

**George Mason University**  
**College of Education and Human Development**  
**Teaching Culturally & Linguistically Diverse and Exceptional Learners**

EDUC 627 – Contemporary Issues and Trends in IB  
3 Credits, Summer 2018  
CRN: 42779

**Faculty:** Kimberley Daly, Ph.D.

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**Office Hours:** By appointment (When making appointments, please be mindful of time zones.)

**Meeting Dates:** March 20 – June 11

**Meeting Time:** Online

**Meeting Location:** Online

### **Prerequisites/Corequisites**

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

### **University Catalog Course Description**

This course focuses on current IB research, trends and issues as well as international, national and state/provincial legislation concerning schools and the potential impact on IB schools. Participants are prepared as leaders and advocates for IB programs and their students.

**Please ensure you read the whole syllabus. It contains important information that will help you complete the course smoothly.**

### **Course Overview**

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.

For each of the 12 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.

## Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on March 16, 2018 by 7 pm EST.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 download trial software to their computer or tablet as part of course requirements.
  - The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Tuesdays and finish on Mondays**.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **3** times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to:

- a. Gain knowledge of historical, political and theoretical perspectives as well as major current trends and issues in international education and how they related to current IB education professional roles and programs.
- b. Examine the role of federal and state-provincial legislation and policy on education programs and services for children and their families.
- c. Examine the purpose of advocacy and the role of local, state-provincial, national and international organizations.
- d. Discuss the intersection of equity and excellence.
- e. Synthesize the implications of current trends and issues within the context of historical, political and theoretical perspectives in international education.

- f. Possess the knowledge and skills to communicate effectively on behalf of international education and IB programs.

### **Professional 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 philosophy support it?
- a. What is the context in which your IB school exists? What political, social and legislative forces affect the delivery of the program?
- a. How are the aims of the IB program congruent with national philosophy in your context? How are they different?
- b. In what ways does your program support intercultural awareness and the development of cultural identity? International mindedness?
- b. In what ways does your program come into conflict with local norms, values and beliefs? How is that addressed?

##### *Area of Inquiry 4: Professional Learning*

- n. What is reflective practice and how does it support program implementation and enhance practice?
- n. How does your setting promote a Community of Learners?
- n. What is the role of collaborative working practice in supporting program learning outcomes?
- o. In what ways to political, social and legislative matters affect building a community of professional practice?
- o. In what ways is technology supporting your Community of Learners?
- p. How have you used technology to extend your learning community?
- p. How do we determine the effectiveness of our learning community?

## Technology (ISTE):

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

### Learning Objectives and Outcomes Table:

<i>Outcomes</i>	<i>NBPTS/ASTL</i>	<i>IB</i>	<i>Technology</i>
<b>A</b>	1,5,7	1a ,1b,4n,4o	
<b>B</b>	1,5,7	1a, 1b, 4n, 4o	
<b>C</b>	5,6,7	1a, 1b, 4o, 4p	
<b>D</b>	1,6	1a, 1b	
<b>E</b>	1,4	1a, 1b	
<b>F</b>	1,5,7	1a, 1b, 4n, 4o, 4p	IV

### REQUIRED TEXTS:

Pearce, R., Ed. (2013). *International Education and Schools: Moving Beyond the First 40 Years*. London: Bloomsbury

Additional readings will be drawn from contemporary journals as well as published research on international education and International Baccalaureate and other programs. It is also suggested that students have access to an APA 6<sup>th</sup> edition manual.

### 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 Program Resource Center (PRC) through the International Baccalaureate.

### 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>

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete

(IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## FIELDWORK REQUIREMENT

**There is no field experience requirement for EDUC 627.**

### Assignments and/or Examinations

<i>Assignment Description</i>	<i>Grade %</i>	<i>Outcomes Addressed</i>
<b>Discussion Board Responses</b>	10	A, B, C, D
<b>Idea Paper</b>	15	A, B, C, D, E, F
<b>Policy Analysis</b>	15	A, B, C, D, E, F
<b>Peer Draft Review</b>	10	A, E, F
<b>Annotated Bibliography &amp; Abstract</b>	15	A, B, C, E
<b>PBA</b>	35	A, B, C, D, E, F

### Grading

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:

<b>Grade</b>	<b>GRADING</b>	<b>Grade Points</b>	<b>Interpretation</b>
<b>A+</b>	<b>=100</b>	<b>4.00</b>	<b>Represents mastery of the subject through effort beyond basic requirements</b>
<b>A</b>	<b>94-99</b>	<b>4.00</b>	
<b>A-</b>	<b>90-93</b>	<b>3.67</b>	
<b>B+</b>	<b>85-89</b>	<b>3.33</b>	<b>Reflects an understanding of and the ability to apply theories and principles at a basic level</b>
<b>B</b>	<b>80-84</b>	<b>3.00</b>	
<b>C*</b>	<b>70-79</b>	<b>2.00</b>	<b>Denotes an unacceptable level of understanding and application of the basic elements of the course</b>
<b>F*</b>	<b>&lt;69</b>	<b>0.00</b>	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

### Honor Code & Integrity of Work

**Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously, and violations are treated as such.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);

2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. 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/>
4. You 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.

