EDUC 511/601 - Introduction to Teaching in International Schools

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Class meets at the GMU Campus in Fairfax, RA 105
June 28 – July 8, 2004 8:30 a.m. to 3:30 p.m.

Course Resources


EDUC 511 / 601 Course Packet, available through electronic reserve (http://oscr.gmu.edu/)


Important Web Sites:

U.S. DOE, Education Resources Information Center
http://www.askeric.org/Virtual/Lessons/Guide2.html

The Gateway Collection of Lesson Plans (U.S. DOE)
http://www.thegateway.org/collections.html

Education World – Lesson Planning
http://www.education-world.com/a_lesson

Virginia Standards of Learning
http://www.knowledge.state.va.us/main/sol/sol.cfm

Child Abuse
http://www.ojp.usdoj.gov/nij/childabuse/bg2b.html
http://www.ojp.usdoj.gov/nij/childabuse/bg3f.html
http://www.dss.state.va.us/family/children.html
Course Description

Welcome to our class! I am looking forward to working with you as we explore the topic of teaching in international schools. My central objective is to provide assistance in your journey to become an outstanding teacher. Please do not hesitate to contact me with any questions you may have about the course or the assignments. We can communicate by e-mail, telephone, or in person. I would be happy to meet with you after class, during breaks, or we can schedule another time that is mutually convenient.

This course focuses on the structure and variations of international schools and human growth and development in the elementary grades. The class content includes a focus on educational psychology and the use of technology across the curriculum. It is the introductory course in FAST-TRAIN, a program that prepares teachers for international schools.

Students with Special Needs

Students who require special accommodations, or those with disabilities that may affect their ability to participate fully in the course, are encouraged to advise the instructor to ensure their successful participation in this course.

Student Outcomes

a. To become familiar with the role and purpose of international schools, as well understanding contemporary issues in the international school community. (INTASC Standards 7,9,10)

b. To become familiar with international school student characteristics - including the stage theories of development, age-level characteristics and student variability. (INTASC Standards 2,3)

c. To identify and analyze issues related to education in a pluralistic and multicultural setting and society. (INTASC Standards 5,7)

d. To become familiar with principles in educational psychology that affect learning. (INTASC Standards 5,6)

e. To understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education. (INTASC Standards 4,5)

f. To become familiar with the following aspects of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, interventions. (INTASC Standards 7,9,10)
Relationship to Program Goals and Professional Organization

EDUC 511 is the introductory course in FAST TRAIN, a program that prepares elementary teachers for international schools. FAST TRAIN applies the goals of the regular GMU elementary education curriculum to an international context. EDUC 511 addresses the program goals which address educational foundations, especially in human growth and development and psychology. In addition, EDUC 511 primarily addresses the Interstate New Teacher Assessment and Support Consortium (INTASC) standards #2-7, 9, and 10.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Nature of Course Delivery

Course delivery is accomplished in a variety of ways in order to meet the needs of diverse learners and learning styles. The instructional activities range from the use of didactic instruction, cooperative learning, the use of technology, and individualized learning experiences. Students also conduct independent research and field experience, as well as communicate with each other and the instructor via e-mail.

GSE Statement of Expectations

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

- Students are expected to exhibit professional behavior and dispositions (see http://www.gse.gmu.edu for a listing of dispositions).
- Students must follow the guidelines of the University Honor Code (see http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code).
- Students must agree to abide by the university policy for Responsible Use of Computing (see http://mail.gmu.edu).
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Center (DRC) and inform the instructor, in writing, at the beginning of the semester (see www.gmu.edu/student/drc or call 703.993.2474 to access the DRC).

Course Evaluation Guidelines

Students are expected to keep up with the readings, arrive promptly, be prepared, and participate in class discussions. Students cannot receive an acceptable grade if they miss two full days (25%) or more of class. The final grade will be based on the following course requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Understanding the Learner</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment – Classroom Management</td>
<td>30%</td>
</tr>
<tr>
<td>New Methods of Teaching Presentation</td>
<td>25%</td>
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<tr>
<td>Field Experience (Satisfactory/Unsatisfactory)</td>
<td></td>
</tr>
<tr>
<td>In-Class Assignments, Participation, Timeliness, and Attendance</td>
<td>15%</td>
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</tbody>
</table>

100%

Assignment Guidelines

I. Understanding the Learner (INTASC Standards 2, 3, 5, 7)

This assignment is designed to increase your knowledge about factors that influence students. First select a topic of interest to you. The concept should help you work more effectively with students and should be related to the course. Examples of topics include:
the importance of play in early childhood, third culture kids, gifted and talented strategies, 
the effects of divorce on children, eating disorders, conflict resolution, drug/alcohol use, 
AIDS, bilingualism, attention deficit disorder, depression, etc.

