

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

**EDUC 621:**  
**Teaching and Learning in the International Baccalaureate Schools**  
**Fall 2012 Syllabus**

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**Office Hours:** By appointment

**Office:** 2603 Thompson Hall

**Meeting Dates:** August 27 – November 7

**Meeting Time:** online

**Meeting Location:** online

**Course Description:** Provides an overview of international education and the role of the International Baccalaureate (IB) in determining principles, standards and practices for the K-12 continuum. Introduces the nature of inquiry, the role of standards and assessment in formulating instruction in IB settings.

*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.*

**Nature of Course:** This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about the international education and the International Baccalaureate. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

While this is a web-based course, it is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the 15 modules, you should spend this amount of time on the website in addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated and manage their time well.

**Expectations for participation**

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading and participating in discussions with the whole class and completing a journal. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates. The quality of this class depends on the community we create as we engage deeply with the big ideas of the course. For each module you have the possibility of earning up to ten

points for your participation. These points will be awarded at the close of discussion for each module and recorded in the online gradebook.

**Learner Outcomes:** This course is designed to enable students to:

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

**Standards:** The following standards will be addressed in this course:

*National Board of Professional Teaching Standards (NBPTS)*

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

Area of Inquiry 3: Assessment and Learning

- i. What is the role of assessment in the Programme?

Area of Inquiry 4: Professional learning

- n. What is reflective practice and how does it support program implementation and enhance practice?
- o. 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

**Standards and Outcomes Matrix:**

Outcomes	NBPTS/ASTL	IB	Technology
A	2, 5	1a	
B	1, 5, 6	1b	
C	2, 4	1c, 1d	
D	2, 4, 5	1d	
E	1, 4	1b, 1d	
F	3, 4	1c, 3i	
G	4, 5, 7	4n, 4o	IV

**Required Course Texts:**

Hayden, M., Thompson, J. & Walker, G. (2002). *International education in practice*: London: RoutledgeFalmer.

Woolman, M. (2006) *Ways of knowing: an introduction to theory of knowledge*. Victoria: IBID Press.

**Technology Resources:**

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

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

\*Relevant Websites:

International Baccalaureate Organization – Online Curriculum Center (OCC)  
<http://www.ibo.org/>

Practitioner Research as Staff Development:  
<http://www.valrc.org/publications/research/index.html>

American Psychological Association  
<http://www.apa.org>

### **GSE 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/>].

### **Grading Scale for FAST TRAIN:**

A+ = 100

A = 94-99

A- = 90-93

B+ = 85-89

B = 80-84 (no B- grades)

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

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

**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.

**GMU E-mail & Web Policy:** Mason uses electronic mail ([www.gmu.edu/email](http://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.

**Performance Based Assessment (PBA):** 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 the 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](http://fasttrain.gmu.edu/assets/docs/fast_train/IB-Archive.pdf) for more guidelines about the PBA requirement.

### **Course requirements:**

#### **1. Culminating Program Standards Synthesis Assessment (*Performance Based Assessment – PBA*)**

After 20 hours of IB school observations, students will complete a reflective/analytical essay that will identify the critical elements that distinguish each program in the written curriculum, taught curriculum, and learned curriculum. The essay should analyze how the IB curriculum meets the developmental and intellectual needs of students at each of the three age levels and discusses the role the teacher and student play in instruction and assessment throughout the continuum of learning. Students must specifically address the critical elements that are present in the IB curriculum and the strengths and weaknesses of the curriculum as compared to others. Students should incorporate experiences from their fieldwork as well as readings and research to support their analysis. The final paper should be approximately 10 double-spaced pages and should be in a legible 12-point font. The PBA is **30%** of your final grade.

## **2. Journal Responses**

Writing about what you have read is a useful way to synthesize your learning. In the journal responses you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about sociocultural theory and its relationship to core issues in teaching and learning. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion. While the response should provide evidence that you did the reading **it should not simply be a summary of the readings**. The journal is an opportunity to demonstrate your careful reading of the assigned texts, it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching life experiences. You will need to complete 5 journal responses during the semester, and you can pick and choose which weeks you wish to respond. Entries should be one page, single-spaced and in a legible 12-point font. The journal entries are **20%** of your final grade.

## **3. Mission Statement Paper**

Each student will construct a paper discussing the alignment of the IB Learner Profile with the IB Mission statement. In this paper, students 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. The paper should be 3-5 double-spaced pages in a legible 12-point font. The Mission Statement Paper is **10%** of your final grade.

## **4. International Perspective Paper**

Each student will write a paper that describes and discusses the role of the IB in international education. The paper should be 3-5 double-spaced pages in a legible 12-point font. The International Perspectives Paper is **10%** of your final grade.

## **5. Independent Reading Project**

Each student will select a text in the field of international education, the IB, or education in general and create a book review. Texts must be pre-approved by the instructor, and only one student may review a given text. The book reviews, when completed, will be posted online on Blackboard, so that all participants in the class will have the opportunity to get a quick glimpse of the text and perhaps find additional texts on the subject that they wish to read. The book review should be between 500 and 600 words. The book review is **10%** of your final grade.

## 6. Discussion board participation & facilitation

Each week in our class we will have an online group discussion of the readings that are assigned for the week. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others comments). Your participation in discussion board conversations is **20%** of your final grade.

