



FAST TRAIN Programs

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

EDUC 622: Curriculum Development Across IB Programs

Fall 2014 Online
6 October – 21 December, 2014

Syllabus

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Office Hours: By Appointment. Available for pre-arranged Skype discussions. All other correspondence should be sent via e-mail address above.

Course Description

This course explores the design and structure of the IB programs' curricula. It provides the foundation for understanding how the programs are implemented and how the student learning developed within them is assessed.

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.

Delivery Method

This course will be taught online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before '@masonlive.gmu.edu') and email password. The course will comprise a range of group, partner and individual activities including investigations, readings, discussions and reflections.

Technical Requirements

To participate in this course, students will need the following resources:

- High-speed internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course;

- Students will need to access materials on the IBO Online Curriculum Centre and must have their School Code, User Name and Password available.

Student Expectations

Course Week: Because asynchronous courses do not have a ‘fixed’ meeting day or time, our week will start on Monday morning and end on Sunday evening; new assignments will begin each Monday and the Discussion Board will close on Sunday evening at midnight. (Eastern Standard Time, USA)

Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communication from the instructor – ideally this should be daily; an absolute minimum should be 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Attendance is assessed by active weekly participation on the Discussion Board. Each student is expected to make initial posts promptly and post substantive comments in response to peers throughout the week. Failure to do so is considered **an absence**.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.

Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should therefore budget their time accordingly. Technical issues will not be accepted as an excuse for late work. If you already predict that that you are likely to experience periodic technical difficulties then make the instructor aware of this at the start of the course.

Workload: Expect to log-in to this course **at least** 3 times per week including Mondays for the start of each new week. Remember, this course is **NOT** self-paced. There are **specific deadlines** and **due dates** listed in the class schedule section of this syllabus. It is **YOUR** responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due, to coordinate this with your other responsibilities, and to plan your time accordingly.

Advising: If you would like to schedule a one-on-one discussion we can arrange a time for a Skype call. Please send an email in the first instance to arrange an appropriate date and time.

Netiquette: Our goal is to be collaborative and mutually supportive. Even an innocent remark in the online environment can be misconstrued so always re-read your responses carefully before you post them, especially when critiquing an idea or piece of work. Be positive and diplomatic in your approach to others. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

This course is designed to enable students to:

- Develop an understanding of international education
- Develop an awareness of the relationship between IBO’s mission and the programmes’ philosophy (PYP, MYP and Diploma)
- Develop an understanding of the curricular frameworks, the associated structure and the principles of learning which underpin it
- Learn how to develop a program of inquiry including essential questions, elements and processes
- Compare and contrast the PYP, MYP and Diploma programmes
- Work in collaborative cross-programmatic teams to apply principles of the learner profile, IB continuum and assessment
- Create an inquiry-based curriculum unit 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

Professional Standards

National Board Professional Teaching Standards are derived on the following Five Core Propositions, which will serve as overarching professional goals for the course.

- 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

Advanced Studies in Teaching and Learning

- 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

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	
h		4p	IV
i	4, 7	4n	

GMU policies and resources for students

- a. Students must follow the university policy for Responsible Use of Computing. FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing. [See <http://www.gmu.edu/academics/catalog/0203/policies/computing.html>]

- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, research-based practice, and social justice. Strengths to adhere to these principles: <http://cehd.gmu.edu/values>

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

Grading

Graduate Grades: <http://jjju.gmu.edu/catalog/apolicies/gradstandards.html>

GRADE	SCORE
A+	100 points
A	94.0-99.9 points
A-	90.0-93.9 points
B+	85.0-89.9 points
B	80.0-84.9 points

C=70.0-79.9 – does not meet licensure requirement or level 1 award recommendation

F=below 70 - does not meet requirements of the Graduate School of Education; student is out of program

Grading late or poor work

At the graduate level all work is expected to be of high quality and submitted by the dates due. Work submitted late may be reduced one letter grade for every day beyond the submission deadline. Once work is submitted and graded, the grade is final. You may not resubmit work to make up low grades. (If you experience truly exceptional and unavoidable circumstances, for example, an earthquake, late submission or resubmission may be authorized, completely at the discretion of the instructor.)

Integrity of Work: FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code ([http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Incomplete (IN)

This grade may be given to students who are passing a course 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. A copy of the contract should be provided to the FAST TRAIN office.

