

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

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WASHINGTON, DC • 10–13 JULY



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Bringing the IBCC Core to life

Natasha Deflorian, IBCC Associate Manager, IB
Beth Bailey, IBCC Coordinator, Jacksonville HS
Stephanie Weinfurter, ATL teacher, Ronald Reagan HS
Kevin Denney, DP/IBCC Coordinator, South Forsyth HS



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IBCC programme model

- The **core** is a required element and is at the **heart** of the IBCC. It enables students to **enhance** their personal and interpersonal development, with an emphasis on experiential learning. While **challenging**, the **core** should also be **enjoyable** and provide students with a combination of **academic** and **practical** skills that will serve them well in their future lives.





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IBCC Core

For student development to occur, the IBCC core should:

- empower students to be responsible for their own learning and development
- challenge students to establish and achieve meaningful goals
- provide students with flexible strategies to deal with familiar and unfamiliar situations
- involve authentic activities that allow students to develop the capacity, and the will, to make a difference
- give students the opportunity to learn, plan, act and reflect
- develop both practical and intellectual skills.

The core aims to develop students who are:

- thoughtful and active citizens
- responsible for their own learning and development
- competent and confident communicators
- reflective, creative and critical thinkers
- aware of our shared human condition
- able to establish a sense of identity in a context of time and place
- prepared to think about the needs, perspectives, values and attitudes of other people
- active participants in their own intercultural learning.



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IBCC Core...

- Community & Service (50 hrs)
- Language development (50 hrs)
- Reflective project (40 hrs)
- ATL (90 hours)
 - 4 key topics
 - Thinking
 - Communication
 - Personal development
 - Intercultural understanding





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A Day in the life of an IBCC Coordinator

- ✓ Fix schedule complications for a student(s)
- ✓ Communicate with parentS!
- ✓ Counsel students on decisions regarding coursework
- ✓ Counsel students on whether to continue program or not
- ✓ Counsel students on registration
- ✓ Public relations – selling the program to the community and the parents and most especially to the students **and the staff**
- ✓ Meeting with various stakeholders inside school and in the community to facilitate connections in program
- ✓ Making connections between CTAE/Pathway teachers and IB Diploma program teachers
- ✓ Planning lessons with ATL teacher and other staff for seminar activities related to pathways
- ✓ Working with CAS/Commu.& Service Coordinator
- ✓ Arguing, pleading, begging, cajoling with administration for more resources, allowances and ways to fit square pegs in pentagonal holes 😊
- ✓ Inventing time travel so you can get more things done! 😊 😊



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IBCC Approaches to Learning Reagan IB High School Milwaukee, WI

Presented by: Stephanie Weinfurter



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Ms. Weinfurter's ATL Course Highlights

- Career Pathways: Health Science or Computer Science
- Digital Portfolio for IBCC: student web pages
- Units: Intercultural Understanding, Communication, Thinking, and Personal Development
 - Sample lesson plans
 - Activities/ideas
 - Student work
- Best Practice: Ongoing Reflection
- List of Helpful Resources



Class website: reaganibcc.weebly.com



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Intercultural Understanding: Me Among Many

- in-ter-cul-tur-al (n t r -k l ch r- l). adj. Of, relating to, involving, or representing different cultures
- What unique perspectives do I offer?
- How do I relate to those who are different than me?
- How can I expand my intercultural understanding?
- What are my responsibilities to break down cultural barriers?



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Intercultural Understanding Sample Lesson

- http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- The Danger of a Single Story: “Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice — and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.”
- Communicating with ePALS from other countries

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Welcome Stephanie Weinturter

My Home

Mail
My Mail 39
Review Student Mail

Create My Classes

Admin
Student Accounts
Profile
Settings

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Are your students aspiring poets? They can join the IFLAC Children's Peace Train Poetry Festival for a chance to be published in A Child for Peace anthology!
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Connect with other ePals educators to discuss projects, school and other issues. Start Posting >>

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Digital Content



Intercultural Understanding Excerpts from Student Reflections: Carlos:

- *I believe more people should communicate internationally so they could be able to understand other cultures and know how their country works differently from other countries. This would also open a whole other world in the peoples eyes because they'll see how lucky or how unfortunate they are because of how their countries treat them. If they feel lucky they will try their best to keep it that way for the future generations. If they feel unfortunate they will be able to make a change and help future generations be treated better. I would try to find more epals so I could be able to elevate my cultural understanding and find out more interesting things about other countries.*



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Communication: Praise, Criticism, & Feedback Handout/Teamwork Response Activity

- What is the role of social media in communication?
- What are the ethical issues regarding workplace communication?











