

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

EDUC 622: Curriculum Development Across IB Programs

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Course Description:

Explores the development of practical knowledge about the design and structure of the IB programs' curricula. Provides the foundation for understanding how the programs are implemented and how student learning developed within them is assessed.

Prerequisites: 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.

Nature of Course Delivery:

The course will use a blended online/onsite model. During class meetings, instructors will employ large group, small group, pair work and individual instructional strategies based on the IB philosophy of inquiry. During online classes live chats, Discussion Board postings and building a learning community will be primary features.

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

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 does the online curriculum center and other similar information and communication technologies enable program practitioners to professionally engage with each other?

Technology (ISTE):

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

Learner Outcomes:

This course is designed to enable students to:

- a. develop an understanding of international education
- b. develop an awareness of the relationship between IBO's mission and the programs philosophy (PYP, MYP and Diploma)
- c. develop an understanding of the curricular frameworks, the associated structure and the principles of learning which underpin it
- d. learn how to develop a program of inquiry including essential questions, elements and processes
- e. compare and contrast the PYP, MYP and Diploma programs
- f. work in collaborative cross-programmatic teams to apply principles of the learner profile, IB continuum and assessment
- g. create an inquiry based curriculum using the planner appropriate to the level of program
- h. use technology effectively to enhance teaching and learning
- i. engage in critical evaluation and reflective practice

Standards and Outcomes:

<u>Outcomes</u>	<u>NBPTS/ASTL IB</u>	<u>Technology</u>	
A.	1, 6	1a	
B.	1, 2	1b, 4p	
C.	2, 6	1b, 1c	
D.	3, 4	1c	
E.	4, 5, 7	1d, 1e	
F.	5, 7	4o	
G.	2	1c, 1d	IV
H.		4p	
I.	4, 7	4n	

Required Course Text(s):

Erickson, H.L. (2002). Concept-Based Curriculum and Instruction: Teaching Beyond the Facts. Thousand Oaks, CA: Corwin Press.

Hayden, M., Thompson, J. (2004). International education: Principles and Practice London: Routledge Falmer.

Recommended Course Text:

Kain, D. (2003). Problem-Based Learning for Teachers, Grades 6-12, New York: Allyn and Bacon.

Wiggins, G. and J. McTighe (1998). Understanding By Design, Upper Saddle River, NJ: Merrill-Prentice Hall.

Technology Resources:

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

Relevant Websites:

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

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

International Baccalaureate Organization, <http://www.ibo.org/>

Practitioner Research as Staff Development, <http://www.aelweb.vcu.edu>

CEHD Course Expectations

The College of Education and Human Development 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 these 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).

Online Participation/Attendance Policy

FAST TRAIN students are expected to participate in *all* online discussions and attend *all* classes of courses for which they register. Online and class participation is important not only to the individual student, but to the class as whole. Online and 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.

Course requirements:

- a. Critical Response Journal - Participant will write three critical responses in reaction to the course reading. Each critical response journal will be a maximum of 500 words, written in APA format and written at the caliber expected at the graduate level. Each response will be focused on an essential question and will include:
 1. A 150 word maximum summary of reading 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.
- b. Reflective Essay (Performance Based Assessment – PBA)-- each participant will write a 5-7 page reflective essay that:
 1. Identifies the critical elements that distinguish each program
 2. Analyzes how the curriculum frameworks in each program meet the developmental and intellectual needs of students at each of the three age levels.
 3. Analyzes the role the teacher plays in designing instruction and assessment throughout the continuum of learning.
- c. Cooperative Group Project – working in teams of 3-4 students, each team will design a case study that analyzes the continuum of change a student experiences in all aspects of the learner profile across the three programs. Entering the role of a researcher, you will identify the students you will follow, the sources of student assessment data you would collect to document the change and the other sources of student data that would document change.

- d. Critical Inquiry Project – Each student will select one unit of study within their curriculum that will embed international mindedness to plan and analyze. The student will construct a unit plan or detailed course outline and identify the evidence they will collect (e.g. anecdotal, student work samples, observations, peer review etc.) to support the fact that international mindedness is present. In addition, each student will write a 3-4 page critical paper with appropriate documentation in which he or she describes and analyzes:
- The conceptual lens through which the unit is taught
 - A rationale for the importance of the unit with regards to state/local standards and the appropriate IB program
 - The unit’s impact on students’ understanding of international mindedness
 - The overall educational outcomes of the unit

Due Dates

All assignments will be submitted by midnight on the due date through Blackboard.com

Assignment	Reading Required	Due Date
Critical Response Journal #1	Hayden, Thompson and Walker Ch. 1-6	2/1/10
Critical Response Journal #2	OCC Reading	2/19/10
Reflective Essay	Hayden, Thompson and Walker, IB Documents	3/1/10
Critical Response Journal #3	Erickson	3/19/10
Group Project	All	4/23/10
Curriculum Inquiry Project	All	5/8/10

<u>Assignment</u>	<u>Percent of Final Grade</u>	<u>Outcomes Addressed</u>
Critical Response Journal	15	A, C, H, I
*Reflective Essay (PBA)	20	B, C, E
Cooperative Group Project	25	B, C, D, I
Curriculum Inquiry	30	C, D, G, H
<u>In class activities/group work</u>	<u>10</u>	<u>E, F</u>

*Designated Performance Based Assessment

Grading System: Graduate Coursework

Grading Scale: 100 = A+, 99-94 = A, 90-93 = A-, 89-85 = B+, 80-84 = B, 70-79 = C, below 70 = F

Satisfactory: completion of all assignments with high quality in a timely and efficient manner.

Unsatisfactory: incomplete and/or low quality of assignments submitted more than one week late from due dates.

Students must maintain a 3.0 average and a grade of B or higher for licensure and master’s degree. Grades of C or below are unacceptable for graduate credit and/or licensure and will have to be redone. All course assignments and *field experience activities must be satisfactorily completed before the final grade is awarded.*

Critical Reflections: Guidelines

To be effective and constructive, reflective writing needs to go beyond descriptions of events, the reading, or your own personal experience. You need to:

- step back, explore and analyze
- consider different perspectives such as those found in your own teaching practice, discussions in class, or other materials you may have studied
- make connections to relevant theories, supporting your ideas by references to other literature and to research
- consider legal and organizational implications
- show awareness of social and political influences
- show what you have learned from your reading, this could include implications, predictions or conclusions you have drawn

As you construct your critical reflections about your readings for this course the quality of the reflections will be guided by the following criteria:

States of Critical Reflection (Biggs, 1999).

Transformative Learning	Meaningful, reflective, restructured by the learner – idiosyncratic or creative
Working with Meaning	Meaningful, reflective, well structured
Making Meaning	Meaningful, well integrated, ideas linked
Making Sense	Reproduction of ideas, ideas not well linked
Noticing	Memorized representation

Retrieved from: <http://web.anglia.ac.uk/> 5/24/06