Identify several sources for your paper. Two to three of your sources should come 
from traditional references such as referred journals or books. You may use the internet as a 
source of information, but you will need to evaluate the quality of the information you find. 
As you research the concept you may find that it is too broad in nature and consequently you 
may have to narrow or modify your topic as you conduct your search and develop your paper.

Read and review what you have found, then select a minimum of four sources for the 
report of your key findings on the topic (3-4 pages of text). Please note the paper is not 
necessarily a summary of the topic, rather it should identify information that will be helpful 
to you as a pre-service teacher. Use sub-headings as a way to organize the paper into various 
sections. Use the APA format to reference your sources within the document and to provide 
a listing of the references at the end of the paper.

I. New Methods of Teaching – Presentation (INTASC Standards 3,4,6,7)

The purpose of this assignment is to learn about a variety of instructional methods 
and to keep current in effective methods of instruction. First identify a teaching method you 
would like to become more familiar with. Students may work in groups of three or four. 
You may need to review education journals for ideas. Some methods you may consider 
include: Literature Circles, De Bono’s Hats, Dyad Reading, Complex Instruction (Tiered 
Assignments), Brain Gym, Use of Portfolios, Student-Led Conferencing, Sketch to Stretch, 
Total Physical Response, etc. The method needs to be one that is new to you and something 
you would like to learn more about. Develop a class presentation that identifies the primary 
components of the method and make recommendations for implementing the method in 
classrooms.

The objectives of the assignment are to practice delivery techniques, use active 
learning strategies, and to inform colleagues about new instructional approaches. The 
following guidelines are important in the evaluation of the presentation:

Presentation Guidelines:

• provide information that would be helpful to others - make it relevant
• use a format that will maintain audience interest and foster participation
• keep the principles of adult learning in mind (make information relevant)
• use a variety of instructional methods, i.e. visuals, direct instruction, concrete materials, 
dramatization, cooperative learning, etc.
• adhere to time limitations (dependent upon class size, time will be announced)
• focus on a few key objectives
• teach to the long-term memory, use examples, and be creative
• develop a one/two page hand-out for the class members (to be used as a resource)
III. Classroom Management – Assignment (INTASC Standards 2,3,4,5,9)

1.) Read the textbook chapter on Classroom Management and the articles in the course packet. Identify and read three additional readings, of your own choosing, on the topic of classroom management. Resources for this assignment will be placed on reserve at the library. The readings should be from referred journals and books. Prepare a reference list in the APA format, which identifies the readings you have used.

2.) Based on the above readings identify and briefly describe 12 – 15 strategies that teachers can employ prior to the use of punishment or punitive measures in the classroom (no more than three pages total). The strategies should be ideas that are new to you as a pre-service teacher. First name the concept, i.e. Proximity, then define the concept and provide examples of how proximity would be used in the classroom and/or why it is effective (comprehension and then application). Plan on approximately one paragraph per concept.

3.) Reflect on your own strengths and areas for development with respect to classroom management. For example, what did you learn from your readings that was particularly significant to you and why, do you plan to manage the classroom differently in the coming year? Plan on no more than one page for this section of the assignment.

IV. Field Experience

The field experience is an important component of the teacher preparation program at George Mason University. The requirements and rubric for the Field Experience can be found in the packet of Field Experience Guidelines published by the FAST-TRAIN office. A sample Field Experience report can be found on the Blackboard site and will be available in class.

Due Date: June 1, 2005

The Field Experience requirement for EDUC 511 is satisfied through TWO observation-interviews (one K-3, one 4-6). Each description should include the information below. Please do not exceed five pages, single side, for each description, or 10 pages total.

I. Lesson Observation

a.) Describe class-size, grade, subject, school, etc.
b.) What was the lesson topic?
c.) What were the stated and unstated objectives?
d.) How was the lesson introduced? Presented?
e.) What type of student interactions took place?
f.) Student/student interactions?
g.) Assessment techniques?
h.) What resources were used?
i.) What was the teacher’s impression of the lesson? Did she / he think the objectives were accomplished? Why? (Pre and post interviews)

II. Teacher Interview

Interview the teacher who conducted the lesson. Use the following questions as a guide for the dialogue. You may elect to add additional questions based on your own areas of interest and concern.

a.) What instructional approaches work well for this age group?
b.) In terms of classroom management, what strategies are most effective for our students?
c.) What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
d.) In what ways do you assess student progress?
e.) How would you describe your teaching style?
f.) How has your teaching style changed since you first started your career?