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Thinking

- Edward De Bono 6 Thinking Hats Assignment
- Investigating Ways of Thinking and Problem Solving for Personal and Professional Career

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	<i>White paper</i>	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
	<i>Fire and warmth</i>	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	<i>Sunshine</i>	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
	<i>A stern judge</i>	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	<i>Vegetation and rich growth</i>	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	<i>The sky and overview</i>	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.



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Personal Development: IB in Me

- Emotional Intelligence Theory Project
- 12 Point Self Assessment of Grit
- TED Talk
http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit/transcript





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Ongoing Reflection

- Students create an interactive notebook, which will be used throughout the course where students respond to a quote, video, artwork, etc. posted daily by the instructor. The “text” will connect to themes and issues being addressed in the class.
- **Reflection**
- **What? So What? Now What?** The reflection process begins with a defining and sharing of the "What" of the student's experience, and follows a continuous cycle towards "So What?" and "Now What?"
 - What?** Report the facts and events of an experience, objectively.
 - So What?** Analyze the experience.
 - Now What?** Consider the future impact of the experience on you and the community.



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Helpful Teaching Resources:

- <http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>
 - "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments. The basic structure of the program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.
- [Mind Tools Website](#)
- [Talent Smart Website](#)



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“To learn another language is quite simply and profoundly one of the best ways of learning to recognise the world and to see how others and otherness inhabit it. It is an education in difference as a pathway to understanding how to contribute to [...] global citizenship.”

(Worton, quoted in Reisz 2010: 39)



Language development in the IBCC



IBCC language development is designed to ensure that all students, no matter what their background, have access to and are exposed to a language programme that will assist and further their understanding of the wider world. It aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied is spoken.

IBCC Core guide pg. 49





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Language development in the IBCC

The aims of language development are to:

- enable students to understand and use the language they have studied in context
- encourage an awareness and appreciation of the different perspectives of people from other cultures
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language



Best practice: Language development

- School based language course
 - Language development coordinator works with students to ensure connections to CRS and progress on language portfolio
- Online language course offered through school/district
 - Language development coordinator works with students to ensure connections to CRS and progress on language portfolio
- **Four semester ATL course which includes time for students to dedicate to language development.**
 - During this time students work with Powerspeak, Rosetta Stone, online language learning tools.
 - Students work with language mentors
 - Meet with Language development coordinator to monitor progress
 - Work on Language development portfolios



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Best practice: Language development

- Sample student activities:
 - Peer evaluation
 - Self paced online activities (YouTube, iUniversity, etc...)
 - Self guided lessons connected to CRS to develop technical terminology
 - Skype sessions with international schools
 - Guest speakers with business professionals
 - Case studies
 - Mock interviews
 - Community events where students have the opportunity to utilize target language



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Best practice: Language development

- Monitoring student progress:
 - Weekly meetings with language teachers
 - Frequent meetings with IBCC Coordinator to check Language portfolio (2-3 times per semester)
 - Bi-weekly meetings with Language development coordinator to monitor progress
 - Online language blogs monitored by language teachers



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COMMUNITY AND SERVICE

- ONE FOURTH OF THE IBCC CORE (ATL, LANGUAGE DEVELOPMENT, AND REFLECTIVE PROJECT)
- STUDENTS USE THEIR KNOWLEDGE IN REAL LIFE SITUATIONS
- STUDENTS WILL MOVE THROUGH THE PROCESS OF SERVICE LEARNING





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COMMUNITY AND SERVICE IS BASED ON 'SERVICE LEARNING'

- A GOOD SERVICE LEARNING PROJECT WILL HELP:
 - KNOWLEDGE DEVELOPMENT
 - SOCIAL DEVELOPMENT
 - CIVIC DEVELOPMENT
 - PERSONAL DEVELOPMENT
- DEVELOPS WORKING RELATIONSHIPS WITH MEMBERS OF A COMMUNITY





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THE FIVE STAGES OF SERVICE LEARNING



- INVENTORY AND INVESTIGATION
- PREPARTION AND PLANNING
- ACTION
- REFLECTION
- DEMONSTRATION

- WHAT MEANINGFUL SERVICE LEARNING PROJECTS MIGHT YOUR CTE STUDENTS BE INVOLVED IN?



