EDUC 627 – 6F1/001
Contemporary Trends and Issues in IB
3 Credits
CRN: 43872/43489
Summer 2021

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Office Hours: By appointment
Meeting Dates: May 17 – August 8
Meeting Time: Online
Meeting Location: Online

Prerequisites/Co-requisites

Admission to SOED, enrollment in IB certificate program and completion of EDUC 621: Teaching and Learning in the International Baccalaureate Programs or permission of instructor.

Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

University Catalog Course Description

Focuses on current IB research, trends and issues as well as international, national and state/provincial legislation concerning schools and the potential impact on IB schools. Participants are prepared as leaders and advocates for IB programs and their students.

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

Course Overview

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

While this is an online course, it is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the 12 modules, you should spend this amount of time on Bb in addition to your weekly readings and research/writing work. Successful students in an online learning environment are proactive, self-regulated and manage their time well.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu or @gmu.edu) and email password. The course site will be available **on or before May 10, 2021 by 7 pm EDT.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their Mason email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player:
    - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/
- It is possible that students may need a headset microphone for use with Skype or Zoom should conferencing with the instructor be necessary and individual technology will not permit clear audio.
- Students who are unfamiliar with Bb should make time to take the online tutorial before the beginning of class. https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/
- All students can request a Zoom account from ITU, https://its.gmu.edu/. This can be used to facilitate online communication with one another and with the instructor.

Expectations

This online course is **not self-paced.** You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on **Mondays** and **finish** on **Sundays**.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their Mason email for communications from the instructor, class discussions, and/or access to course materials at least **3** times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- 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 anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- 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 similarly expected to be respectful in all communications.

- Writing Support: Mastery of academic writing is a process, the APA Manual is your style guide in terms of composition, format, and the requirements of various types of writing found in this course and the program. APA provides a tutorial on the requirements (see our Bb: Library Resources). If APA new to you, I strongly recommend you complete the tutorial before the class begins.

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

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Gain knowledge of historical, political and theoretical perspectives as well as major current trends and issues in international education and how they related to current IB education professional roles and programs.
2. Examine the role of federal and state-provincial legislation and policy on education programs and services for children and their families.
3. Examine the purpose of advocacy and the role of local, state-provincial, national and international organizations.
4. Discuss the intersection of equity and excellence.
5. Synthesize the implications of current trends and issues within the context of historical, political and theoretical perspectives in international education.
6. Possess the knowledge and skills to communicate effectively on behalf of international education and IB programs.

Professional Standards: (NBPTS / ASTL / IB Teacher Award /IB Areas of Inquiry)

Upon completion of this course, students will have met the following professional standards:
National Board of Professional Teaching Standards
Proposition 1: Teachers are committed to students and their learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects.
Proposition 3: Teachers are responsible for managing and monitoring student learning.
Proposition 4: Teachers think systematically about their practice and learn from experience.
Proposition 5: Teachers are members of learning communities.
ASTL 6: Teachers attend to the needs of culturally, linguistically and cognitively diverse learners.

ASTL 7: Teachers are change agents, teacher leaders, and partners with colleagues and families.

IB Teacher Award Strands:

Purpose (0101): Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
Teacher Support (0203): Learning environments in IB World Schools support and empower teachers.
Culture through Policy Implementation (0301): Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.
Students as Lifelong Learners (0402): Learning in IB schools aims to develop students ready for further education and life beyond the classroom.
Approaches to Teaching (0403): IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.
Approaches to Assessment (0404): Learning, teaching, and assessment effectively inform and influence one another.

IB Standards:
Area of Inquiry 1: Curriculum Processes

A. What is international education and how does the IBO's mission and philosophy support it?
A. What is the context in which your IB school exists? What political, social and legislative forces affect the delivery of the program?
A. How are the aims of the IB program congruent with national philosophy in your context? How are they different?
B. In what ways does your program support intercultural awareness and the development of cultural identity? International mindedness?
B. In what ways does your program come into conflict with local norms, values and beliefs? How is that addressed?

