



College of Education and Human Development

EDUC 622-6F1: Curriculum Development Across IB Programs

3 Credits

CRN: 81337

Fall 2016 Online

10 October – 20 December, 2016

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

A. Prerequisites/Corequisites

- a. Admission to GSE
- b. Enrollment in CEHD IB certificate program
- c. Completion of EDUC 621: *Teaching and Learning in the International Baccalaureate Programs* or permission of instructor.

B. University Catalog 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.

C. Expanded Course Description

This course is interactive by design. It is predicated upon *learning by doing* and *discovery learning*. It requires a synthesis of course reading, analysis of theory, reflection on own classroom practice, and consideration of classmates' perspectives and experiences. Students are required to apply their theoretical learning to their classroom practice, and vice versa, use their practical classroom experience to inform discussions of theory.

Please ensure you read the whole syllabus. It contains important information that will help you complete the course smoothly.

DELIVERY METHOD

This course will be taught fully 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 include a range of group, partner and individual activities involving investigations, readings, discussions and reflections.

For all online communications only GMU email will be utilized and candidates are expected to check their email regularly until all course requirements have been turned in and final grades have been posted. Candidates are required to use word processor, edit their paper, and use APA writing style 6th edition to produce quality written documents presented in a professional manner. Candidates are also expected to use technology and presentation software to produce quality presentations.

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 for the start of the course. IF you do not have these please contact the CEHD office.*

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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

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.

Instructor Support: 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: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are expected to be similarly courteous.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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 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

Upon completion of this course, students will have met the following 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	

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). *Please ensure you can access the OCC prior to the start of the course.*

COURSE ASSIGNMENTS

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%

Students are expected to submit all assignments on time in the manner outlined by the instructor.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment, Unit Lesson Plan to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.”

GRADING POLICY

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

FIELD EXPERIENCE REQUIREMENTS

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation & Log is located on Blackboard. The deadline for posting the PBA and for completing the required fieldwork document for this course is **20th December, 2016**. Failure to meet this deadline will result an “F” for the course.

HONOR CODE & INTEGRITY OF WORK:

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University 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.

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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/>).

Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the

community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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

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

EDUC 622 DETAILED ASSIGNMENT INFORMATION

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
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The paper is incomplete, unclear, poorly structured and/or contains numerous significant errors.</p>

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
Describes the role of the LP in great detail. Choice of media greatly enhances presentation of content. Includes extensive, highly illustrative examples of the LP in practice.	Describes the role of the LP in detail. Choice of media enhances presentation of content. Includes several illustrative examples of the LP in practice.	Describes the role of the LP in some detail. Choice of media is appropriate for presentation of content. Includes several examples of the LP in practice.	Describes the role of the LP but lacks detail. Choice of media is acceptable for presentation of content. Includes some examples of the LP in practice.	Fails to describe the role of the LP. Choice of media is inappropriate for presentation of content. Includes few examples of the LP in practice.

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
<p>In-depth analysis shows exceptional understanding of international mindedness</p> <p>In-depth reflection shows extensive critical understanding of contemporary international education and global issues</p> <p>Identifies numerous highly creative ways to incorporate the development of international mindedness into chosen units</p>	<p>In-depth analysis shows deep understanding of international mindedness</p> <p>In-depth reflection shows deep understanding of contemporary international education and global issues</p> <p>Identifies numerous creative ways to incorporate the development of international mindedness into chosen units</p>	<p>Analysis shows sound understanding of international mindedness</p> <p>Reflection shows sound understanding of contemporary international education and global issues</p> <p>Identifies numerous ways to incorporate the development of international mindedness into chosen units</p>	<p>Analysis shows basic understanding of international mindedness</p> <p>Reflection shows basic understanding of contemporary international education and global issues</p> <p>Identifies ways to incorporate the development of international mindedness into chosen units</p>	<p>Analysis shows little understanding of international mindedness</p> <p>Reflection shows little understanding of contemporary international education and global issues</p> <p>Fails to identify ways to incorporate the development of international mindedness into chosen units</p>

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.