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COMMUNITY AND SERVICE

- SHOULDN'T BE JUST VOLUNTEER WORK
- USE EXPERIENCES IN THE COMMUNITY TO HELP STUDENTS DEVELOP ADDITIONAL KNOWLEDGE AND SKILLS RELATED TO THEIR CAREER PATHWAY
- **MUST COMPLETE:**
- **50 DOCUMENTED HOURS IN CHOSEN CAREER PATHWAY (WEEKLY LOG)**
- **MUST BE COMPLETED OVER TWO YEAR PERIOD**
- **COMMUNITY AND SERVICE/IBCC COORDINATOR WILL REVIEW HOURS**





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STUDENT RESPONSIBILITIES

- PLAN
 - IDENTIFY A COMMUNITY NEED
 - IDENTIFY AN ORGANIZATION THAT IS ALIGNED WITH THE NEED
 - WORK WITH MENTOR/TEACHER/IBCC COORDINATOR TO DEVELOP A PLAN
- DO
 - IMPLEMENT PLAN
 - ADAPT PLAN AS NEEDED
 - DOCUMENT EXPERIENCE USING WEEKLY LOG
 - SHARE EXPERIENCES WITH MENTOR/TEACHER/IBCC COORDINATOR
- REFLECT
 - QUESTION, POST IDEAS, MAKE COMMENTS



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JACKSONVILLE HIGH SCHOOL

- STUDENTS COMPLETE THEIR 50 HOURS IN EITHER:
- **HEALTH SCIENCE** (CNA, PHARMACY TECH.)
- **BUSINESS TECHNOLOGY** (MICROSOFT OFFICE)
- STARTING POINT- COMMUNITY ORGANIZATIONS
- WOUNDED WARRIORS, RUN FOR THE WARRIORS, COMMUNITY SOUP KITCHEN, ONSLOW COUNTY MINISTERIES, ROTARY INTERNATIONAL, AMERICAN RED CROSS, RELAY FOR LIFE, STURGEON CITY....



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JACKSONVILLE HIGH SCHOOL

THE GRAD PROJECT AND COMMUNITY & SERVICE

- IDENTIFY A TOPIC- CAREER RELATED COMMUNITY NEED
- RESEARCH THE TOPIC- INCLUDING AN ORGANIZATION ALIGNED WITH THE COMMUNITY NEED
- ESTABLISH NUMBER OF SERVICE HOURS (15/50)
- MAINTAIN LOG OF EXPERIENCE AND TIME
- MENTOR- TEACHER/IBCC COORDINATOR/COMMUNITY MEMBER
- END PRODUCT TO DEMONSTRATE THE IMPACT OF THE PROJECT
- REFLECTIONS- PRESENT OUTCOME/IMPACT ON COMMUNITY THROUGH USE OF BROCHURES, VIDEO CLIPS, PHOTOS, INTERVIEWS, TRI-BOARDS, MURALS, ETC... PRESENTATION SHOULD INCLUDE "WHAT I LEARNED AND WHAT NEXT"



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JACKSONVILLE HIGH SCHOOL

- WHAT ABOUT THE REFLECTIVE PROJECT?????
- COULD BE USED AS BASIS OF THE COMMUNITY AND SERVICE PROJECT AS LONG AS IT ADDRESSES AN ETHICAL ISSUE IN THE CAREER AREA
- PLANNING IS GOING TO BE KEY!!





