**George Mason University**

**Graduate School of Education/College of Education and Human Development**

**FAST TRAIN**

*“The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”*

**--** The mission statement of the International Baccalaureate Organization, Making the PYP Happen, 2007

**EDUC 621: Teaching and Learning in International Baccalaureate Schools**

**PREREQUISITES**

Experience working in or access to a recognized, authorized IBO school at the PYP, MYP or DP level or one in the application process.

**COURSE DESCRIPTION**

EDUC 621 provides an overview of international education and the role of the International Baccalaureate Organization (IBO) in determining principles, standards and practices for K-12 schools. The course will present theory of knowledge from the IB perspective, the nature of inquiry across the curriculum, as well as the core vision and mission of the IB program and how all of these aspects contribute to planning instruction in IB settings. In addition, students will observe classes in IB schools.

**COURSE DELIVERY**

The course will include whole group, small group, pair work, and individual instructional strategies as well as multiple modes of presentation. Classes will model the IBO philosophy and principles and will incorporate IBO training activities.

**STANDARDS**

National Board of Professional Teaching Standards:

Proposition 1. Teachers are committed to students and their learning.

Proposition2. Teachers know the subjects they teach and how to teach those subjects.

Proposition3. Teachers are responsible for managing and monitoring student learning.

Proposition 4. Teachers think systematically about their practice and learn from experience.

Proposition5. Teachers are members of learning communities.

IBO:

Standard A: Philosophy

Standard B: Organization

Standard C: Curriculum

Standard D: The Student

**STUDENT OUTCOMES**

At the completion of the course, students will be able to:

1. Demonstrate their understanding of international education and the role of IBO within international education.
2. Demonstrate their understanding of the IBO’s underpinning educational principles
3. Identify and distinguish between the essential features of the IBO program continuum
4. Apply the IBO standards to observed IB practice at different levels
5. Demonstrate their understanding of the role of Ways of Knowing on the IBO continuum
6. Demonstrate their understanding of the roles of inquiry and assessment within the IBO continuum
7. Participate in and evaluate the use of information and communication technologies to engage within the IBO community

**OUTCOMES AND STANDARDS GRID**

|  |  |  |
| --- | --- | --- |
| OUTCOMES | NBPTS | IBO |
| A. | 2, 5 | A, B |
| B. | 1, 5 | A, B |
| C. | 2, 4 | C |
| D. | 2, 4, 5 | C |
| E. | 1, 4 | A, C |
| F. | 3, 4 | A, C, D |
| G. | 4, 5 | D |

**REQUIRED TEXTS**

Hayden, M. & Thompson, J. (2001). *International Education: Principles and Practice* .

London: Kogan Page.

Woolman, M. (2006). *Ways of Knowing: An Introduction to the Theory of Knowledge.*

Victoria: IBID Press.

Audet, R. H. & Jordan, L. K. (2005). *Integrating Inquiry Across the Curriculum.*

Thousand Oaks, CA: Corwin Press.

IBO materials accessed through the OCC

Independent choice related to international education, core IB mission and/or philosophy TBD.

**EXPECTATIONS**

1. Students must obtain and use a GMU email account.
2. Students must attend all sessions.
3. Students are expected to prepare thoroughly for class.
4. Active participation in class discussion, tasks, and presentations is expected.
5. Students are expected to exhibit professional behavior.
6. Graduate-level written work is required: when in doubt, cite the source.
7. Students must abide by the university policy for Responsible Use of Computing. Go to <http://mail.gmu.edu> and click on Responsible Use of Computing.
8. Students must adhere to the guidelines of the University Honor Code, as follows:

“To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” [www.gmu.edu , 2009]

For more information regarding the honor code, go to [www.gmu.edu](http://www.gmu.edu) and click on Mason A-Z, then scroll down to “H” and find “Honor Code”.

**ACCOMODATIONS**

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource 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](http://www.gmu.edu/student/drc%20or%20call%20703-993-2474) to access the DRC.

**GRADES**

**Total Points Possible** **Possible Grade**

100 A+

99-95 A

94-90 A-

89-85 B+

84-80 B

Not acceptable for graduate credit F

**ASSIGNMENTS**

|  |  |  |
| --- | --- | --- |
| Assignment | Percent of grade% | Outcomes |
| Philosophy paper with International Perspective | 15 | A, B |
| Observations and Standards Reflection (Kolb style diary) | 20 | C, D |
| Ways of Knowing Organizer and Self-Reflection | 15 | E |
| In-class assessment project | 5 | C, F, G |
| In-class inquiry project | 5 | C, F, G |
| Independent Reading Project | 15 | A, B |
| E-Portfolio Presentations with Culminating Synthesis Assessment | 25 | B, C, D, E, F |

Descriptions:

Philosophy Paper Each student will write a paper describing her/his personal pedagogical philosophy and how that philosophy impacts the IBO learner and aligns with the IBO mission. (3-5 pages)\*

Observations and Standards Reflection Students will conduct one observation in an IBO school at the level in which they teach and one observation in an IBO school at a different level. Students will use Kolb diaries to record and reflect upon the observations. Based on those diaries, they will write a paper that describes each observation, compares and contrasts the two observations – incorporating vertical program articulation – and connects the observations to IBO Program standards. (5-7 pages)

Ways of Knowing Organizer and Self-Reflection Students will create a graphic organizer that illustrates the role of ways of knowing and TOK (Theory of Knowledge) in IBO, and write a self-reflection paper that ties their own ways of knowing to the IBO approach to teaching and learning and the Learner Profile.

(5-7 pages)

In-class assessment project Students will complete a group project that illustrates the IBO approach to assessment. Projects will be presented in class.

In-class inquiry project Students will complete a group project that illustrates the IBO approach to inquiry. Projects will be presented in class.

Independent Reading Project Students will select an instructor-approved book to read and post summaries, questions and connections to international education and the IBO program on blackboard. Classmates are expected to respond.

E-Portfolio Presentations with Culminating Program Standards Synthesis Assessment Students will design a lesson plan appropriate to the grade level they teach (PYP, MYP or DP) incorporating the IBO standards for written curriculum, taught curriculum and learned curriculum and the roles of the teacher/student in the learning community. The lesson plan, as well as two other assignments of the students’ choosing will be presented in Power Point or web site to the class.

\*All papers must be single spaced, 12 point font, standard margins ***and submitted electronically to the course blackboard.***