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 non-academic reasons that prevent course completion (Mason Catalog, 2011). Students requesting withdrawal from a course must first contact their instructor for approval and then, if approved, contact the FAST TRAIN office.

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).

EDUC 622 Course detail

Required Texts

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

Wiggins, G. and J. McTighe. (2013). *Understanding by design*. Expanded 2nd Edition. ASCD

(E-versions of these texts are available).

In addition, all students must have the following IB documents regardless of which programme they are teaching in. These documents are all available from the IBO Online Curriculum Centre (see below).

- Making the PYP happen (2007)
- MYP: From principles into practice (2014)
- Diploma Programme: From principles into practice (2009)
- IB Career-related Certificate Core Guide (2012)

For particular assignments students may also be directed to other IB publications.

Relevant Websites

All students will be enrolled in the Online Curriculum Center (OCC) through the International Baccalaureate Organization; the IBO public website is also a useful resource (www.ibo.org).

Assignments and evaluation

Assignments and Evaluation overview	
Assignment	% of final grade
Critical reflection journal	10%
Learner profile multimedia presentation	20%
International mindedness paper	20%
IB Unit Planner and Reflection *(PBA)	30%
Attendance, preparation and participation	20%
Total	100%

*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 **IB Unit Planner and Reflection**. This assignment must be posted to Task Stream, where it will be reviewed and scored.

TaskStream: Every student registered for any FAST TRAIN course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (Culminating Program Standards Synthesis) to TaskStream (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Fieldwork

All students will receive an IP (In Progress) grade at the conclusion of this course. Students will be required to turn in the Fieldwork Log and Fieldwork Evaluation Form 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 for this course is **21st December, 2014**. Failure to meet this deadline will result an "F" for the course.

Attendance, preparation and participation

Students are required to attend, be prepared for, and participate actively in all classes.

Exemplary 20 points	Nearing exemplary 19-18 points	Proficient 17-16 points	Partially Proficient 15-14 points	Not proficient < 14 points
<p>Participates regularly and actively in all discussions and activities. Initial postings are prompt. Substantive responses are posted, well-distributed throughout the week. Promotes conversation focused on the topic. Comments show an exceptional level of understanding. Responds actively to peers and encourages further peer feedback and input. Fully completes all readings and reports. Very well prepared with thoughtful synopsis, questions, and comments to share with class. Demonstrates an excellent understanding of readings and makes purposeful connections to classroom practice.</p>	<p>Participates regularly and actively in all discussions and activities. Initial postings are prompt. Substantive responses are posted, well-distributed throughout the week. Comments show a high level of understanding. Responds actively to peers and encourages further peer feedback and input. Fully completes all readings and reports. Very well prepared with thoughtful synopsis, questions, and comments to share with class. Demonstrates an excellent understanding of readings and makes purposeful connections to classroom practice.</p>	<p>Participates regularly and actively in most discussions and activities. Most initial postings are prompt. Responses are distributed throughout the week. Comments show a sound level of understanding. Responds actively to peers. Completes most readings and reports. Shows sound understanding and makes connections to classroom practice.</p>	<p>Participates in most discussions and activities. Comments demonstrate a limited level of understanding. Completes most readings and reports. Shows basic understanding but makes few connections to classroom practice.</p>	<p>Misses sessions. Is late with or misses initial postings and responses to others. Little or no evidence of preparation. Few meaningful contributions to class discussions. Shows little understanding of readings and makes no connections to classroom practice.</p>

Critical response journal

Choose a scholarly article that relates to one or more of the IB programs. Review and reflect on the reading and write a short paper (approx. 1000 words) that:

- gives an overview of the content
- identifies key understandings
- connects to other readings
- connects to your personal teaching philosophy and classroom experiences

Exemplary 10 points	Nearing exemplary 8-9 points	Proficient 6-7 points	Partially proficient 4-5 points	Not proficient <4 point
Concise yet comprehensive overview of content that clearly identifies key understandings. Extensive connections to other readings, personal teaching philosophy and classroom experiences. The paper is exceptionally well-written.	Comprehensive overview of content that clearly identifies key understandings. Makes good connections to other readings, personal teaching philosophy and classroom experiences. The paper is very well-written.	Overview of content identifies some key understandings. Makes some connections to other readings, personal teaching philosophy and classroom experiences. The paper is reasonably well-written with few errors.	Includes basic overview of content. Makes few connections to other readings, personal teaching philosophy and classroom experiences. The paper is unclear, poorly structured or contains significant errors.	The paper is incomplete, unclear, poorly structured and/or contains numerous significant errors.

