the honor code* include: copying a paper or part of the paper from another student (current or past); reusing work that you've already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work); copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
- Students may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.
- 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/].
- 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/].
- 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/].

- FAST TRAIN students are expected to attend *all* class periods 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.

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 Policy:
At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course

Note: "C" is not satisfactory for a licensure course. "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.

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 an in-depth paper, also known as the **Instructional Activity Analysis**. 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 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 to Task Stream (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 Task Stream. Failure to submit the assessment to Task Stream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Task Stream submission, the IN will convert to an F nine weeks into the following semester.

Netiquette:
As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are the netiquette guidelines for working and communicating online:
• Do not use offensive language.
• Never make fun of someone's ability to read or write.
• Keep an "open-mind" and be willing to express even your minority opinion.
• Think before you push the "Send" button.
• Do not hesitate to ask for feedback.
• When in doubt, always check with your instructor for clarification.
• Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

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).

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but usually within 24 hours.

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 withdraws 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.**

Task Stream:
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 Teaching learning Episode) to Task Stream (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 Task Stream. Failure to submit the assessment to Task Stream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Task Stream submission, the IN will convert to an F nine weeks into the following semester.

Late Work/Submissions:
At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Requirements:
All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignment - the Project Based Assessment (PBA) and the fieldwork materials. The PBA and fieldwork documentation should be uploaded into **Task Stream.** The submission deadline for assignments is 11:59 pm EST of the due date unless indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. All writing assignments should be submitted as Word documents. 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, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

Discussion Module Participation Requirements:
Each week in our class we will have an online group discussion of the readings that are assigned for the module. 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 Friday through Monday to engage in conversation.

Students will be expected to respond to each of the discussion questions that the instructor posts. Additionally, students should respond to **three posts from other classmates.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general "criteria for Blackboard Discussions" below.

Important Note: Discussion board for each module will be "open" only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week's discussion board during the week we are working on it.

Criteria for Blackboard Discussions

1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph and a maximum of two paragraphs.
2. Each module begins on a Tuesday. You should *begin* posting by Friday at noon (at the latest). This will give us time to engage in discussion over the remainder of the module.
3. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
   *Please note: it is acceptable to post your responses to my initial questions at the same time. However, your responses to your colleagues should be distributed throughout the course of the module and not done in one fail swoop.
4. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
   *Please note: it is perfectly fine to send "agree" or "great idea" responses with a brief comment on why you agree (or perhaps disagree). These responses do **not** have to be a paragraph in length.
5. Every week you should respond to **each** of the discussion questions that I post. Additionally, you should respond to at least **three** posts from other classmates **unless** otherwise noted in the discussion board prompt. Please try not to respond to the same two people each week.
6. Address the questions as much as possible (don't let the discussion stray).
7. It is a **good idea** to use quotes from the articles/books that support your postings. Include page numbers when you do quote.
8. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
9. Use proper etiquette (proper language, typing, etc.). Please avoid using "text" talk (such as "C U," "B4," "cuz," etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

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 a classroom appropriate for your teaching position. **A fieldwork log and evaluation form must be posted to Task Stream 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/ Outcomes Addressed: All	N/A but if fieldwork is not completed a grade will not be issued until requirement is met.	**March 16**
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 Tuesday and run through the following Monday.** You must start posting for each module by	15 percent	**January 6-March 16**

