

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

EDUC 621: Teaching and Learning in the International Baccalaureate Schools

Fall 2011

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PREREQUISITES

Experience working in or access to a recognized, authorized IB school at the PYP, MYP, or DP level or one in the application process. Instructor may waive prerequisite upon interview.

COURSE DESCRIPTION

Provides an overview of international education and the role of the International Baccalaureate (IB) in determining principles, standards and practices for a continuum of international education.. Introduces nature of inquiry and assessment in IB World Schools.

NATURE OF COURSE DELIVERY

The course will include large group, small group, pair work, and individual strategies for teaching and learning. Course work, discussions, and assignments will model IB approaches to learning and reflect IB programme standards and practice for collaboration, curriculum planning, teaching, and assessment. Online strategies for teaching and learning will be largely asynchronous, with optional opportunities for real-time interaction .

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.

IB:

- Standard A: Philosophy
- Standard B: Organization
- Standard C: Curriculum

STUDENT OUTCOMES

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

- A. Demonstrate their understanding of international education and the role of the IB within international education
- B. Demonstrate their understanding of the underpinning educational principles of the IB
- C. Identify and distinguish between the essential features of the IB program continuum
- D. Apply the IB standards to observed IB practice at different levels
- E. Demonstrate their understanding of the role of Ways of Knowing on the IB continuum
- F. Demonstrate their understanding of the roles of inquiry and assessment within the IB continuum
- G. Participate in and evaluate the use of information and communication technologies to engage within the IB community

STANDARDS AND OUTCOMES

Outcomes	NBPTS	IB	Technology
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	
G.			IV .

REQUIRED TEXTS

Gerzon, M. (2010). *American citizen, global citizen*. Boulder, CO: Spirit Scope Publishing.

Walker, G. ed., (2011). *The changing face of international education*, Cardiff: International Baccalaureate.

RELATED RESOURCES

Materials provided by the IB and materials accessed online through the OCC and Blackboard.

COURSE REQUIREMENTS

All students must obtain and use a GMU email account. Blackboard will also be used. All students must enroll in the OCC. All students must enroll in TASKSTREAM.

Course Assignments

Assignment	Percent of grade	Outcomes
Mission Statement Paper	15%	A, B,
Observations and Standards Reflection	25%	C, D,
In-class Inquiries	15%	C, F, G
International Perspective Paper	15%	A, B,
Culminating Synthesis Assessment*	30%	B, C, D, E, F
Total	100%	

* Designated performance assessment

Assignment Descriptions

Mission Statement Paper: Student will write a paper discussing the alignment of the IB Learner Profile with the IB Mission statement. Student will reflect on and discuss how the IB Learner Profile adopted by all 3 programs of the IB is evidence of the Mission Statement in action. (3-5 pages)

In-class inquiries: Students will complete individual and group projects that illustrate the IB approach to assessment and inquiry.

International Perspective Paper: Students will write a paper describing and discussing the role of IB in international education. (3-5 pages)

Culminating Program Standards Synthesis Assessment and Presentation * Students will design a lesson plan or write a paper on teaching & learning in a global context appropriate to the level that they will teach (PYP, MYP or DP) incorporating the IB standards for written curriculum, taught curriculum and learned curriculum and the roles of the teacher/student in the learning community.

Observations and Standards Reflection Students will conduct one observation in an IB World school at the level in which they teach and one observation in an IB World School that is different from that in which they teach. They will write a description of each observation focusing on similarities, differences and common threads (vertical program articulation) and tie their observations to the IB *Programme standards and practices*. (5-7 pages).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].
- 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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Attendance Policy: FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog).

Grading Scale for FAST TRAIN:

A+ = 100

A = 94-99

A- = 90-93

B+ = 85-89

B = 80-84

C = 70-79 – does not meet licensure requirements or Level I award recommendation

F = Does not meet requirements of the Graduate School of Education

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).

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 withdrawals will be permitted.

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 (PBA). The required PBA for this course is Culminating Program Standards Synthesis Assessment. 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 requirement.

COURSE OUTLINE

Date	Topic	Reading Due	Assessment Due
by 9/5	What are the educational principles of the IB?	IB Mission Statement IB Learner Profile <i>Towards a continuum of international education</i>	
by 9/12	What does it mean to offer an international education? What role does IB play in international education?	Walker, intro and chapter 1 <i>TOK Guide</i> and <i>Understanding knowledge issues</i>	
by 9/19	What are the underpinning educational principles of the PYP, MYP AND DP? What features distinguish each program?	<i>Basis for Practice: PYP</i> <i>Basis for Practice: MYP</i> <i>Basis for Practice: DP</i> Walker, chapter 2	Mission Statement Paper
by 9/26	What role does inquiry and assessment play in the IB continuum?	<i>Making the PYP happen</i> <i>MYP: From principles into practice</i> <i>DP: From principles into practice</i> Walker, chapter 5	
by 10/10	What does it mean to be internationally-minded?	Walker, chapters 3,4, 6	International Perspectives Paper
by 10/17	How do the program standards impact teaching and learning?	Walker, Part II <i>Programme standards and practices</i>	
by 11/7	Why? Global contexts for teaching and learning	Gerzon, Witnessing and Learning	Culminating Synthesis Assessment and Presentation (PBA)
by 11/ 14	How do we build effective global networks to build knowledge and exchange service?	Gerzon, Connecting and Conclusion	
by 11/28	Presentations, evaluation and synthesis		Observations and Standards Reflection

Dates for topics and readings may be adjusted based on student needs and interests.
Additional readings as assigned will be available through Blackboard and Online Reserves