### **Late Work Policy**

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 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 APTDIE 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 responses. Not participating in an online response module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

### **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 9th 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 APTDIE office.

### **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 Email and Web Policy:**

Mason uses electronic mail ([www.gmu.edu/email](http://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.

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 always within 24 hours unless there is an out of office message up explaining a delay.

**COURSE SCHEDULE**

Module 1	International schools and the IB
<b>Dates</b>	March 20 – March 26
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Pearce Chapters 1 and 9</li> </ul>
<b>Assignments due</b>	<ol style="list-style-type: none"> <li>1. Post self-introduction (<b>by 11:59 pm EST March 23</b>)</li> <li>2. Participate in discussion one</li> </ol>



Module 2 Curriculum and mission	
<b>Dates</b>	March 27 – April 2
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Hayden &amp; Thompson Chapter 3 (on Bb)</li> <li>• Is the International Baccalaureate Diploma Programme Effective at delivering the International Baccalaureate Mission Statement? (on Bb)</li> </ul>
<b>Assignments due</b>	1. Participate in discussion two

Module 3 National schools and the IB	
<b>Dates</b>	April 3 – April 9
<b>Readings</b>	<ul style="list-style-type: none"> <li>• From International Schools to Inner-City Schools: The First Principles of the International Baccalaureate Diploma Program (on Bb)</li> <li>• The Denationalization of Education and the Expansion of the International Baccalaureate (on Bb)</li> </ul>
<b>Assignments due</b>	<ol style="list-style-type: none"> <li>1. Participate in discussion three</li> <li>2. <b>Idea Paper due by 11:59 pm EST on April 9</b></li> </ol>

Module 4 Language policies	
<b>Dates</b>	April 10 – April 16
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Pearce Chapter 5</li> <li>• Acquiring Languages (on Bb)</li> <li>• Investigating Language Policies in IB World Schools (on Bb – read Introduction, Literature Review, and Research Methodology <i>plus</i> select three case studies from three different countries)</li> </ul>
<b>Assignments due</b>	1. Participate in discussion four

Module 5		Student diversity
<b>Dates</b>	April 17 – April 23	
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Pearce Chapter 4</li> <li>• Expanding Opportunities for High Academic Achievement: An International Baccalaureate Diploma Programme in an Urban High School (on Bb)</li> </ul>	
<b>Assignments due</b>	<ol style="list-style-type: none"> <li>1. Participate in discussion five</li> <li>2. <b>Policy Paper due by 11:59 pm EST on April 23</b></li> </ol>	

Module 6		International education and international mindedness
<b>Dates</b>	April 24 – April 30	
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Pearce Chapter 7</li> <li>• International Mindedness: Moving from the Abstract to Implementation (on Bb)</li> <li>• International Mindedness of Native Students as a Function of the Type of School Attended and Gender (on Bb)</li> </ul>	
<b>Assignments due</b>	<ol style="list-style-type: none"> <li>1. Participate in discussion six</li> </ol>	

Module 7		Academic honesty
<b>Dates</b>	May 1 – May 7	
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Academic Honesty in the IB Educational Context (on Bb)</li> <li>• Academic Honesty (on Bb)</li> </ul>	
<b>Assignments due</b>	<ol style="list-style-type: none"> <li>1. Participate in discussion seven</li> <li>2. <b>Annotated bibliography and abstract due by 11:59 pm on May 7</b></li> </ol>	

Module 8		University readiness and performance
<b>Dates</b>	May 8 – May 14	
<b>Readings</b>	<ul style="list-style-type: none"> <li>• International Baccalaureate Diploma Programme: Examining College Readiness (on Bb)</li> <li>• Diploma Programme Students' Enrollment and Outcomes at US Postsecondary Institutions 2008-2014 (peruse, on Bb)</li> </ul>	
<b>Assignments due</b>	<ol style="list-style-type: none"> <li>1. Participate in discussion eight</li> <li>2. <b>Email journal manuscript draft to peer(s) by 11:59 pm EST on May 14</b></li> </ol>	