	Friday 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. See syllabus for further guidelines. Outcomes Addressed: A, B, C, I		
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. A rubric will be posted on Bb. Outcomes Addressed: A, B, D, F, G, I	10 percent	February 2
Multimedia Inquiry Project: Conventions of the Rights of the Child	This assignment is designed to get students working with the topics contained in the CRC and focus them on social justice and human rights. Examples of topics include: poverty, adequate standard of living, health, goals of education, preservation of identity, children of minorities, or discrimination. **You must have your topic approved by the instructor, and only one student will be permitted per topic. Skype meetings may be set up to discuss topics.** Working independently, students will utilize a multimedia tool (Prezi, iMovie, PowerPoint, etc.) to design a presentation on his or her selected topic. Presentations will be shared with the entire class online. The goal of the presentation is to teach your fellow classmates about this specific topic, and the presentation should be viewed as one that could be presented to a class of students on your current level. Please consider this as something that you might be able to use in your classroom situation. You may design it in conjunction with any subject – literature, math, history as applicable and useful. Students should have a minimum of *five* sources for your presentation that are developmentally appropriate. **Please note the presentation is not necessarily a summary of the topic, rather it should identify information that will be helpful to you as a teacher.** In addition, supply at least *three* on-line resources that your colleagues can draw upon to find further resources and information about your topic. The presentation will count for **15%** of your final grade, and the rubric will be located on Blackboard. Outcomes Addressed: A, B, C, D, F, G, H, I	20 percent	February 23
Critical Reflection Journals	Each participant will maintain a response journal for the duration of the course. Students will write two journals based on readings that interest, provoke, or stimulate their ideas about the IB, international education, or their teaching practice. Writings should be professional in tone and should make use of the readings to motivate discussion. The journal should be written in APA format. This assignment is a space to work through and challenge ideas and make the readings relevant to your own experiences. The responses will be evaluated on: 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.	20 percent (10 percent each)	*1st* Journal due on **TBD**; *2nd* Journal due on **TBD**;

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	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. **All journals MUST be completed by March 9th.** Outcomes Addressed: All		

Teaching/Learning Episode – Performance Based Assessment (PBA)	**The EDUC 623 Performance-Based Assessment (PBA)**
	
	Each participant will select one instructional activity to record (visually). 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 or IBCP) in which the teaching/learning episode occurs. In a critical paper (10 – 12 pages) that meets graduate-level expectations, the participant will describe, analyze and reflect on:
	
	  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)
	
	Outcomes Addressed: A, B, C, D, F, G, H, I
		35 percent	**March 16**

Class Schedule

Module 1	Critical inquiry through the Convention of the Rights of the Child
Dates	January 6-January 12
Readings	• Allen & Alexander pp. 1-19 • UN Convention on the Rights of the Child (on Blackboard) • Pros and Cons of United States Ratification of the Convention of the Rights of the Child (on Blackboard) • Other Human Rights Documents – (Folder in Blackboard)
Assignments due	1. Post self-introduction (by noon January 9th) 2. Participate in discussion one 3. Journal option

Module 2	Poverty as it relates to standards of living
Dates	January 13-January 19
Readings	• Allen & Alexander pp. 20-34 and 90-108
Assignments due	1. Participate in discussion two 2. Journal option

Module 3	The value of culture and international-mindedness
Dates	January 20-Janaury 26
Readings	• Allen & Alexander pp. 54-89 • Global Engagement – Teaching and Learning about Rights (on Blackboard) • Howard pp. 51-66 (on Blackboard)
Assignments due	1. Participate in discussion three 2. Journal option

Module 4	Supporting the learning needs of all students
Dates	January 27-February 2
Readings	• Read articles in Differentiated Instruction Folder (on Blackboard) • View "An Introduction to DI" and "Common Misconceptions about DI" in Differentiation Central (on Blackboard) • Read Learning Diversity in the International Baccalaureate Programmes: Special Education Needs within the International Baccalaureate Programmes (on Blackboard) • Read Allen & Alexander pp. 35-53
Assignments due	1. Participate in discussion four 2. Instructional Plan Due February 2nd 3. Journal option

Module 5	Identity and freedom of thought
Dates	February 3-February 9
Readings	• Allen & Alexander pp. 109-126 • Listen to Thandie Newton: Embracing Otherness, Embracing Myself (on Blackboard)
Assignments due	1. Participate in discussion five 2. Journal option

Module 6	Socratic seminars
Dates	February 10-February 16
Readings	• Read all articles in Socratic Seminars folder (on Blackboard) • View the videos regarding Socratic seminars (see folder in Blackboard)
Assignments due	1. Participate in discussion six 2. Journal option