IB Unit Planner				
<i>Criteria:</i>	Exemplary 4	Proficient 3	Partially proficient 2	Not proficient 1
Central Idea: Concept <i>Area of Inquiry 2; Domain E</i>	The central idea is global, conceptual and easily transportable to other contexts.	The central idea could be transported to other contexts with some editing.	The central idea could only be transported to other contexts with significant editing.	There is no central idea or it could not be transported to other contexts even with significant editing.
Unit Focus on Inquiry-Based Learning <i>Area of Inquiry 1; Domain B</i>	The unit demands that students search for in-depth understandings through research, inquiry, critical thinking and problem-solving.	The unit places some demands on the students for in-depth understanding through research, inquiry, critical thinking, and problem solving.	The unit places few demands on students for an in-depth understanding through research, inquiry, critical thinking, and problem solving.	The unit places no demands on students for an in-depth understanding through research, inquiry, critical thinking, and problem solving.
Adherence to IB Unit Standard Criteria <i>Area of Inquiry 1; Domain C</i>	The unit fully meets all four criteria: it is significant, relevant, engaging and challenging.	The unit meets most of the criteria: it is significant, relevant, engaging and /or challenging.	The unit meets some of the criteria: it is somewhat significant, relevant, engaging, and/or challenging.	The unit meets none of the criteria: it is not significant, relevant, engaging or challenging.
Unit Resources <i>Area of Inquiry 2; Domain H</i>	The resources list is comprehensive, varied, realistic and appropriate.	The resources list is varied, realistic and appropriate.	The resources list is somewhat varied, realistic and appropriate.	The resources list is not varied, realistic or appropriate.

Unit Technology <i>Area of Inquiry 2; Domain H</i>	Technology is included and is highly appropriate.	Some technology is included and appropriate.	Technology is included but is not appropriate.	Technology is not included.
Lines of Inquiry <i>Area of Inquiry 2; Domain F</i>	Lines of inquiry are meaningful, closely linked to the Central Idea and very clearly presented.	Lines of inquiry are meaningful, closely linked to the Central Idea.	Lines of inquiry are included but need editing.	Lines of inquiry are not included or need substantial editing.
Teacher Inquiry Questions <i>Area of Inquiry 2; Domain F</i>	Teacher questions are open-ended and get to the essence of the central idea and lines of inquiry.	Teacher questions are somewhat open-ended and begin to get to the essence of the central idea and lines of inquiry.	Teacher questions are not open-ended and do not get to the essence of the central idea or lines of inquiry.	The unit is not based on questions or inquiry.
Inquiry is Transdisciplinary <i>Area of Inquiry 1; Domain B</i>	The plan reflects extensive meaningful integration across content domains.	The plan reflects some meaningful integration across content domains.	The plan reflects little integration across content domains or integration is artificial / superficial.	The plan reflects no integration across content domains.
Approaches to Teaching: Conceptually Focused <i>Area of Inquiry 2; Domain E</i>	All of the learning engagements are conceptually-focused.	Most of the learning engagements are conceptually-focused.	Some of the learning engagements are conceptually-focused.	None or few of the learning engagements are conceptually-focused.
Approaches to Teaching: Collaborative <i>Area of Inquiry 2; Domain E</i>	All of the learning engagements allow for collaborative student engagement.	Most of the learning engagements allow for collaborative student engagement.	Some of the learning engagements allow for collaborative student engagement.	None or few of the learning engagements allow for collaborative student engagement.
Approaches to Teaching: Differentiated <i>Area of Inquiry 2; Domain G</i>	All of the learning engagements provide for differentiation of diverse learners.	Most of the learning engagements provide for differentiation of diverse learners.	Some of the learning engagements provide for differentiation of diverse learners.	None or few of the learning engagements provide for differentiation of diverse learners.
Approached to Teaching: Developmentally Appropriate <i>Area of Inquiry 2; Domain G</i>	All of the learning engagements are developmentally appropriate.	Most of the learning engagements are developmentally appropriate.	Some of the learning engagements are developmentally appropriate.	None or few of the learning engagements are developmentally appropriate.
Opportunities for Action <i>Area of Inquiry 2; Domain E</i>	The unit provides opportunities for students to choose, act, and/or reflect.	The unit provides some opportunities for students to choose, act, and/or reflect.	The unit provides few opportunities for students to choose, act, and/or reflect.	The unit provides no opportunities for students to choose, act, and/or reflect.
Authenticity of Action <i>Area of Inquiry 2; Domain E</i>	The choice, action, and/or reflection is authentic.	The choice, action, and/or reflection is not completely authentic.	The choice, action, and/or reflection is not authentic.	The choice, action, and/or reflection is not authentic.