**\*\*Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. Each module will begin on a Monday and run through the following Sunday. You must start posting for each module by *Thursday at noon (EST)* so that the class will have Thursday through Sunday to engage in conversation.**

**\*\*Students will be expected to respond to each of the discussion questions posted. Additionally, students should respond to at least **three** posts from other classmates.**

## 7. Fieldwork Requirements

You must complete a minimum of 20 hours of fieldwork, observing an IB classroom appropriate for your teaching position. You must complete the fieldwork log of hours and evaluation form and post this to Taskstream no later than the last day of class. Fieldwork log and forms are available on the FAST TRAIN website in the Advanced IB Studies Fieldwork and PBA document: <http://fasttrain.gmu.edu/current-students/field-req/>

**Due Dates:** Please note, all assignments will be submitted by midnight on the due date through Blackboard.com.

**\*\*\*Designated Performance Based Assessment-** must be entered into Taskstream®

### Assignments, Grading, and Due Dates:

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Culminating Program Standards Synthesis Assessment ( <i>PBA</i> )	30	B, C, D, E, F	November 7
Journal Responses	20	A, B, C, D, E, F	5 times (students may select any five modules)
Mission Statement Paper	10	A, B	September 23

International Perspective Paper	10	A, B	October 7
Independent Reading Project	10	A, B	October 28
Discussion Board	20	C, F, G	weekly

### Class Schedule

Module 1 Exploring the Terrain: International Education	
Dates	August 27 – September 2
Readings	<ul style="list-style-type: none"> <li>• “Defining International Education” – Gutek (on Blackboard)</li> <li>• “Framing the Map of International Education” – Sylvester (on Blackboard)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Post self introduction (by August 30)</li> <li>2. Participate in discussion one</li> <li>3. Journal option</li> </ol>

Module 2 What does it mean to offer an International Education?	
Dates	September 3 – September 9
Readings	<ul style="list-style-type: none"> <li>• Chapters 1 – 4 in Hayden, Thompson, &amp; Walker</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion two</li> <li>2. Journal option</li> </ol>

Module 3 What role does the IB play in International Education?	
Dates	September 10 – September 16
Readings	<ul style="list-style-type: none"> <li>• “International Education as Developed by the International Baccalaureate Organization” – Hill (on Blackboard)</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Participate in discussion three</li> </ol>



due	2. Journal option
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Module 4 What are the educational principles of the IB?	
Dates	September 17 – September 23
Readings	<ul style="list-style-type: none"> <li>• Towards a Continuum of International Education (on Blackboard)</li> <li>• IB Learner Profile Booklet</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion four</li> <li>2. Journal option</li> <li>3. Mission Statement Paper</li> </ol>

Module 5 What are the underpinning educational principles of the PYP, MYP and DP?	
Dates	September 24 – September 30
Readings	<ul style="list-style-type: none"> <li>• Basis for Practice: PYP (on Blackboard)</li> <li>• Basis for Practice: MYP (on Blackboard)</li> <li>• Basis for Practice: DP (on Blackboard)</li> <li>• Making the PYP Happen (peruse)</li> <li>• MYP: From Principles into Practice (peruse)</li> <li>• DP: From Principles into Practice (peruse)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion five</li> <li>2. Journal option</li> </ol>

Module 6 What does it mean to be internationally-minded?	
Dates	October 1 – October 7

Readings	<ul style="list-style-type: none"> <li>• Chapter 16 – Hayden, Thompson, &amp; Walker</li> <li>• “Beyond Food, Festivals, and Flags” - Skelton, Wigford, Harper, &amp; Reeves (on Blackboard)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion six</li> <li>2. Journal option</li> <li>3. International Perspectives Paper</li> </ol>

<b>Module 7</b> What role does inquiry and assessment play in the IB continuum?	
Dates	October 8 – October 14
Readings	<ul style="list-style-type: none"> <li>• Making the PYP Happen (on Blackboard)</li> <li>• MYP: From Principles into Practice (on Blackboard)</li> <li>• The Diploma Program: From Principles to Practice (on Blackboard)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion seven</li> <li>2. Journal option</li> </ol>

<b>Module 8</b> How do the program standards impact teaching and learning?	
Dates	October 15 – October 21
Readings	<ul style="list-style-type: none"> <li>• Chapters 8 – 9 in Hayden, Thompson, &amp; Walker</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion eight</li> <li>2. Journal option</li> </ol>

<b>Module 9</b>	What is the nature of knowledge?
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Dates	October 22 – October 28
Readings	<ul style="list-style-type: none"> <li>• Introduction, Chapter 1, Chapter 2 (Section 1 only), Chapter 5, Chapter 6, and Chapter 8 in Woolman</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion nine</li> <li>2. Journal option</li> <li>3. Independent Reading Project</li> </ol>

Module 10 Why use Global Contexts for Teaching and Learning	
Dates	October 29 – November 7
Readings	<ul style="list-style-type: none"> <li>• Chapter 2 and Conclusion, Gerzon (on Blackboard)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion ten</li> <li>2. Journal option</li> <li>3. Culminating Program Standards Synthesis (PBA)</li> </ol>