



Curriculum Processes

PK12-IB1

Related Program(s):

OISE Certificate in International Education, International Baccalaureate (IB)
(Diploma Programme)

Course Details

Format: 100% Online, Facilitator-led
Hours: 30 hours (including inquiry, action and reflection through online discussion)
Duration: 6 weeks

Who should attend? Qualified high-school teachers or students in university teacher education degree programmes who will graduate with high school qualifications, who are interested in teaching in IB high schools.

Prerequisites: Teaching degree (IB experience is not required)
–or–
3 years teaching experience (in a public or private secondary school)

Course Outline

Description:

Gain a foundational understanding of the role and philosophy of the International Baccalaureate (IB) programme in this six-week, 100% online introductory* course. Modelled on IB learning principles, you will practice the IB inquiry cycle (*Inquire-Act-Reflect*) as you progress through each module.

Throughout the course, you will have the opportunity to collaborate with peers, participate in inquiry-based tasks and reflect on current practice as you:

- explore how the IB's mission, the IB learner profile, and the Diploma Programme promote international education
- identify the essential elements of the IB curriculum framework, and its foundational learning principles
- develop practical knowledge of effective curriculum development and instructional design within the context of IB Diploma Programme
- examine the IB continuum and common features of the four IB programmes, including the role of the IB Diploma Programme within the continuum

*PK12-IB1 Curriculum Processes is the first of four courses in the OISE Certificate in International Education for IB Qualification.

Course Objectives:

By the end of this course you will have demonstrated the ability to...

explain the vision and philosophy of the IB Diploma Programme, the IB Curriculum Framework, the IB Language and Learning Policy, and how the IB Diploma Programme differs from other non-IB high school curriculum. Learners will be able to design an IB course for their school.

Course Requirements:

The course requires a computer and online access to the OISE course environment, as well as the ability to connect online to other websites and resources as required.

Learning Outcomes:

Learners who successfully complete the course will have demonstrated the ability to:

1. Explain the mission and philosophy of IB programmes
2. Promote the IB philosophy within a school
3. Clearly articulate the IB Diploma Programme Curriculum Framework and Language and Learning Policy
4. Create authentic learning activities within an effective IB Diploma
5. Explain how the IB Diploma Programme aligns and conforms to the other 3 IB programs (*Primary Years Programme, Middle Years Programme, Career-related Programme*)

Learning Evaluation Plan:

Method of evaluation in this course is as follows with 100% of grade as assessed by an OISE Continuing and Professional Learning (CPL) rubric:

1. Submission of task-based assignments* - 80%
2. Active online reflection and participation – 20%

**The course includes short and frequent tasks that require you to follow the Inquire-Reflect-Act cycle. This includes reviewing IB resources and responding to Instructor prompts and questions. Outputs include short assignments, discussion board posts, journal reflections, etc.*

Attendance Requirements:

Learners must complete online posts and assignments as per the schedule set out by the Facilitator over the 6-week period, approximately 6 hours of work in total each week.

Topical Overview:

1. Module 1 International Education and the Role and Philosophy of the IB Programs
 - What Makes IB Different
 - IB Mission and Vision
 - IB Continuum Model
2. Module 2 Curriculum Frameworks (Principles, Structures, and Practices)
 - Structure of the IB Framework
 - Principles of Learning Underpinning IB
 - The Core Elements (extended essay, theory of knowledge, creativity, activity, service)
3. Module 3 Curriculum and Instructional Design
 - Instructional Design Principles
 - Identifying and Communication Key Ideas
 - Methodologies for Teaching Subject Disciplines
 - Promoting Academic Honesty
4. Module 4 Curriculum Articulation
 - Essential Features of an IB Continuum
 - How the IB Diploma Programme is to and Different from the Other IB Programs
 - How is What IB Students Learn Different
 - IB Language Policy
 - Inclusive Education and IB

Materials / Recommended Readings:

All articles and reading material and IB resources will be provided by your facilitator and will be made available online through the course learning environment.

Policies, Procedures, Disclaimers:

The principle of academic integrity requires that all work submitted for evaluation and course credit be the original, unassisted work of the student. Cheating or plagiarism including borrowing, copying, purchasing or collaborating on work, except for group projects arranged and approved by the facilitator, or otherwise submitting work that is not the student's own violates this principle and will not be tolerated. Students who have any questions regarding whether or not specific circumstances involve a breach of academic integrity are advised to review the Academic Integrity Policy and procedure and/or discuss them with the facilitator.

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