III. Reflective Practice

Summarize what you learned from each observation and interview. Apply it to the class content as well as your future as an international teacher.
Class Schedule

Outline of Topics / Activities

**June 28 & 29, 2004 (Monday/Tuesday)**
Introduction, Course Overview
Looking at the Past to Understand the Future, Using Theory to Guide Practice
Readings: Chap. 1, Teachers, Teaching, and Educational Psychology

**June 30 & July 1, 2004 (Wednesday/Thursday)**
Understanding the Student
Readings: Chap. 2, Cognitive Development and Language & Chap. 3, Personal, Social, and Emotional Development
Child Abuse (see attached description)

**July 2, 2004 (Friday)**
Styles of Thinking and Learning
Understanding the Learner Assignment Due
Chap. 4, Learner Differences and Learning Needs and Reading Packet
(Gender Equity, Inclusion, G/T)

**July 5, 2004 (Monday)**
No Class Meeting - holiday

**July 6, 2004 (Tuesday)**
New Approaches to Instruction – Presentations
Multicultural Education / Third Culture Kids
Chap. 5, Culture and Community and Reading Packet
Working in American / International Schools

**July 7, 2004 (Wednesday)**
New Approaches to Instruction – Presentations
Chap 9, Social Cognitive and Constructivist Views of Learning
Chap. 10, Motivation in Teaching and Learning, Chapter 13, Teaching for Self-Regulation, Creativity, and Tolerance

**July 8, 2004 (Thursday)**
New Approaches to Instruction – Presentations
Classroom Management Assignment Due
Chap. 11, Creating Learning Environments
# Scoring Rubric: Understanding the Learner

<table>
<thead>
<tr>
<th>Rating</th>
<th>Demonstrated Competence</th>
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<tbody>
<tr>
<td>A 4</td>
<td>EXCELLENT</td>
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</tbody>
</table>
| A- 3.5 | * clearly written paper with few stylistic or grammatical errors  
  * use of four or more references from peer reviewed sources  
  * correct use of APA format and referencing throughout the paper  
  * content is organized, presented effectively, and meets syllabus criteria  
    (use of a reference page, four pages in length, uses sub-headings, etc)  
  * content presented is informative, related to course objectives,  
    and enhances teaching effectiveness |
| B+ 3   | COMPETENT               |
| B 2.5  | * clearly written paper with some stylistic or grammatical errors  
  * use of three references from peer reviewed sources, and does not meet  
    syllabus criteria  
  * partially correct use of APA format and referencing throughout the paper  
  * content is organized and presented effectively  
  * content presented is informative, related to course objectives,  
    and enhances teaching effectiveness |
| C 2    | MIMIMAL                 |
|        | * paper contains stylistic or grammatical errors  
  * use of less than three references from peer reviewed sources  
  * incorrect use of APA format throughout the paper  
  * content could be organized and presented more effectively  
  * information is unrelated to course objectives |
### Scoring Rubric: New Methods of Teaching Presentation

