

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

EDUC 622:
Curriculum Development Across IB Programs
Spring 2013 Syllabus

Instructor: Robert Harrison, Ph. D.

Email: charri2@gmu.com; c.robert.harrison@gmail.com (preferred)

Phone: (US number 571.765.1502) office +31 70 352 6172

Skype: c.robert.harrison

Office Hours: by appointment/ by secure communication on Blackboard

Meeting Dates: 12 November 2012- 3 February 2013

Meeting Time/ Location: asynchronous (web)

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: This course is delivered in a series of inquiry-based learning experiences that include didactic instruction, cooperative groups, individual assignments, informed discussion, simulations, Blackboard, reflective practice and cooperation between and among all participants.

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 programmes' 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 programmes
- 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 programme
- h. Use technology effectively to enhance teaching and learning
- i. Engage in critical evaluation and reflective practice

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?
- 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 programme 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

Standards and Outcomes Matrix:

Outcomes	NBPTS/ASTL	IB	Technology
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 Texts:

Erickson, H.L. (2002). *Concept-based curriculum and instruction: Teaching beyond the facts*. Thousand Oaks, CA: Corwin Press.

Ritchhart, R. (2002). *Intellectual character: What it is, why it matters, and how to get it*. San Francisco, CA: Jossey Bass.

Suggested Texts:

Erickson, H.L. (2007). *Concept-Based Curriculum and Instruction for the Thinking Classroom*. Thousand Oaks, CA: Corwin Press.

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

Willingham, D. T. (2009). *Why Don't Students Like School?* San Francisco, CA: Jossey Bass.

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>

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

All students will receive an IP or “In Progress” at the conclusion of this course. Students will be required to turn in the required Fieldwork Log, Fieldwork Evaluation Form, and the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Timeline posted here: <http://fasttrain.gmu.edu/current-students/field-req/>. The deadline for posting the PBA to TaskStream and for completing the required fieldwork document in this course is **January 15, 2013**. Failure to submit this work to the instructor by this deadline will result an “F” for the course.

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.

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). Any unexcused absences will result in a 3-point deduction from your participation grade.

Technology in Class: Students will not be permitted to use cell phones during class. Please silence cell phones (not vibrate) while class is in session. Students may not use laptops unless specifically directed by instructor to do so during class.

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.

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 Reflective Essay. 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 PBA requirement.

Course requirements:

1. **Culminating Program Standards Synthesis Assessment (*Performance Based Assessment – PBA*)** – Students will design a unit of instruction 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. More detailed directions and the grading rubric for this activity are presented at the end of the syllabus.
2. **Critical Response Journal** – Students will write *two* critical response journal entries to assigned reading and a given prompt. Each response will be a minimum 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 be structured as the following:
 - a. A 150 word maximum summary of reading that accurately reflects the author’s intent;
 - b. The remaining of the minimum word count (at least 350): Reflection on reading that identifies key understandings and makes personal connections to the participants’ experience and purpose as an educator.
3. **Multimedia IB Presentation Project** – working in teams of 2, students will access appropriate media (Prezi, iMovie, PowerPoint, etc) and will design a presentation for parents. The presentation will include two essential elements: describe the role of the Learner Profile in the PYP, MYP or DP, and include a clear, concise description of what this “looks like,” in their supposed school, such as an activity, as way to give them a clear idea of what they can expect during the school year. In other words, how can a school/teachers purposefully incorporate the Learner Profile into instruction and activities, and what might this look like?
4. **Curriculum Inquiry Paper** – Each student will write a 4-5 page curriculum inquiry/analysis paper **and** Intent Outline, with appropriate documentation of resources. Students will complete the following for this assignment:
 - a. *Analysis (2-3 pages)*: Choose a published IB curriculum document/ unit and discuss its potential to develop students’ and teachers’ understanding of international mindedness.
 - b. *Personal reflection (minimum 1 page)*: Demonstrate that you understand and can reflect critically and creatively on contemporary international education and issues of global significance.
 - c. *Intent Outline (1 page)*: Identify 5-7 units of instruction that you are familiar with for the grade/subject you teach, and in outline format, identify ways in which you can incorporate education for international mindedness (including service learning/ responsible action) into each unit.