Area of Inquiry 4: Professional Learning

N. What is reflective practice and how does it support program implementation and enhance practice?
N. How does your setting promote a Community of Learners?
N. What is the role of collaborative working practice in supporting program learning outcomes?
O. In what ways to political, social and legislative matters affect building a community of professional practice?
O. In what ways is technology supporting your Community of Learners?
P. How have you used technology to extend your learning community?
P. How do we determine the effectiveness of our learning community?

Learning Objectives and Outcomes Table:

Outcomes	NBPTS/ASTL	IB Strands	IB Standards
1	1, 5, 7	0101, 0301	1 A, B; 4 N, O
2	1, 5, 7	0101, 0203, 0301	1 A, B; 4 N, O
3	5, 6, 7	0101, 0203, 0301	1 A, B; 4 O, P
4	1, 6	0101, 0301, 0402, 0403, 0404	1 A, B
5	1, 4	0101, 0203, 0301, 0402, 0403, 0404	1 A, B
6	1, 5, 7	0101, 0203	1 A, B; 4 N, O, P

Required Texts

Belcher, W. L. (2020). *Writing your journal article in twelve weeks: A guide to academic publishing success*. (2nd ed.). University of Chicago Press.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. (7th ed.). American Psychological Association.

Additional readings will be drawn from contemporary journals and practitioner texts as well as published research on international education and International Baccalaureate programmes.

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 Program Resource Center (PRC) through the International Baccalaureate.

Relevant Websites:
- International Baccalaureate Organization, http://www.ibo.org
- Practitioner Research as Staff Development, http://www.aelweb.vcu.edu
- American Psychological Association, http://www.apa.org

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT (Journal Manuscript)
Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an

elective, a one-time 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.

FIELDWORK REQUIREMENT

There is no fieldwork requirement for EDUC 627.

Assignments and/or Examinations

Assignment Description	Grade %	Outcomes Addressed	Due Date
Informed Class Participation/Module Discussion	10	1, 2, 3, 4	**Weekly**
Activities: Abstract, Outline & Intro	15	All	**May 31, June 21, and July 12**
Idea Paper	15	All	**June 7**
Annotated Bibliography & Abstract	15	1, 2, 3, 5	**July 5**
Peer Draft Review	10	1, 5, 6	**July 26**
PBA/Journal Manuscript	35	All	**August 8**

Grading
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 School of Education.

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). 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.*

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 APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy
Students are expected to participate in **all** online discussions. Not participating in an online discussion will be reflected with a zero for the week and as an absence. **Students with two absences will receive a one-letter grade deduction in their final grade; students with three absences will not receive credit 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 9th 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 APTDIE office.

GMU E-MAIL AND 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). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but generally within 24 hours unless there is an out of office message up explaining a delay.

Core Values Commitment

The College of Education and 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/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

COURSE SCHEDULE

Please read due dates carefully. Because of holidays that occur during the course, I have adjusted due dates to sometimes not be at the end of the module. Please plan your work accordingly. Due dates that are not at the end of the module week are noted in **red.**

Module 1	Research and academic writing
Dates	May 17 – May 23
Readings	• Belcher Week 0 (this starts on page 390) and pages 14-33
Assignments due	1. Participate in discussion one

Module 2	Metacognition
Dates	May 24 – May 30
Readings	• Making the Abstract Explicit: The Role of Metacognition in Teaching and Learning – pages 1-20 (on Bb) • Belcher Week 3
Assignments due	1. Participate in discussion two **2. Abstract Activity Due May 30**

Module 3	Intercultural competence
Dates	May 31 – June 6
Readings	• Intercultural Competence of English Language Teachers in International Baccalaureate World Schools in Turkey and Abroad (on Bb) • Belcher Week 3
Assignments due	1. Participate in discussion three 2. Idea Paper Due on **June 6**

Module 4	Diversity, equity, inclusion, and justice (DEIJ)
Dates	June 7 – June 13
Readings	• Decolonise IB: How International School Alumni Are Mobilizing to Diversify the Expat Curriculum (on Bb) • Culturally Responsive Curriculum Scorecard (on Bb) • The Urgency of Intersectionality (on Bb)
Assignments due	1. Participate in discussion four