Learner Profile Multimedia Presentation

With reference to the Learner Profile materials use Prezi, iMovie, PowerPoint or similar to create a multimedia presentation for parents which describes the central role of the Learner Profile across the IB programs, and specifically what this 'looks like' in practice in EITHER the PYP, MYP, DP or CC.

Depending on class numbers, this may be given as either an individual or group assignment.

Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient <14 points
<p>Describes the role of the LP in great detail.</p> <p>Choice of media greatly enhances presentation of content.</p> <p>Includes extensive, highly illustrative examples of the LP in practice.</p>	<p>Describes the role of the LP in detail.</p> <p>Choice of media enhances presentation of content.</p> <p>Includes several illustrative examples of the LP in practice.</p>	<p>Describes the role of the LP in some detail.</p> <p>Choice of media is appropriate for presentation of content.</p> <p>Includes several examples of the LP in practice.</p>	<p>Describes the role of the LP but lacks detail.</p> <p>Choice of media is acceptable for presentation of content.</p> <p>Includes some examples of the LP in practice.</p>	<p>Fails to describe the role of the LP.</p> <p>Choice of media is inappropriate for presentation of content.</p> <p>Includes few examples of the LP in practice.</p>

International mindedness paper

Write a 4-6 page paper analyzing and reflecting on international mindedness and giving examples of how to practically incorporate international mindedness into curriculum units within your teaching area. The following three elements must be included:

Analysis (2-3 pages): Choose a published IB document or unit and discuss its potential to develop students' and teachers' understanding of international mindedness.

Reflection (1-2 pages): Demonstrate that you understand and can reflect critically and creatively on contemporary international education and issues of global significance.

Putting it into Practice (1-2 pages): Choose 2 units of work from your teaching area and identify ways in which you can incorporate the development of international mindedness into each unit.

Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient <14 points
In-depth analysis shows exceptional understanding of international mindedness In-depth reflection shows extensive critical understanding of contemporary international education and global issues Identifies numerous highly creative ways to incorporate the development of international mindedness into chosen units	In-depth analysis shows deep understanding of international mindedness In-depth reflection shows deep understanding of contemporary international education and global issues Identifies numerous creative ways to incorporate the development of international mindedness into chosen units	Analysis shows sound understanding of international mindedness Reflection shows sound understanding of contemporary international education and global issues Identifies numerous ways to incorporate the development of international mindedness into chosen units	Analysis shows basic understanding of international mindedness Reflection shows basic understanding of contemporary international education and global issues Identifies ways to incorporate the development of international mindedness into chosen units	Analysis shows little understanding of international mindedness Reflection shows little understanding of contemporary international education and global issues Fails to identify ways to incorporate the development of international mindedness into chosen units

IB Unit Planner *PBA

Design a unit using the PYP planner, MYP planner or an agreed format for DP courses. The unit plan should be 2-6 weeks. Complete an overview chart showing the weekly / daily breakdown of the unit and include this as an appendix with the final paper. You must be able to teach at least two of the planned lessons and ideally, more, or all of the unit. You should then complete the reflection section of the planner.

-For PYP it should be a transdisciplinary unit.

-For MYP it may be a transdisciplinary unit or specific subject unit that clearly shows possible transdisciplinary connections.

-For DP it should be a specific subject unit that clearly shows connections to at least one aspect of the DP core.

You should then write a final personal reflection paper (4-6 pages) that makes connections with the IB curricular framework, our course readings and your own experience in IB classrooms. You should briefly describe your school and classroom context, justify your instructional choices in the unit, and specifically discuss how your unit plan reflects the IB philosophy, principles and practices in the unit plan rubric.

To support your paper you should include assessments, rubrics and student work samples as appendices to the main paper. Your final paper will therefore include the planner, the reflection paper and appropriate appendices.

Each of the 7 criteria below is worth 4 points (28 in total).