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POSSIBLE PROJECT TOPICS

- HEALTH FAIR
- DENTAL DAY
- ANIMAL CLINIC
- PET ADOPTION DAY
- EYE CHECK
- COMPUTER WORKSHOP
- JOB APPLICATIONS ONLINE
- WEBPAGE DESIGNS FOR TEACHERS/CHARITABLE ORGANIZATIONS
- FINANCIAL AID FORMS FOR COLLEGE WORKSHOP
- ORGANIZING A CHARITY EVENT





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How the Reflective Project is delivered at SFHS: Background of School

- Hybrid Schedule – 7 period days and two 90min block days
- 8th “block” is Instructional Focus section
- Used for remediation & enrichment by school
- IB students in separate IF sections
- Time used for IB related administrative and work pieces
- For IBCC this includes the reflective project as part of the instruction segment

Mon.	Tues.	Wed.	Thurs.	Fri.
1st	1st	2nd	1st	1st
2nd	2nd			2nd
3rd	3rd	Instruc Focus	3rd	3rd
4th	4th	4th	5th	4th
5th	5th			5th
6th	6th	6th	7th	6th
7th	7th			7th



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How the Reflective Project is delivered at SFHS: Instructional Time

- Students also get instruction through their ATL coursework
- At SFHS, ATL is scheduled as follows:

Approaches to Learning Concurrency Model South Forsyth High School		
JUNIORS		SENIORS
Government	Approaches to Learning Part 1 spring of junior year Part 2 fall of senior year	Economics

- ATL covers topics of research, validity, reliability, ethical issues, community reactions, etc. - valuable parts of the Reflective Project
- Activities in ATL are used to create examples/exemplars of good Reflective Project requirements and for discussion/questions/etc.



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How the Reflective Project is delivered at SFHS: Research Trip



EMORY
LIBRARIES &
INFORMATION
TECHNOLOGY

Robert W. Woodruff
Library

- Good relationship with Emory University
- Saturday day trip
- Introduction to Library
- Research Fun





How the Reflective Project is delivered at SFHS: Mentors, Advice, Monitoring

A. Mentors

- Mentors assigned early
- 3 mandatory meeting dates
- Monitoring responsibilities
- *Modeling via Community Service Project**

B. ATL Teacher

- Background
- Lessons
- *Activities**
- Touch points
- *Discussions**

Reflection Blogs

- ITS Learning blackboard
- Mandatory and voluntary postings
- Formal & informal
- Record of their growth



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Connections to Pathways

Approaches to Learning

- Ethics & cultural awareness lessons tied to path(s)
- Advisement on topics
- Research guidance
- Reading components that supplement

Community & Service

- Annual Community Service Project
- Retreat presentations
- Community contacts & cultural awareness

Other

- CTAE teacher tie in via IBCC Coordinator
- Mentorships primarily pushed with our CTAE department teachers
- Competitions within their pathways and the opportunities for feedback they provide



Resources

- Calendar/Timeline
- Rubric
- Assessment Panel Process & Rubric
- ITS Learning
- Self-evaluation
- Sample work



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What is it?

Formal requirements

There are a variety of formats students can choose from to present their reflective project. Formats allowed are listed below.

The written report/essay should aim to cover the assessment criteria not addressed by the format used. Where a report/essay is submitted along with one of the formats for the reflective project (for example, a film and report or a radio play and an essay), these are marked together. The format chosen must be able to be sent electronically to the IB for moderation and it must be presented in English, French or Spanish.

Format	Maximum length
Essay/dialogue/short play	3,000 words
Short film	10 minutes in length accompanied by a 750-word written report/essay
Radio play/interview	10 minutes in length accompanied by a 1,500-word written report/essay
Web page	5 single images accompanied by 2,500 words of written material
Microsoft PowerPoint® presentation	10 single slides accompanied by a 1,500-word written report/essay
Storyboard/photographic presentation	15 single images accompanied by a 1,500-word written report/essay

- The IB will award a grade based on the mark.
 - 26-30 A
 - 21-25 B
 - 16-20 C
 - 10-15 D
 - 0-9 E
- Examiners will not read beyond the appropriate word limit when assessing the reflective project.
- Any student awarded a grade of E for the reflective project will not be awarded the IBCC.



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Mentor Evaluation & Reporting Tools

IBCC Reflective Project Meeting Rubric

Student Name _____

Mentors Name _____

Note this counts as a SUMMATIVE grade; failure to meet with your mentor on or before **January 24** will seriously jeopardize your ability to get the IB Career Certificate; your parents will be contacted at that time to discuss your options