Assignment	Prerequisite Reading	Due Date
Critical Response #1	*General IB documents *Ritchhart Part 1 *Erickson Chapter 1	3 December 2012
Critical Response #2	*Ritchhart Part 2 *Erickson Chapter 2-3	7 January 2013
Multimedia IB Presentation	*IB documents *classroom readings	15 December 2015
Curriculum Inquiry Paper	*Additional research	14 January 2013
Culminating Program Standards Synthesis Assessment (PBA)***	*All readings	31 January 2013

Due Dates: Please note, all assignments will be submitted by midnight EST on the due date through Courses/ My Mason.

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

Grading

Assignment	Percent of Final Grade	Outcomes Addressed
Critical Responses	20	A, C, H, I
Multimedia IB Presentation	20	A, B, C, H
Curriculum Inquiry Paper	20	B, C, D, I
Culminating Program Standards Synthesis Assessment (PBA)	30	B, C, E
Professionalism**	10	E, F

** Organization (preparation and time management), collaborative interaction & participation

Class Schedule

Date	Curriculum “Big Idea”	Inquiry	Essential Understanding	Learner Outcome(s)	Assigned Reading
Nov 12	Internationalized	What makes a curriculum “international?”		A, B, E	Davey position paper; What is an IB education; Learner profile literature review
Nov 19+	Concept-Based	What are the hallmarks of conceptually-rich curriculum?		C	Erickson, Chapter 1 Ritchhart Part 1 Erickson position paper
Dec 3	Contextualized	Why does context matter?			MYP Next Chapter documents; Milligan and Wood article
Dec 10	Coherent	How does the IB ensure curriculum coherence in its educational programs?		F	Erickson, Chapter 2 Watermeyer position paper; MYP lit review (curriculum integration)
Dec 17	Interdisciplinary	What is the role of interdisciplinary study in the IB?		D	Erickson, Chapter 3 Bois Mansilla, Interdisciplinary teaching and learning in the MYP
Dec 31+	Thoughtful	How do IB teachers create a curriculum that is intellectually worthwhile?		F, G	Ritchhart, Part 2 Allen position paper
Jan 7	Active	How do we develop authentic action rooted in IB curricula?		B, F, H	Erickson, Chapter 4
Jan 14	Replicable	What is the process for developing consistently high quality teaching and learning in IB programmes?		E, G	Ritchhart, Part 3
Jan 21	Renewable	How do IB teachers integrate principles of effective curriculum into ongoing classroom practice?		H, I	Erickson, Chapter 5

* On these dates, assignments are due.

† We will develop essential understandings together throughout the course.

Performance Based Assessment: Individual IB Unit Planner

During your field work, you will design a unit using an MYP unit planner, PYP planner, or an agreed format for DP course units of instruction. You should focus your unit based on your field work placement observations and the content being taught. If you are planning for PYP or MYP it should be a transdisciplinary or interdisciplinary plan; if you are planning for DP it should relate directly to required subject content and learning objectives in the course syllabus, with clear connections to at least one aspect of the DP core.

The unit plan should be 2 weeks in length. Complete an overview chart for the two-week unit and attach as an appendix to the final paper. Each candidate should have the opportunity to teach all or part of the unit. **A minimum requirement is that each candidate teach two (2) of the lessons.** It is vital that your planner is aligned with the content you observe. Each participant will need to determine which reflection scenario will work best for your Unit planner and field experience placement in order to complete the Reflection section of the planner template. Attach the planner with reflection as an appendix to the final paper.

A final paper (10 pages MAXIMUM) should accompany the unit planner and supporting documentation. The paper should be deeply reflective and make connections with the IB curricular framework, readings in the course, and your own experiences in the IB. You should introduce your classroom and context, defend your instructional choices in the unit plan citing research and their connections to the IB curricular framework, discuss more broadly how this unit was planned and implemented reflecting IB principles and practices and reflect on the overall experience. You must specifically discuss how your unit plan reflects the IB philosophy and programme principles and principles listed in the unit plan rubric.

To support your paper and reflection, include appropriate assessments, rubrics, and student work samples as appendices to the final paper.

The final paper, along with appropriate appendices, must be also be submitted to TaskStream.