Overall, the paper should be written and organized to an appropriately high quality level.

2 additional points – Exceptionally well organized and written with no significant errors.

1 additional point – Very well organized and written with few errors.

	4 (Completely Met)	3 (Mostly Met)	2 (Partially Met)	1 (Not Met)
Central Idea INTASC Standard 7: Planning IB 1: Curriculum Processes 1B, 1C, 2B	The central idea could be transported to any school and make sense The central idea is global and clearly related to the organizing theme The unit of inquiry demands that students search for in-depth understandings through research and inquiry The inquiry provides significant opportunity for critical thinking and problem solving The unit is significant, relevant, engaging and challenging	The central idea could be transported to any school and make sense if they were edited The central idea is global but not clearly related to the organizing theme The unit of inquiry places some demands on the students for an in-depth understanding through research, inquiry, critical thinking and problem solving The unit is somewhat significance, relevance, engagement and /or challenge	The central idea could not be transported to any school and make sense with significant editing The central idea is not global and/or not clearly related to the organizing theme The unit of inquiry places few demands on students for an in-depth understanding through research, inquiry, critical thinking and problem solving The unit lacks significance, relevance, engagement, and/or challenge	There is no central idea or it is not global and not clearly related to the organizing theme The unit of inquiry places no demands on students for an in-depth understanding through research, inquiry, critical thinking and problem solving The unit has no significance, relevance, engagement and/or challenge
Resources INTASC	The resources list is varied and realistic Technology is included and	The resources list is somewhat varied and realistic Some technology is	The resources list is somewhat varied or somewhat realistic Technology is included	The resources list is not varied and not realistic Technology is not

<p>Standard 4: Instruction</p> <p>IB2: Teaching and Learning 2F, 2G, 2H</p>	<p>appropriate Visual and performing arts are included and are appropriate for the content</p>	<p>included and appropriate The performing and visual arts are included</p>	<p>but is not appropriate Some of the arts are included but not appropriate</p>	<p>included No performing or visual arts resources are included</p>
<p>Unit question/Lines of Inquiry</p> <p>INTASC Standard 7: Planning</p> <p>IB 1: Curriculum Processes 2C</p>	<p>There are 3 or 4 open-ended meaningful teacher questions The questions get to the essence of the central idea and inquiry There are robust plans for gathering, anticipating and responding to student-generated inquiry The plan reflects integration across content domains and specific Engagements to apply such knowledge</p>	<p>There are fewer than 3 high-quality open-ended teacher questions; or the questions are not open-ended The questions are beginning to get to the essence of the central idea and inquiry There are general plans for gathering, anticipating and responding to student-generated inquiry The plan reflects some integration and some specific content application</p>	<p>The teacher questions are not open-ended The questions do not get to the essence of the central idea or inquiry There no real plans for gathering, anticipating and responding to student-generated inquiry The plan reflects little integration across content domains and few specific content engagements</p>	<p>The unit is content rather than inquiry-based The questions are not at all related to the essence of the central idea and/or inquiry There are no questions using responsibility, perspective and/or reflection The plan reflects no integration or specific content applications</p>
<p>Approaches to Teaching</p> <p>INTASC Standard 4: Instruction</p> <p>IB 2: Teaching and Learning 2G</p>	<p>All of the learning engagements demonstrate that they are -Conceptually-focused -Contextualized -Collaborative -Differentiated for diverse learners -Informed by assessment -Developmentally appropriate</p>	<p>Most of the learning engagements demonstrate that they are or are emerging toward being -Conceptually-focused -Contextualized -Collaborative -Differentiated for diverse learners -Informed by assessment -Developmentally appropriate</p>	<p>Some of the learning engagements demonstrate that they are or are emerging toward being -Conceptually-focused -Contextualized -Collaborative -Differentiated for diverse learners -Informed by assessment -Developmentally appropriate</p>	<p>None or few of the learning engagements demonstrate that they are -Conceptually-focused -Contextualized -Collaborative -Differentiated for diverse learners -Informed by assessment -Developmentally appropriate</p>
<p>Action</p> <p>INTASC Standard 5: Motivation</p> <p>IB 2: Teaching and Learning 2F</p>	<p>The unit provides opportunities for students to choose, act, and/or reflect The choice, action, and/or reflection is authentic Multiple opportunities are provided for positive social interaction</p>	<p>The unit provides some opportunities for students to choose, act, and/or reflect The choice, action, and/or reflection is not completely authentic Some opportunities are provided for positive social interaction</p>	<p>The unit provides few opportunities for students to choose, act, and/or reflect The choice, action, and/or reflection is not authentic Few opportunities are provided for positive social interaction</p>	<p>The unit provides no opportunities for students to choose, act, and/or reflect The choice, action, and/or reflection is not authentic No opportunities are provided for positive social interaction</p>
<p>Assessment</p> <p>INTASC Standard 8: Assessment</p>	<p>There are multiple formative and summative assessments Students are given the standards for</p>	<p>There are some formative and summative assessments Students are given some of the standards for assessment</p>	<p>There are few formative and summative assessments Students are given only a few of the standards for assessment</p>	<p>There are no formative and summative assessments Students are not given the standards</p>