Shows up for Meeting	does not show	<i>shows up but had to reschedule</i> one+ times due to their own schedule	<i>shows up</i> for first scheduled meeting; or first meeting mentor could meet
	0 points	10 points	20 points
Reflections on Blog Post in Discussion Forum	does not have	has a <i>bare bones, 150-200 word reflections</i> that needs further work	has thoroughly <i>completed the reflections/posts</i>
	0 points	10 points	20 points
Rough Draft/Partial Essay & Self Assessment of Projected Grade	does not have completed chart; has no pages ready to discuss	has Self Assessment but without comments on what weaknesses they are planning to address; has <i>less than 6 pages done</i>	has Self Assessment <i>chart completed with weaknesses and plans to address</i> them AND <i>has 6+ pages</i> to share
	0 points	10 points	20 points
Discussion	does not discuss their topic	<i>discusses their plans to address their weak areas</i> on the Reflective Project at a basic level	<i>discusses thoroughly their plans to address weak areas</i> of their Reflective Project by the deadline
	0 points	10 points	20 points
Calendar	does not have a calendar for Reflective Project planned out	has a <i>bare bones calendar of dates</i> they have been given	has a <i>detailed written plan</i> of what they plan to do to complete the Final Draft by February 28th
	0 points	10 points	20 points
		Grade/Total =	<input style="width: 100px; height: 20px;" type="text"/>



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Student Self-Evaluation Tools

Name _____		Topic _____		
Mentor _____				
Pathway _____				
	area	avail	your anticipated score	comments/plan to correct weaknesses
A	The issue in context	3		
B	Community awareness	3		
C	The ethical dimension of the issue	3		
D	Cultural awareness	3		
E	Reasoning	3		
F	Supporting evidence	3		
G	Student Voice	3		
H	Reflection	3		
I	Communication	3		
J	Presentation	3		
		30		
Format Chosen:				
<input type="checkbox"/> Essay/dialogue/short play 3,000 words				
<input type="checkbox"/> Short film 10 minutes in length accompanied by a 750-word written report/essay				
<input type="checkbox"/> Radio play/interview 10 minutes in length accompanied by a 1,500-word written report/essay				
<input type="checkbox"/> Web page 5 single images accompanied by 2,500 words of written material				
<input type="checkbox"/> Microsoft PowerPoint® presentation 10 single slides accompanied by a 1,500-word written report/essay				
<input type="checkbox"/> Storyboard/photographic presentation 15 single images accompanied by a 1,500-word written report/essay				
<input type="checkbox"/> Other (Describe): _____				



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Formal Assessment Panel: May 2014

Student Name:

Student Session#:

May 2014 Reflective Project Presentation

Criterion A: The issue in context

This criterion assesses the student's knowledge and understanding of the issue as well as the ability to analyse diverse perspectives on the issue. Also, this criterion assesses the student's ability to contextualize the issue, which could be in terms of, for example, education, technology, politics, economics, the environment or the workplace.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	The central issue is identified and the student shows an awareness of the context(s) of the issue, though this may be largely implicit. Overall, the project demonstrates basic knowledge and understanding of the issue, but may be dominated by one view.
2	The central issue is analysed from more than one perspective, though coverage may be uneven. Overall, the project demonstrates sound knowledge and understanding of the issue and its context(s).
3	The central issue is analysed from different perspectives and evaluated in a balanced way. Overall, the project demonstrates good knowledge and understanding of the issue with a clear sense of scope and context(s).

Score comments

--	--

Criterion B: Community awareness

This criterion assesses the student's awareness and understanding of the impact of the issue on the community. The community could be local or global.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	There is evidence of engagement with the community that shows an awareness of the relevance of the issue chosen to community members, though this may not always be well integrated into the overall inquiry.
2	The engagement with the community is relevant and sustained, showing an understanding of the impact of the issue on community members and supporting points made in the inquiry.
3	The engagement with the community supports an analysis of the impact of the issue on community members and forms an integral part of the inquiry.

Score comments

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Reflection Tool – ITS Learning platform (online blackboard system)

The screenshot displays the ITS Learning platform interface. The top navigation bar includes links for Courses, Communities, Calendar, ePortfolio, My Library, Learning Station, Tools and Apps, and a search bar. The main content area is titled 'Assignment answer' and shows submission details for 'Cachuela, Alyssa' on 'Wednesday, January 15, 2014'. The assignment title is '1st period Reflection #1 Knowledge Individual or Group Activity'. The text area contains a reflection on knowledge, discussing its social and individual aspects and the role of social activity in expanding knowledge. Below the text is a 'Plagiarism control' section with a 'Request plagiarism report' option and a 'Status' dropdown set to 'Not corrected'. A rich text editor with various formatting tools is visible below the plagiarism control. At the bottom, there are 'Save', 'Save and assess next', and 'Cancel' buttons.