Module 5	Language issues
Dates	June 14 – June 20
Readings	• Language Ideologies in a U.S. State-Funded International School: The Invisible Linguistic Repertoires of Bilingual Refugee Students (on Bb) • Belcher Week 5
Assignments due	1. Participate in discussion five 2. Outline Activity Due **June 20**

Module 6	Professional learning
Dates	June 21 – June 27
Readings	• Evaluating Professional Development of Educators in an International Context (on Bb)
Assignments due	1. Participate in discussion six

Module 7	Analyzing and presenting evidence
Dates	June 28 – July 4
Readings	• Belcher Week 7 and 8
Assignments due	**1.** Annotated Bibliography and Abstract Due **July 1**

Module 8	Leadership
Dates	July 5 – July 11
Readings	• International Schools: Leadership Reviewed (on Bb)
Assignments due	1. Participate in discussion seven 2. Email journal manuscript draft to peer by **July 10** 3. Introduction Activity Due **July 11**

Module 9	Drafting and editing
Dates	July 12 – July 18
Readings	• Belcher Week 9
Assignments due	1. Work on drafts and peer editing. 2. If you have specific questions about your PBA, please schedule a conference with Dr. Daly this week.

Module 10	Refining your writing and responding to feedback
Dates	July 19 – July 25
Readings	• Belcher Week 10
Assignments due	1. Peer Draft Review Due **July 22** 2. Conferences with Dr. Daly (as needed)

Module 11	Editing and final checks
Dates	July 26 – August 1
Readings	• Belcher Week 11
Assignments due	1. Participate in discussion eight

Module 12	Wrapping up
Dates	August 2 – August 8
Readings	• None
Assignments due	1. Complete discussion nine – No response to colleagues required 2. Journal manuscript due **August 8** 3. Complete EDUC 627 post-assessment (in Bb) by **August 8** 4. Complete Mason evaluation – **TBD**

Explanations of Assignments

Informed Class Participation – 10% of Grade – Cumulative

Informed class participation is evidenced by thoughtful, thorough completion of **all** activities in the modules as requested. Your discussion and other work should reflect deep learning from readings and any other online content. Work within each module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into current and/or future practice.

The main participatory activity for this course will be engaging in conversation with classmates via the Discussion Board. The Discussion Board provides opportunities for students to engage with course content, ask questions, explore ideas, and reflect. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. **Each module will begin on a Monday and run through the following Sunday.** You must start posting for each module by **Thursday at 11:59 (EST)** so that the class will have Friday through Sunday to engage in conversation. Discussion board for each module will be "open" only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week's discussion board during the week we are working on it.

Responses to my post/query should be at least one full, considered paragraph. You should cite texts in parentheses from course readings that are referred to in the post. Full APA 7 citations are required for texts outside of readings in the Course Schedule. Please do not put citations/links that take someone to a login page; a full APA citation allows someone else to find the source easily. Please try to avoid direct quotations in the Discussion Board. Instead, paraphrase scholars and readings and weave connections together with your own thinking.

Responses to classmates is an opportunity to extend the dialogue and allows you to pose thoughtful questions concerning the weekly topics. Your response to your peers' can be anywhere from a few sentences to several paragraphs and can also offer additional resources if applicable. All responses must be thoughtful and respectful. You must respond to *at least two peers* during each module. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).

*Please note: it is acceptable to post your responses to my initial questions at the same time. However, your responses to your colleagues should be distributed throughout the course of the module and not done at one time.

A rubric for grading the Informed Class Participation/Module Discussion will be posted on Blackboard.

Activities – 15% of Grade – 5 % Each

There will be three activities for you to do over the course of the semester: the *Abstract Activity*, the *Outline Activity*, and the *Introduction Activity*. Each activity is meant to provide you with scaffolding and support as you work on your PBA. Assignment information sheets and rubrics will be provided in Blackboard. They are due on *May 30*, *June 20*, **and** *July 11* respectively.