Module 7	Gender issues and education
Dates	February 17-February 23
Readings	• Read Education and Women's Right's Global Guides (on Blackboard) • Read "Perspectives on Gender Equality and the Barrier of Culture on Education" (in Blackboard)
Assignments due	1. Participate in discussion seven 2. Multimedia Inquiry Project Due on February 23rd

Module 8	Selecting texts for critical inquiry
Dates	February 24-March 2
Readings	• Allen & Alexander pp. 150-172
Assignments due	1. Participate in discussion eight 2. Journal option 3. Multimedia Inquiry Project Critiques Due by noon February 27th

Module 9	Taking action through service learning
Dates	March 3-March 9
Readings	• Allen & Alexander pp. 127-149 • Read Discussion Document for the Curriculum Review of Creativity, Action, and Service (on Blackboard) • Read International Baccalaureate Diploma Programme: Study of North and South American Students' Civic-Mindedness (on Blackboard)
Assignments due	1. Participate in discussion nine 2. Journal option – **LAST WEEK TO TURN IN A JOURNAL**

Module 10	Teaching and assessing the Learner Profile in a human rights context
Dates	March 10-March 16
Readings	• Review Teaching Human Rights: Practical Activities for Primary and Secondary Schools (on Blackboard)
Assignments due	1. Participate in discussion ten 2. Post-Assessment Due in Blackboard by 11:59 p.m. EST 3. Complete University Evaluation 4. Instructional Activity Analysis and Video Due on March 16th (PBA) – Due by 11:50 p.m. EST in Task Stream 5. Fieldwork Due on March 16th - Due by 11:59 p.m. EST in Task Stream

PBA Rubric

Instructional Activity Analysis				
Criteria:	Exemplary 4	Proficient 3	Partially proficient 2	Not proficient 1
Purpose	Clear and comprehensive description of the purpose of the teaching-learning episode, including range and balance.	Sound description of the teaching-learning episode including range and balance.	Description of the teaching-learning episode gives an incomplete picture of the teaching episode and fails to fully discuss range and balance.	Little to no description of the purpose of the teaching episode, range and balance are scantily discussed.
Differentiation	Clear and comprehensive description of the learners. Includes assessment of learning needs and specific examples of how the teaching episode was differentiated based on the assessments.	Very good description of the learners. Includes some assessment information and a few examples of how the teaching episode was linked to the selection of differentiated strategies.	Satisfactory description of the learners. Little evidence of assessment and unclear links to differentiated strategies.	Description of the learners is vague and unclear. Few or no connections between learner assessment and differentiated strategies.

Evidence of Learning	Evidence of student learning is clearly documented. Significant evidence is provided that supports teaching implications.	Evidence of student learning is documented. Sufficient evidence is provided to support teaching implications.	Evidence of student learning is apparent but unclearly documented. Insufficient evidence is provided to support teaching implications.	Evidence of student learning provided is unclear or insufficient There is insufficient depth in evidence to support teaching implications.
Barriers to Learning/Instruction	Description of episode gives a comprehensive picture of the barriers to learning and instruction. Multiple recommendations for changes are provided.	Description of the episode gives clear picture of the barriers to learning/instruction. A single recommendation for change is provided.	Description of the episode gives an incomplete picture of the barriers. No suggestions for change provided.	Little to any description of the episode. No suggestions for change provided.
Teaching Implications	Thoroughly and effectively describes the connection between collected data and teaching recommendations that are supported by research.	Very good description between collected data and teaching recommendations that are supported by research.	Satisfactory description of the relationship between data collected and teaching implications supported by some research.	Description is vague and unclear. No clear research support is given for teaching implications.
Reflects on teaching-learning episode	In-depth & comprehensive reflection of the teaching/learning episode.	A clear reflection of the teaching/learning episode.	A limited reflection of teaching/learning episode	Little or no reflection of the teaching/learning episode.
Overall	Individual analysis is comprehensive. Very clearly organized and very well-written with no significant errors.	Individual analysis is clearly presented. Clearly organized and well-written with few errors.	Individual analysis is incomplete. Organization and errors detract from overall quality of writing.	Individual analysis is incomplete. Disorganized and poorly written.