Module 9		Writing week
<b>Dates</b>	May 15 – May 21	
<b>Readings</b>	<ul style="list-style-type: none"> <li>• No readings this week</li> </ul>	
<b>Assignments due</b>	<ol style="list-style-type: none"> <li>1. Work on drafts and peer editing of journal manuscript.</li> <li>2. If you have questions about your PBA, please schedule a conference with Dr. Daly this week.</li> </ol>	

Module 10		Writing and conference week
<b>Dates</b>	May 22 – May 28	
<b>Readings</b>	<ul style="list-style-type: none"> <li>• No readings this week</li> </ul>	
<b>Assignments due</b>	<ol style="list-style-type: none"> <li>1. <b>Turn Peer Draft Review into Bb no later than 11:59 pm EST on May 28</b></li> </ol>	

Module 11		Looking at the IB Learner Profile	
<b>Dates</b>	May 29 – June 4		
<b>Readings</b>	<ul style="list-style-type: none"> <li>• IB Learner Profile: A Comparative Study of Implementation, Adaptation, and Outcomes in India, Australia, and Hong Kong (peruse, on Bb)</li> </ul>		
<b>Assignments due</b>	1. Complete discussion 11		

Module 12		Wrapping up	
<b>Dates</b>	June 5 – June 11		
<b>Readings</b>	<ul style="list-style-type: none"> <li>• No readings this week</li> </ul>		
<b>Assignments due</b>	<ol style="list-style-type: none"> <li>1. <b>Journal manuscript due by 11:59 pm EST June 11</b></li> <li>2. <b>Complete Mason evaluation as requested</b></li> <li>3. <b>Complete EDUC 627 post-assessment (in Bb) by June 11</b></li> <li>4. <b>Complete discussion 12</b></li> </ol>		

### Explanations of Assignments

#### Discussion Board/Wiki – 10% of Grade

As this course will be very small, Discussion Board will be treated more as a Wiki, where you will be required to respond to all questions posed by me with a considered and complete response. Please use these responses to work out APA issues as well as to test ideas and to consider various trends and problems in IB. Each response should be at least three paragraphs and should include correct APA citations. At the end of each module, you will receive a score based on your response. Below is the rubric that will be used to provide your scores.

Weekly Response Rubric			
Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
<b>Content quality:</b> Responsive to discussion and demonstration of knowledge and understanding gained from	It is very clear that readings were understood and incorporated well into responses.	The readings appear to be generally understood and there is some incorporation into responses.	It is not evident that readings were understood and/or not incorporated into discussion.

assigned reading(s)			
<b>Writing/Response Quality:</b>	Writing is professionally crafted. Sources are correctly cited using APA.	Writing is generally clear. There are some errors with APA.	Writing is unclear and full of errors. There are many or repeated APA errors.
<b>Context/Going Further:</b>	Students has taken the readings further and pushed thinking to other topics related to IB, teaching, or international education in a comprehensive manner.	Student has taken the readings further and connected them basically to IB, current teaching practice, or international education.	Student makes a vague or no connection to IB, teaching, or international education.
	Met (1 point)		Not Met (0 points)
<b>Timeliness:</b>	Post(s) is/are completed on time.	Post(s) is/are late.	

### **Idea Paper**

This paper is to be to be a space for the student to propose a topic for the final journal manuscript. It should be no more than three pages in length (in APA format) and should discuss the topic, the reasoning for the pursuit of the topic, the application to the student’s educational role, and the proposed thesis/direction. It is expected that the student has done a small amount of preliminary research before writing the proposal and reference are provided. Feedback will be provided from the idea paper and topics will be approved or modifications might be suggested. Conferences can be set up to discuss possible topics.

<b>Idea Paper (15% of grade) – Due April 9</b>				
<b>Criteria:</b>	<b>Exemplary 4</b>	<b>Proficient 3</b>	<b>Partially proficient 2</b>	<b>Not proficient 1</b>
<b>Topic Idea</b>	The project clearly, comprehensively and innovatively addresses the current trend or issue identified.	The project clearly addresses the current trend or issue identified.	The project somewhat addresses the current trend or issue identified	The project does not address the current trend or issue identified.
<b>IB Context</b>	Plan shows sophisticated understanding of the IB context.	Plan shows some understanding of the IB context.	Plan shows limited understanding of the IB context.	Plan shows little understanding of the IB context.
<b>Organization</b>	Work is very clearly organized and very well-written with no significant errors.	Work is organized and generally well-written.	Organization and errors detract from overall quality.	Work is disorganized and poorly written.
<b>References</b>	A range of academic references is used to very good effect.	Some academic references are included.	Some academic references are included.	Academic references are missing or incomplete.