Unit Assessments <i>Area of Inquiry 3; Domain K</i>	There are multiple high quality, highly appropriate formative and summative assessments.	There are quality appropriate formative and summative assessments.	There are formative and summative assessments.	Formative and/or summative assessments are missing.
Standards of Assessment <i>Area of Inquiry 3; Domain K</i>	Standards for assessment are made very clear to students (criteria, models, rubrics).	Students are given the standards for assessment (criteria, models, rubrics).	Standards for assessment are not made clear to students	Students are not given the standards for assessment.
Self Assessment <i>Area of Inquiry 3; Domain J</i>	There are multiple highly appropriate opportunities for students to self-assess.	There are some appropriate opportunities for students to self-assess.	There are few opportunities for students to self-assess.	There are no opportunities for students to self-assess.
Assessment Connection to Core Unit Components <i>Area of Inquiry 3; Domain I</i>	The assessment rigorously addresses the central idea, lines of inquiry, and key questions.	The assessment addresses the central idea, lines of inquiry, and key questions.	The assessment somewhat addresses the central idea, lines of inquiry, and key questions.	The assessment does not address the central idea, lines of inquiry, and key questions.
Reflection <i>Area of Inquiry 4; Domain N</i>	Provides clear and insightful reflection on the experience with detailed reference to the classroom context.	Provides thoughtful reflection on the experience with reference to the classroom context.	Provides some reflection on the experience with limited reference to the classroom context.	Provides little or no reflection.
Connection to IB Principles <i>Area of Inquiry 1; Domain B</i>	Paper includes clear and extensive connections to IB principles as they were used during planning the unit.	Paper includes some connections to IB principles as they were used during planning the unit.	Paper includes limited connections to IB principles as they were used during planning the unit.	Paper includes no connections to IB principles.
Writing Quality	Paper adheres to APA standards: Very clearly organized and very well-written with no significant errors.	Paper adheres to most APA standards: Clearly organized and well-written with few errors.	Paper adheres to some APA standards: Organization and errors detract from overall quality of writing.	Paper does not adhere to APA standards: Disorganized and poorly written.

EDUC 622 CLASS SCHEDULE FALL 2016 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
Week 1 Oct 10-16	<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>
Week 2 Oct 17-23	<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 23rd 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>
Week 3 Oct 24-30	<p>What are the hallmarks of conceptually-rich curriculum? Read Ritchhart Chapters 3 and 4.</p>	<p><i>Read Ritchhart Chs 3 and 4</i></p>

	<p>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 Wiggins & McTighe Chapters 1, 2, 3 and 4.</i></p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 4 Oct 31- Nov 6</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>Post your response on the <i>Discussion Board</i>.</p>	<p><i>Read and respond to classmates' postings.</i></p>
<p>Week 5 Nov 7-13</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 your own classroom experience. Post your response on the <i>Discussion Board</i>.</p>	<p><i>Read Wiggins & McTighe Chapters 5 and 6</i></p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 6 Nov 14-20</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>Submit Critical Response Journal on Bb by midnight Sunday 20th November.</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 21-27</p>	<p>How do IB teachers develop authentic action rooted in IB curricula?</p> <p>Give practical examples of successful action in IB</p>	<p><i>Read and respond to classmates' postings.</i></p>

	<p>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 27th November.</p>	
<p>Week 8 Nov 28- Dec 4</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 5-11</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>Submit your outline plan for your PBA by midnight Sunday 11th December for peer review.</p>	<p><i>Read Wiggins & McTighe Chapters 11, 12 and 13</i></p> <p><i>Read and respond to classmates' postings.</i></p> <p><i>Review PBA outline plan/s for assigned partner/s.</i></p>
<p>Week 10 Dec 12-18</p>	<p>Rounding off and reflecting on learning</p> <p>On the <i>Discussion Board</i> reflect on this course: Post some of your highlights from the course - activities you particularly enjoyed, readings you found particularly interesting, comments or discussions you found particularly useful. Reflect on your personal development and say which of the 10 Learner Profile attributes you have personally demonstrated during the course.</p> <p>Submit your final PBA by 18th December.</p>	