<table>
<thead>
<tr>
<th>Rating</th>
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<tbody>
<tr>
<td>A 4</td>
<td>EXCELLENT</td>
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<tr>
<td></td>
<td>♣ Uses a format that promotes audience interest and active participation</td>
</tr>
<tr>
<td></td>
<td>♣ Use of at least three types of instructional methods, i.e. visuals, direct instruction, cooperative learning, etc.</td>
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<tr>
<td></td>
<td>♣ Focuses on a few key concepts and provides clear statement of the objectives</td>
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<tr>
<td></td>
<td>♣ Allows sufficient time for questions and discussion</td>
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<tr>
<td></td>
<td>♣ Adheres to the time limitations</td>
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<tr>
<td></td>
<td>♣ Evaluations forms are submitted for each member of the group</td>
</tr>
<tr>
<td></td>
<td>♣ Distribution of a class hand-out (one to two pages) which identifies key concepts, resources, and is appropriately referenced.</td>
</tr>
<tr>
<td>B 3</td>
<td>COMPETENT</td>
</tr>
<tr>
<td></td>
<td>♣ Use of at least two types of instructional methods, i.e. visuals, direct instruction, cooperative learning, etc.</td>
</tr>
<tr>
<td></td>
<td>♣ Uses a format that maintains audience interest and active participation</td>
</tr>
<tr>
<td></td>
<td>♣ Focus is too broad and provides minimal statement of objectives</td>
</tr>
<tr>
<td></td>
<td>♣ Distribution of a class hand-out (one to two pages)</td>
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<tr>
<td></td>
<td>♣ Allows some time for questions and discussion</td>
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<tr>
<td></td>
<td>♣ Time limitations are not met</td>
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<tr>
<td></td>
<td>♣ Completion and return of most of the group evaluation forms</td>
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<tr>
<td></td>
<td>♣ Hand-out is provided, but has minimal information</td>
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<tr>
<td>C 2</td>
<td>MINIMAL</td>
</tr>
<tr>
<td></td>
<td>♣ Minimally maintains audience interest and participation</td>
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<tr>
<td></td>
<td>♣ Audience is not engaged with the presentation</td>
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<tr>
<td></td>
<td>♣ Use of one instructional method</td>
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<tr>
<td></td>
<td>♣ Lacks instructional focus</td>
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<tr>
<td></td>
<td>♣ Hand-out is not provided, or is provided with minimal information</td>
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<tr>
<td></td>
<td>♣ Presentation is considerably shorter or longer than the time allocated</td>
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<tr>
<td></td>
<td>♣ Completion and return of some of the group evaluation forms</td>
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<tr>
<td></td>
<td>♣ Time is not provided for questions and discussion</td>
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### Scoring Rubric: Classroom Management

<table>
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<tr>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>A 4</td>
<td>EXCELLENT</td>
</tr>
</tbody>
</table>
| A- 3.5 | * clearly written paper with few stylistic or grammatical errors  
|        | * identification of 12 or more classroom management strategies  
|        | (non-punitive)  
|        | * each strategy includes an explanation and example of the concept  
|        | * use of four or more references from peer reviewed sources  
|        | * correct use of APA format and referencing throughout the paper  
|        | * content is organized and presented effectively  
|        | * reflective statement shows evidence of critical thinking and connections to teaching effectiveness  |
| B+ 3   | COMPETENT                |
| B 2.5  | * clearly written paper with some stylistic or grammatical errors  
|        | * identification of less than 12 classroom management strategies  
|        | (non-punitive)  
|        | * each strategy includes an explanation but examples are not adequate  
|        | * use of less than four references from peer reviewed sources  
|        | * partially correct use of APA format and referencing throughout the paper  
|        | * content could be organized and presented more effectively  
|        | * reflective statement is a summary of concepts that are not applied to teaching effectiveness  |
| C 2    | MIMIMAL                  |
|        | * paper contains stylistic or grammatical errors  
|        | * identification of less than 10 classroom management strategies  
|        | * Explanation of concepts are inadequate and examples are not provided  
|        | * use of less than four or more references from peer reviewed sources  
|        | * incorrect use of APA format and referencing throughout the paper  
|        | * content could be organized and presented more effectively  
|        | * reflective statement is a summary of concepts that are not applied to teaching effectiveness  |
CHILD ABUSE, NEGLECT AND INTERVENTION

Description

Child abuse and neglect is a serious social problem. In 1996, it was estimated that three million children were reported as victims. The majority of perpetrators of child abuse were parents. Because of their involvement with families and the requirement to report abuse, it is important that pre and in-service teachers have a firm foundation of the child abuse knowledge base.

This session is an overview on child abuse and neglect. Students will become familiar with the following aspects of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, and interventions. Because teachers will work with helping professionals from different disciplines, this course will also provide a multidisciplinary perspective to child abuse and neglect.

Unit Objectives:

At the completion of this class, students will:
- Provide a definition of child abuse and neglect, and explain the complexities around the definition.
- Review the historical evolution of child abuse and neglect as a social problem.
- Identify the different forms of child abuse and neglect.
- Describe some underlying factors that lead to child abuse and neglect.
- Identify indicators that might signal to classroom teachers, families or children-at-risk of child abuse and neglect.
- Review current legal mandates and mandated reporting of child abuse and neglect.
- Describe different forms of assessments to identify child abuse and neglect.
- Describe and identify different forms of interventions for child abuse and neglect.
- Explain the importance of cultural factors in the study of child abuse and neglect.

Recommended Readings