Idea Paper

This paper is to be to be a space for the student to propose a topic for the final journal manuscript. It should be *no more than three pages in length* (in APA 7 format) and should discuss the topic, the reasoning for the pursuit of the topic, the application to the student's educational role, and the proposed thesis/direction. It is expected that the student has done a small amount of preliminary research before writing the proposal and reference are provided. Feedback will be provided from the idea paper and topics will be approved or modifications might be suggested. Conferences can be set up to discuss possible topics.

Idea Paper (15% of grade)				
Criteria:	**Exemplary** **4**	**Proficient** **3**	**Partially proficient** **2**	**Not proficient** **1**
Topic Idea	The project clearly, comprehensively and innovatively addresses the current trend or issue identified.	The project clearly addresses the current trend or issue identified.	The project somewhat addresses the current trend or issue identified	The project does not address the current trend or issue identified.
IB Context	Plan shows sophisticated understanding of the IB context.	Plan shows some understanding of the IB context.	Plan shows limited understanding of the IB context.	Plan shows little understanding of the IB context.
Organization	Work is very clearly organized and very well-written with no significant errors.	Work is organized and generally well-written.	Organization and errors detract from overall quality.	Work is disorganized and poorly written.
References	A range of academic references in APA 7 is used to very good effect.	Some academic references in APA 7 are included.	Some academic references in APA 7 are included.	Academic references are missing or incomplete. There also may be significant errors with APA 7.

Annotated Bibliography and Abstract
This assignment is connected to the PBA and should be done with this assignment in mind. It is designed to get students thinking in the direction of the PBA and allow instructor feedback prior to the final PBA due date. Students should select a topic of relevance around a current trend or issue in IB schools. As students research that topic, they should construct an annotated bibliography of at least **12** sources related to that topic. Sources should be from a variety of scholarly sources in relation to nationality of author, time, and journal and all should be listed with correct APA 7. An Excel file template will be provided to use for this assignment and will be located in Bb. In addition, students should construct and write an abstract of no more than 200 words describing the

content of the journal manuscript. It is suggested that students review abstracts of journal articles including the course readings for models.

Annotated Bibliography and Abstract (15% of grade)				
Criteria:	**Exemplary** **4**	**Proficient** **3**	**Partially proficient** **2**	**Not proficient** **1**
Research Question & Abstract	Clear idea of the research question. Abstract provides detailed information and is well-written.	Clear idea of the research question. Abstract is clear and provides a good map of paper.	Research question may be less defined. Abstract leaves questions that need to be answered.	Research question is hard to ascertain. Abstract is very unclear.
Required Sources	At least 12 sources are provided and annotated.	At least 10 sources are provided and annotated.	At least 8 sources are provided and annotated.	< 8 sources are provided and annotated.
APA Format	Correct APA 7 style is used.	Minor mistakes using APA 7 style.	Minor mistakes using APA 7 style.	Mistakes made using APA 7 style make it difficult to determine where the source was found.
Annotations	Annotations show that the writer clearly understood articles and connects them to their research question as well as evaluated it as scholarship.	Annotations show that the writer understood articles and mostly connects them to their research question as well as evaluated it as scholarship.	Annotations may be less clear about the connections between the research question or how sources were evaluated for scholarship.	Some annotations problematic either in connection between research question or how they were evaluated as scholarship.

Overall	Very clearly organized and very well-written with no significant errors. A range of academic sources used effectively.	Clearly organized and well-written with few errors. Academic sources used effectively.	Organization and errors detract from overall quality of writing. Sources may all be from same place.	Disorganized and poorly written. Academic sources are incomplete, out of date, or disconnected.

Peer Draft Review

This assignment is meant to allow students to receive and provide peer feedback of the journal manuscript. It is also meant to keep students on track in writing and working on the journal manuscript. Students will be assigned *no more than two students* to provide their draft paper in Word. Students will then need to read and review the paper making notes using Comments and track changes and then return to the writer so that it can be submitted to Bb for professor review.