<p>IB 3: Assessment and Learning 3J, 3K, 3L, 3M</p>	<p>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>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Reflection</p>	<p>Well written with rich detail Displays clear reflection on the experience Includes clear connections to IB principles Instructional choices are explained and analyzed in the context of the IB curricular framework</p>	<p>Has few mechanical errors Provides some detail of the classroom context Some reflection but lacks depth and examples Some connection to IB principles and there is evidence that the unit was planned with IB principles and curricular framework in mind</p>	<p>Has several serious mechanical errors Not enough detail of the classroom context to measure appropriateness of lesson Little self-reflection on the implementation of the lesson Connections made with IB principles are not well described in the paper</p>	<p>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</p>

Class Schedule Fall 2014 online

Our week runs from Monday morning to Sunday evening (Eastern Standard Time, USA). You should make your initial postings on the Discussion Board early in the week (Monday or Tuesday) so that classmates have time to respond. You must also respond to classmates' postings.

Date	Assignments	Readings
<p>Week 1 Oct 6-12</p>	<p>Welcome to EDUC 622 Read the syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies.</p> <p>Skim required texts to familiarize yourself with the overall structure and content.</p> <p>Introduction to curriculum development in IB schools Write a short report (250-500 words) introducing yourself and your school context, including your experience with curriculum development in IB schools. Submit your report on the <i>Discussion Board</i>.</p> <p>Read Ritchhart's Foreword and Preface. Write a short response (around 500 words) to the question 'What is intellectual character?' Submit your report on the <i>Discussion Board</i>.</p>	<p><i>Read the syllabus fully.</i></p> <p><i>Skim required texts.</i></p> <p><i>Read Ritchhart's Foreword and Preface</i></p> <p><i>Read and respond to classmates' postings.</i></p>

	<p>Each week, one student will act as moderator for our Bb discussions. The moderator will start the discussion on Monday and post a brief summary of the discussions on Sunday. A roster for moderation will be circulated separately.</p>	
<p>Week 2 Oct 13-19</p>	<p>What makes a curriculum ‘international’? Read the IB Programme documents: - IB Career-related Certificate Core Guide - Diploma Programme: From principles into practice - MYP: From principles into practice - Making the PYP happen</p> <p>Identify the elements you feel make a curriculum international. Then choose ONE IB programme and ONE other curriculum framework that claims to be international. Create a diagram or chart to compare and contrast the 2 frameworks, showing how each framework measures up against the elements you identify.</p> <p>Post your response on the <i>Discussion Board</i>.</p> <p>Submit your ‘International mindedness’ assignment to Bb by midnight Sunday 19th October.</p>	<p><i>Read the IB Programme documents:</i> - <i>IB Career-related Certificate Core Guide</i> - <i>Diploma Programme: From principles into practice</i> - <i>MYP: From principles into practice</i> - <i>Making the PYP happen</i></p> <p><i>Read and respond to classmates’ postings.</i></p>
<p>Week 3 Oct 20-26</p>	<p>What are the hallmarks of conceptually-rich curriculum? Read Ritchhart Chapters 3 and 4. Read Wiggins & McTighe Chapters 1, 2, 3 and 4.</p> <p>Write a response to the stimulus question. Include practical examples from your own classroom experience of when conceptually-rich curriculum is and is not present. Discuss the implications for students.</p> <p>Post your response on the <i>Discussion Board</i>.</p>	<p><i>Read Ritchhart Chs 3 and 4</i></p> <p><i>Read Wiggins & McTighe Chapters 1, 2, 3 and 4.</i></p> <p><i>Read and respond to classmates’ postings.</i></p>
<p>Week 4 Oct 27-Nov 2</p>	<p>How does the IB ensure curriculum coherence within and amongst its educational programmes?</p> <p>Critically analyse the IB programme you are most familiar with and describe how it ensures coherence within that programme. Then identify 2-3 key elements of the IB programmes that you feel contribute to coherence across the 4 programmes.</p> <p>Submit Critical Response Journal on Bb by midnight Sunday 2nd November.</p>	<p><i>Read and respond to classmates’ postings.</i></p>
<p>Week 5 Nov 3-9</p>	<p>What is the role of interdisciplinary study in the IB programmes?</p> <p>Read Wiggins & McTighe Chapters 5 and 6</p> <p>Respond to the stimulus question, referring to what research suggests are potential advantages and disadvantages of interdisciplinary study and giving practical examples from</p>	<p><i>Read Wiggins & McTighe Chapters 5 and 6</i></p> <p><i>Read and respond to classmates’ postings.</i></p>