### **Policy Analysis**

Students will select a policy at district, regional, or national level and analyze its impact on IB programmes, professional roles, and student learning. This assignment will be done individually and is meant for students to critically assess how policy impacts programs, students, teachers, and/or organizations. Students are encouraged to seek out sources from various parts of the world and publications if relevant. The paper should be **three to five pages in APA format.**

<b>Policy Analysis (15% of grade) – Due April 23</b>				
	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially proficient</b>	<b>Not proficient</b>
<i>Criteria:</i>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Description</b>	Provides very clear, concise overview of selected policy.	Provides clear overview of selected policy.	Provides basic overview of selected policy.	Overview of selected policy is minimal or missing.
<b>Analysis</b>	Provides extensive, detailed analysis of impact on IB programmes, professional roles and student learning.  Shows in-depth understanding of both the policy and the IB context.	Provides analysis, in some detail, of impact on IB programmes, professional roles and student learning.  Shows sound understanding of both the policy and the IB context.	Provides unclear or incomplete analysis of impact on IB programmes, professional roles and student learning.  Shows basic understanding of both the policy and the IB context.	Provides insubstantial analysis of impact on IB programmes, professional roles and student learning.  Shows little understanding of either the policy or the IB context.
<b>Connections</b>	Is perceptive in identifying implications for own school and classroom, making several specific connections between policy and practice.	Identifies implications for own school and classroom, making some specific connections between policy and practice.	Identifies some implications for own school and classroom, although connections between policy and practice are superficial.	Makes no substantial connections between policy and practice
<b>Reflection</b>	Provides extensive, thoughtful reflection on own reaction to policy and identifies and examines potential biases.	Provides thoughtful reflection on own reaction to policy and identifies potential biases.	Provides some reflection on own reaction to policy but does not identify potential biases.	Provides no critical reflection.

<b>Overall</b>	Very clearly organized and very well-written with no significant errors.  A range of academic references used effectively to support analysis.	Clearly organized and well-written with few errors.  Academic references used effectively to support analysis.	Organization and errors detract from overall quality of writing.  Some academic references are included.	Disorganized and poorly written.  Academic references are missing or incomplete.
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### **Annotated Bibliography and Abstract**

This assignment is connected to the PBA and should be done with this assignment in mind. It is designed to get students thinking in the direction of the PBA and allow instructor feedback prior to the final PBA due date. Students should select a topic of relevance around a current trend or issue in IB schools. As students research that topic, they should construct an annotated bibliography of at least **12** sources related to that topic. Sources should be from a variety of scholarly sources in relation to nationality of author, time, and journal and all should be listed with a correct APA citation and brief annotation (one to two paragraphs) explaining the content of the source and the source's connection to the journal manuscript. In addition, students should construct and write an abstract of no more than 200 words describing the content of the journal manuscript. It is suggested that students review abstracts of journal articles for models.

<b>Annotated Bibliography and Abstract (15% of grade) – Due May 7</b>				
	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially proficient</b>	<b>Not proficient</b>
<b>Criteria:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Research Question &amp; Abstract</b>	Clear idea of the research question. Abstract provides detailed information and is well-written.	Clear idea of the research question. Abstract is clear and provides a good map of paper.	Research question may be less defined. Abstract leaves questions that need to be answered.	Research question is hard to ascertain. Abstract is very unclear.



<b>Required Sources</b>	At least 12 sources are provided and annotated.	At least 10 sources are provided and annotated.	At least 8 sources are provided and annotated.	< 8 sources are provided and annotated.
<b>APA Format</b>	Correct APA style is used.	Minor mistakes using APA style.	Minor mistakes using APA style.	Mistakes made using APA style make it difficult to determine where the source was found.
<b>Annotations</b>	Annotations show that the writer clearly understood articles and connects them to their research question as well as evaluated it as scholarship.	Annotations show that the writer understood articles and mostly connects them to their research question as well as evaluated it as scholarship.	Annotations may be less clear about the connections between the research question or how sources were evaluated for scholarship.	Some annotations problematic either in connection between research question or how they were evaluated as scholarship.
<b>Overall</b>	Very clearly organized and very well-written with no significant errors.  A range of academic sources used effectively.	Clearly organized and well-written with few errors.  Academic sources used effectively.	Organization and errors detract from overall quality of writing.  Sources may all be from same place.	Disorganized and poorly written.  Academic sources are incomplete, out of date, or disconnected.

### Peer Draft Review

This assignment is meant to allow students to receive and provide peer feedback of the journal manuscript. It is also meant to keep students on track in writing and working on the journal manuscript. Students will be assigned no more than two students to provide their draft paper in Word. Students will then need to read and review the paper making notes using Comments and track changes and then return to the writer so that it can be submitted to Bb for professor review.