Unit Planner Overview Chart

Unit Planner Title: _____ **Grade Level:** _____

Transdisciplinary/Content Theme: _____

Organizing Theme (PYP)/Area of Interaction (MYP): _____

Central Idea (PYP)/Significant Concept (MYP): _____

Day 1	Day 2	Day 3	Day 4	Day 5
Objective(s)	Objective(s)	Objective(s)	Objective(s)	Objective(s)
Learning Engagements	Learning Engagements	Learning Engagements	Learning Engagements	Learning Engagements
Assessment	Assessment	Assessment	Assessment	Assessment
Day 6	Day 7	Day 8	Day 9	Day 10
Objective(s)	Objective(s)	Objective(s)	Objective(s)	Objective(s)
Learning Engagements	Learning Engagements	Learning Engagements	Learning Engagements	Learning Engagements
Assessment	Assessment	Assessment	Assessment	Assessment

IB- Planner Rubric (Individual Unit Planners)
FAST TRAIN George Mason University

Name _____ Date _____

Unit Title: _____

Content/ Scope and Sequence/ Syllabus: _____

Transdisciplinary Theme (PYP)/Area of Interaction (MYP): _____

Key and related concepts (PYP)/Significant Concept (MYP): _____

	1 (Not Met)	2 (Partially Met)	3 (Largely Met)	4 (Completely Met)
<p>Central Idea and Inquiry Into</p> <p>INTASC Standard 7: Planning</p> <p>IB 1: Curriculum Processes 1B, 1C, 2B</p>	<p>*There is no central idea or inquiry into</p> <p>*The central idea is not global and not clearly related to the organizing theme</p> <p>*The inquiry into is not related to the central idea and does not clarify it</p> <p>*The unit of inquiry places no demands on students for an in-depth understanding through research, inquiry, critical thinking and problem solving</p> <p>*The unit has no significance, relevance, or engagement</p>	<p>*The central idea and the inquiry into could not be transported to a school and make sense without significant editing</p> <p>*The central idea is not global and/or not clearly related to the organizing theme</p> <p>*The inquiry into is not related to the central idea and/or does not clarify it</p> <p>*The unit of inquiry places few demands on students for an in-depth understanding through research, inquiry, critical thinking and problem solving</p> <p>*The unit lacks significance, relevance, and/or engagement</p>	<p>*The central idea and the inquiry into could be transported to a school and make sense if they were edited</p> <p>*The central idea is global but not clearly related to the organizing theme</p> <p>*The inquiry into is not significantly related to the central idea and/or does not clarify it</p> <p>*The unit of inquiry places some demands on the students for an in-depth understanding through research, inquiry, critical thinking and problem solving</p> <p>*The unit lacks some significance, relevance, and/or engagement</p>	<p>*The central idea and the inquiry into could be transported to a school and make sense</p> <p>*The central idea is global and clearly related to the organizing theme</p> <p>*The inquiry into is directly related to the central idea and clarifies it</p> <p>*The unit of inquiry demands that students search for in-depth understandings through research and inquiry</p> <p>*The inquiry provides significant opportunity for critical thinking and problem solving</p> <p>*The unit is significant, relevant, and engaging</p>
<p>Resources</p> <p>INTASC Standard 4: Instruction</p> <p>IB 2: Teaching and Learning, 2F, 2G, 2H</p>	<p>*The resources list is not varied and not realistic</p> <p>*Technology is not included</p> <p>*No performing or visual arts resources are included</p>	<p>*The resources list is somewhat varied or somewhat realistic</p> <p>*Technology is included but is not appropriate</p> <p>*Some of the arts are included but not appropriate</p>	<p>*The resources list is somewhat varied and realistic</p> <p>*Some technology is included and appropriate</p> <p>*The performing and visual arts are included</p>	<p>*The resources list is varied and realistic</p> <p>*Technology is included and appropriate</p> <p>*Visual and performing arts are included and are appropriate for the content</p>

