



FAST TRAIN Programs

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

EDUC 627: Contemporary Issues and Trends in IB

Spring 2012 Online
25 January – 8 May 2012

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Office Hours: Please arrange ahead of time for Skype or conference call being mindful of the time zone difference. All other correspondence should be sent via e-mail.

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.

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 be taught online through a range of group and individual activities including investigations, readings, Discussion Board postings and reflections. Students are required to have the necessary technical skills, hardware/software and reliable internet access. Successful students in an online

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.

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?
- O. What is the role of collaborative working practice in supporting program learning outcomes?
- O. In what ways do political, social and legislative matters affect building a community of professional practice?
- P. 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.

Learner Outcomes:

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.

Standards and Outcomes:

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

Required text(s):

Hayden, M., Levy, J., and J. Thompson. Eds. (2007). *The SAGE Handbook of Research in International Education*. London: SAGE

Davidson, S. and Carber, S. Eds. (2009). *Taking the PYP Forward*. Woodbridge: John Catt

Hayden, M. and Thompson, J. Eds. (2011). *Taking the MYP Forward*. Woodbridge: John Catt

Hayden, M. and Thompson, J. Eds. (2011). *Taking the IB Diploma Programme Forward*. Woodbridge: John Catt

Additional readings will be drawn from contemporary journals as well as the published research on international education and International Baccalaureate programs.

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.