	<p>your own classroom experience. Post your response on the <i>Discussion Board</i>.</p>	
<p>Week 6 Nov 10-16</p>	<p>How do IB teachers create a curriculum that is intellectually worthwhile?</p> <p>Read Ritchhart Chapters 5, 6 and 7 Read Wiggins & McTighe Chapters 7 and 8</p> <p>Work in small groups with others who teach in the same programme area. Respond to the stimulus question giving practical examples from your own classroom experience.</p>	<p><i>Read Ritchhart Chapters 5, 6 and 7</i></p> <p><i>Read Wiggins & McTighe Chapters 7 and 8</i></p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 7 Nov 17-23</p>	<p>How do IB teachers develop authentic action rooted in IB curricula?</p> <p>Give practical examples of successful action in IB classrooms. These can come from your own experience and from examples you find in readings and on the OCC. Say why you consider them to be good examples of 'Action in action'.</p> <p>Submit your Learner Profile multimedia presentation to Bb by midnight Sunday 23rd November.</p>	<p><i>Read and respond to classmates' postings.</i></p>
<p>Week 8 Nov 24-30</p>	<p>What is the process for developing consistently high quality teaching and learning in the IB programmes?</p> <p>Read Ritchhart Chapters 8, 9 and 10 Read Wiggins & McTighe Chapters 9 and 10</p> <p>Respond to the stimulus question referring both to your own experience and to processes promoted by educational theorists. Discuss the alignment or non-alignment of theory with practice.</p>	<p><i>Read Ritchhart Chapters 8, 9 and 10</i></p> <p><i>Read Wiggins & McTighe Chapters 9 and 10</i></p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 9 Dec 1-7</p>	<p>How do IB teachers integrate principles of effective curriculum into ongoing classroom practice?</p> <p>Read Wiggins & McTighe Chapters 11, 12 and 13</p> <p>Work with a partner to comment on how the IB unit planners and planning processes align with Wiggins & McTighe's principles of Backward Design..</p>	<p><i>Read Wiggins & McTighe Chapters 11, 12 and 13</i></p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 10 Dec 8-14</p>	<p>Submit your outline plan for your PBA to Bb by midnight Sunday 14th December. We will peer review these plans and then your final PBA should be submitted by January 15th 2015 to Taskstream)</p>	<p><i>Review PBA outline plan/s for assigned partner/s.</i></p>
<p>Week 11 Dec 15-21</p>	<p>Rounding off and reflecting on learning</p> <p>On the <i>Discussion Board</i> reflect on your personal development and say which of the 10 Learner Profile attributes you have personally demonstrated during the course.</p> <p>On a separate <i>Discussion Board</i> reflect on this course: Post some of your highlights from the course - activities you</p>	

	<p>particularly enjoyed, readings you found particularly interesting, comments or discussions you found particularly useful. Comment on how you have monitored / assessed / reflected on your own learning as you have progressed through the course - did you use significantly different strategies because it was an online course?</p>	
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Submit your final PBA by 21st December 2014 to Taskstream.