<p>Unit Question/ Lines of inquiry</p> <p>INTASC Standard 7: Planning</p> <p>IB 1: Curriculum Processes, 2C</p>	<p>*The unit is content rather than inquiry-based</p> <p>*The questions are not at all related to the essence of the central idea and/or inquiry</p> <p>*There are no questions using responsibility, perspective and/or reflection</p> <p>*The plan reflects no integration or specific content applications</p>	<p>*The teacher questions are not open-ended</p> <p>*The questions do not get to the essence of the central idea or inquiry</p> <p>*There no real plans for gathering, anticipating and responding to student-generated inquiry</p> <p>*The plan reflects little integration across content domains and few specific content Engagements</p>	<p>*There are fewer than 3 high-quality open-ended teacher questions; or the questions are not open-ended</p> <p>*The questions are beginning to get to the essence of the central idea and inquiry</p> <p>*There are general plans for gathering, anticipating and responding to student-generated inquiry</p> <p>*The plan reflects some integration and some specific content application</p>	<p>*There are 3 or 4 open-ended meaningful teacher questions</p> <p>*The questions get to the essence of the central idea and inquiry</p> <p>*There are robust plans for gathering, anticipating and responding to student-generated inquiry</p> <p>*The plan reflects integration across content domains and specific Engagements to apply such knowledge</p>
<p>Approaches to teaching</p> <p>INTASC Standard 4: Instruction</p> <p>IB 2: Teaching and Learning, 2G</p>	<p>* None or few of the learning engagements demonstrate that they are</p> <ul style="list-style-type: none"> • Conceptually-focused • Contextualized • Collaborative • Differentiated for diverse learners • Informed by assessment <p>*None or few of the Engagements are developmentally appropriate</p>	<p>* Some of the learning engagements demonstrate that they are or are emerging toward being</p> <ul style="list-style-type: none"> • Conceptually-focused • Contextualized • Collaborative • Differentiated for diverse learners • Informed by assessment <p>*Some of the Engagements are developmentally appropriate</p>	<p>* Most of the learning engagements demonstrate that they are or are emerging toward being</p> <ul style="list-style-type: none"> • Conceptually-focused • Contextualized • Collaborative • Differentiated for diverse learners • Informed by assessment <p>*Most of the Engagements are developmentally appropriate</p>	<p>* All of the learning engagements demonstrate that they are creatively</p> <ul style="list-style-type: none"> • Conceptually-focused • Contextualized • Collaborative • Differentiated for diverse learners • Informed by assessment <p>*All of the Engagements are developmentally appropriate</p>
<p>Action</p> <p>INTASC Standard 5: Motivation</p> <p>IB 2: Teaching and Learning, 2F</p>	<p>*The unit provides no opportunities for students to choose, act, and/or reflect</p> <p>*The choice, action, and/or reflection is not authentic</p> <p>*No opportunities are provided for positive social interaction</p>	<p>*The unit provides few opportunities for students to choose, act, and/or reflect</p> <p>*The choice, action, and/or reflection is not authentic</p> <p>*Few opportunities are provided for positive social interaction</p>	<p>*The unit provides some opportunities for students to choose, act, and/or reflect</p> <p>*The choice, action, and/or reflection is not completely authentic</p> <p>*Some opportunities are provided for positive social interaction</p>	<p>*The unit provides opportunities for students to choose, act, and/or reflect</p> <p>*The choice, action, and/or reflection is authentic</p> <p>*Multiple opportunities are provided for positive social interaction</p>

<p>Assessment</p> <p>INTASC Standard 8: Assessment</p> <p>IB3: Assessment and Learning, 3J, 3K, 3L, 3M</p>	<ul style="list-style-type: none"> *There are no formative and summative assessments *Students are not given the standards for assessment *There are no opportunities for students to self-assess *Almost none of the assessment allows for student choice of content or strategies *Almost none of the assessment address the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are few formative and summative assessments *Students are given only a few of the standards for assessment *There are few opportunities for students to self-assess *Very little of the assessment allows for student choice of content or strategies *Little of the assessment addresses the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are some formative and summative assessments *Students are given some of the standards for assessment *There are some opportunities for students to self-assess *Some of the assessment allows for student choice of content or strategies *Some of the assessment addresses the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are multiple formative and summative assessments *Students are given the standards for assessment (criteria, models, rubrics) *There are many opportunities for students to self-assess *The assessment allows for student choice of content or strategies *The assessment addresses the central idea, inquiry into, and key questions
<p>Reflection</p>	<ul style="list-style-type: none"> *Paper has many serious mechanical errors that interfere with understanding *Little to no detail is provided on the classroom on context *Limited self-reflection *No connections made with IB curriculum 	<ul style="list-style-type: none"> *Paper has several serious mechanical errors *There is not enough detail of the classroom and context to measure appropriateness of lesson *There is little self-reflection on the implementation of the lesson *Connections made with IB principles are not well described in the paper with little citation 	<ul style="list-style-type: none"> *Paper has few mechanical errors *Paper provides some detail of the classroom context *There is some reflection on the experience but lacks depth and examples *Some connection to IB principles is made and there is evidence that the unit was planned with IB principles and curricular framework in mind 	<ul style="list-style-type: none"> *Paper is well written with rich detail *Paper displays clear reflection on the experience *Paper includes clear connections to IB principles with citations as appropriate *Instructional choices are explained and analyzed in the context of the IB curricular framework

Adapted from Ellen Alquist, Primary Years Programme: Sample Planner
IB Teacher Award Standards (Combined), 2007 George Mason University

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

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