



Approaches to Teaching and Learning

PK12-IB2

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:	Completion of PK12-IB1 Curriculum Processes

Course Outline

Description:

Examine how the International Baccalaureate (IB) curriculum design process upholds the IB mission and philosophy within the K-12 international education context. Modelled on IB learning principles, you will practice the IB inquiry cycle (*Inquire-Act-Reflect*) as you progress through each module in this six-week, 100% online course.

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 relevant theories to support the design of effective IB Diploma Programme learning activities
- Develop teaching strategies and the skills for designing learning activities that support the IB Diploma Programme's learning aims and objectives
- Design learning activities with differentiated instructional strategies to meet the needs of all IB Diploma Programme students
- Evaluate and select learning materials that support the IB Diploma Programme practice

Course Objectives:

By the end of this course you will have demonstrated the ability to...design and plan effective learning in an IB programme based on learning theories, effective strategies and learning styles.

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 constructivism in an IB programme
2. Plan and assess metacognition, making the thinking visible
3. Differentiate teaching to meet needs of learners
4. Scaffold learning
5. Develop criteria for the selection and evaluation of teaching and Learning materials

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 Learning Theories, Strategies, Styles
 - IB Approaches to Learning
 - Brain Targeted Teaching Model
 - Constructivism in an IB Programme
2. Module 2 Teaching Methodologies and the Support of Learning
 - Teaching of Thinking and Metacognition
 - Visible Thinking
 - Contextualized Learning
 - IB Resources
3. Module 3 Differentiated Teaching Strategies
 - Gardner's Theory
 - Developing Collaboration Skills
 - Designing a Learning Experience
 - Scaffolding Student Learning
4. Module 4 Selection and Evaluation of Teaching and Learning Materials
 - Criteria for Selecting and Evaluating Resources
 - Knowing Your Students
 - Knowing Your Curriculum
 - Knowing yourself as a Teacher

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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