Peer Draft Review (10% of grade)				
Criteria:	**Exemplary** 4	**Proficient** 3	**Partially proficient** 2	**Not proficient** 1
Topic Idea	The project clearly, comprehensively and innovatively addresses the current trend or issue identified.	The project clearly addresses the current trend or issue identified.	The project somewhat addresses the current trend or issue identified	The project does not address the current trend or issue identified.
Draft Development	Draft shows significant development of ideas and student is making excellent progress.	Draft shows good development of ideas and student is making good progress.	Draft shows limited development of ideas and student may need to do additional research.	Draft has limited development and student definitely needs to do additional research.

Peer Editing	Comments from peer(s) are substantial and provide guidance that advance the paper in content, mechanics, and organization.	Comments from peer(s) are more limited but do provide guidance that advance the paper in content, mechanics, and organization.	Comments from peer(s) are substantial but only really address mechanics, organization, or APA 7 style.	Comments from peer are limited in scope or brief.

PBA/Journal Manuscript

This project is to be designed in conjunction with the instructor and should be relevant to the educational role of the participant. The student will select a topic of relevance around a current trend or issue in IB schools, research that topic and craft a publishable quality paper of **4,000-6,000 words including APA references**. There are two goals for this exercise: 1) to encourage students to think about the course readings and to his/her own experiences in the program in greater depth and 2) to help develop how to express ideas and defend them with appropriate supporting material. More information concerning the Journal Manuscript will be located in Bb.

	Journal Manuscript (35% of grade)			
Criteria:	**Exemplary** **4**	**Proficient** **3**	**Partially proficient** **2**	**Not proficient** **1**
Explanation of Topic *Area of Inquiry 1; Domains A, B* *IB Strand 0403*	The topic being explored is clearly explained in detail.	The topic being explored is clearly with some detail.	The topic vaguely described with some detail.	The topic being explored is not clearly articulated.
Topic Rationale *Area of Inquiry 1; Domains A, B* *IB Strand 0403*	The rationale for exploring the topic is explained in-depth.	The rationale for exploring the topic is explained in some detail.	The rationale for exploring the topic is vague with limited detail.	The rationale for exploring the topic is not explained.

Connection of Topic to IB *Area of Inquiry 1; Domains A, B* *IB Strand 0403*	Shows in-depth understanding of the IB context.	Shows sound understanding of the IB context.	Shows basic understanding of the IB context.	Shows little understanding of the IB context.
Analysis of Trend on IB Education *Area of Inquiry 1; Domains A, B* *IB Strands 0402, 0403*	Provides extensive, detailed analysis of impact on IB programmes, professional roles and/or student learning.	Provides analysis, in some detail, of impact on IB programmes, professional roles and/or student learning.	Provides unclear or incomplete analysis of impact on IB programmes, professional roles and/or student learning.	Provides insubstantial analysis of impact on IB programmes, professional roles and/or student learning.
Connections to Literature and Research *Area of Inquiry 1; Domains A, B* *IB Strands 0402, 0403*	The project establishes clear and accurate connections to readings/research.	The project generally establishes connections to the readings/ research.	The project establishes some connections to the readings/ research.	The project outlines the project but does not provide clear connections to readings/research.
Critical Reflection *Area of Inquiry 4; Domain N* *IB Strands 0402, 0403*	The author includes a rich reflection that draws clear conclusions.	The author has included a reflection at the conclusion that generally is reflective in nature.	The author appears to be making meaning of the project, but the reflection may need further elaboration.	The author has reported information without elaboration or has drawn conclusions without justification.

Personal Reflections on Research	The author thoroughly reflects upon the findings and implications of his or her work and its connections and applications to the author's context.	The author reflects upon the findings and implications of his or her work and its connections and applications to the author's context.	The author provides a limited reflection upon the findings and implications of his or her work and its connections and applications to the author's context.	The author does not reflect upon the findings and implications of his or her work.
Writing Quality	Paper adheres to APA 7 standards: Very clearly organized and very well-written with no significant errors.	Paper adheres to most APA 7 standards: Clearly organized and well-written with few errors.	Paper adheres to some APA 7 standards: Organization and errors detract from overall quality of writing.	Paper does not adhere to APA 7 standards: Disorganized and poorly written.