<b>Peer Draft Review (10% of grade) – Due May 14</b>				
<i>Criteria:</i>	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially proficient</b>	<b>Not proficient</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Topic Idea</b>	The project clearly, comprehensively and innovatively addresses the current trend or issue identified.	The project clearly addresses the current trend or issue identified.	The project somewhat addresses the current trend or issue identified	The project does not address the current trend or issue identified.
<b>Draft Development</b>	Draft shows significant development of ideas and student is making excellent progress.	Draft shows good development of ideas and student is making good progress.	Draft shows limited development of ideas and student may need to do additional research.	Draft has limited development and student definitely needs to do additional research.
<b>Peer Editing</b>	Comments from peer(s) are substantial and provide guidance that advance the paper in content, mechanics, and organization.	Comments from peer(s) are more limited but do provide guidance that advance the paper in content, mechanics, and organization.	Comments from peer(s) are substantial but only really address mechanics, organization, or APA.	Comments from peer are limited in scope or brief.

### **PBA/Journal Manuscript**

This project is to be designed in conjunction with the instructor and should be relevant to the educational role of the participant. The student will select a topic of relevance around a current trend or issue in IB schools, research that topic and craft a publishable quality paper of **4,000-6,000 words including references**. There are two goals for this exercise: 1) to encourage students to think about the course readings and to his/her own experiences in the program in greater depth and 2) to help develop how to express ideas and defend them with appropriate supporting material.

Your final submission will also include a **separate** two-page written reflection concerning the process of writing this manuscript as well as any changes you might have decided to make after submitting your annotated bibliography and abstract.

<b>Journal Manuscript (35% of grade) – Due June 11</b>				
<i>Criteria:</i>	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially proficient</b>	<b>Not proficient</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of Topic</b>  <i>Area of Inquiry 2;</i> <i>Domain F</i>	The topic being explored is clearly explained in detail.	The topic being explored is clearly with some detail.	The topic vaguely described with some detail.	The topic being explored is not clearly articulated.
<b>Topic Rationale</b>  <i>Area of Inquiry 2;</i> <i>Domain F</i>	The rationale for exploring the topic is explained in-depth.	The rationale for exploring the topic is explained in some detail.	The rationale for exploring the topic is vague with limited detail.	The rationale for exploring the topic is not explained.
<b>Connection of Topic to IB</b>  <i>Area of Inquiry 1;</i> <i>Domain A</i>	Shows in-depth understanding of the IB context.	Shows sound understanding of the IB context.	Shows basic understanding of the IB context.	Shows little understanding of the IB context.

<b>Analysis of Trend on IB Education</b>  <i>Area of Inquiry 1;</i>  <i>Domain A</i>	Provides extensive, detailed analysis of impact on IB programmes, professional roles and/or student learning.	Provides analysis, in some detail, of impact on IB programmes, professional roles and/or student learning.	Provides unclear or incomplete analysis of impact on IB programmes, professional roles and/or student learning.	Provides insubstantial analysis of impact on IB programmes, professional roles and/or student learning.
<b>Connections to Literature and Research</b>  <i>Area of Inquiry 2;</i>  <i>Domain F</i>	The project establishes clear and accurate connections to readings/research.	The project generally establishes connections to the readings/research.	The project establishes some connections to the readings/research.	The project outlines the project but does not provide clear connections to readings/research.
<b>Critical Reflection</b>  <i>Area of Inquiry 4;</i>  <i>Domain N</i>	The author includes a rich reflection that draws clear conclusions.	The author has included a reflection at the conclusion that generally is reflective in nature.	The author appears to be making meaning of the project, but the reflection may need further elaboration.	The author has reported information without elaboration or has drawn conclusions without justification.
<b>Personal Reflections on Research</b>  <i>Area of Inquiry 4;</i>  <i>Domain N</i>	The author thoroughly reflects upon the findings and implications of his or her work and its connections and applications to the author's context.	The author reflects upon the findings and implications of his or her work and its connections and applications to the author's context.	The author provides a limited reflection upon the findings and implications of his or her work and its connections and applications to the author's context.	The author does not reflect upon the findings and implications of his or her work.

<b>Writing Quality</b>	Paper adheres to APA standards: Very clearly organized and very well-written with no significant errors.	Paper adheres to most APA standards: Clearly organized and well-written with few errors.	Paper adheres to some APA standards: Organization and errors detract from overall quality of writing.	Paper does not adhere to APA standards: Disorganized and poorly written.
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## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**