Submitted
Cachuela, Alyssa Wednesday, January 15, 2014

Participants
Cachuela, Alyssa

Title
1st period Reflection #1 Knowledge Individual or Group Activity

Text
Knowledge is a universal concept that differs for each person based on their own personal experiences. For hundreds of years, knowledge has been given a status of high importance in society. The more one is knowledgeable, the more respected they are. The standards of being knowledgeable though are undefined, and like knowledge itself differ in the minds of each person. Knowledge as a social activity is very important. Because of the differences in personal experiences and ways of thought, it is important that people share their ideas in order to pass it on to others. When a person is introduced to new ideas, they are able to use that knowledge in order to form their own opinions or complete ideas they already had. It is by this way that many discoveries in the world have been made. Through the collaboration of people, knowledge is able to flourish and broaden for society as a whole and more importantly for each individual.
On the other hand, knowledge is also very important as an individual activity. Although an individual may gain knowledge through socializing with others and through the works of other people, their interpretation of the information is what makes knowledge an individual activity. Because each individual is unique, their perspectives and reactions to information differs based on their personal experiences that no other can truly understand. The way a person perceives a piece of information determines how it will affect them. The more they care about the information, the more they tend to understand and use the knowledge to their advantage. People are also able to gain more knowledge by reflecting on the simplicities in life. In some cases a person only has to explore the thoughts within themselves to discover the answers that they seek.
The vast concept of knowledge can easily be considered both a social and individual activity to an extent. In my opinion, knowledge extends further into individual activity but can only do so with the support of social activity. Social activity is vital for the expansion of knowledge. Without social activity, individual knowledge would not be able to broaden. Knowledge spreads through socialization but is put into effect once it reaches the individual. Given the proper knowledge, a person is able to apply their previous knowledge and create connections that they can use and eventually pass on.

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 Request plagiarism report
You can request a report if an answer is suspicious.

Status
Not corrected

Comment

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Sample Student Work

All of our first cohort chose Essays 😞

Topics included (not exact titles):

- *Automatic Automotives – realistic legal & ethical proposals*
- *Human Cloning & it's cultural contexts: reality vs moral restraints*
- *Legality of limiting Google Internet watchdogs*
- *Boeing's New Bird and FAA oversight vs International*
- Among others



Rough Timeline for Reflective Project

Junior Year

- Aug/Sept = Introduce RP in IF
- Sept/Oct = 1. Seminar on “Research” in IF, 2. Students work on ideas for Topics, discuss with CTAE teacher leaders
- Oct/Nov = Reflections on topic selections in IF
- Nov/Dec = Mentor selection and first meeting (**reflections**)
- Jan/Feb = lessons in ATL on ethics, scholarly research, community influence, perspective issues, etc.
- Feb = Emory Library Research Trip; **Reflection(s)**
- March/April = meetings with mentor to work on ideas & draft (**reflections**)
- May = First Draft due (**reflections**)

Senior Year

- Aug/Sept = 2nd Mandatory Mentor Meeting (**reflections**)
- Oct = meet w/ATL teacher & IBCC coordinator on final draft plans (**reflections**)
- Nov = Second Draft due, e-copy turn in for plagiarism check (**reflections**)
- Dec = Discussion of final process in IF and ATL (**reflections**)
- Jan = 3rd Mandatory Mentor Meeting (**final reflection form**)
- Feb = Revisions due; appointment to discuss status with IBCC coordinator
- March = Final Presentation Panel



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Things to consider on Timeline

- Coordinate calendar dates with DP Internal Assessment pieces (particularly Lang A orals and Lang B orals and written assignment)
- Have due dates
- Try not to mix them in with May (or November) exam schedule
- Use CTAE teachers as mentors and tie them in with DP program teachers, learner profile, and IB in general
- Teambuilding, esprit de corps is important – both internally with students and externally to teachers between programs
- Tie extrinsic reward to all due dates (they procrastinate otherwise)
- Electronic medium for reflection process to enable sharing
- Close coordination between ATL teacher and IBCC coordinator on lessons related to Reflective Project (if you can, coordinate teaching of ATL with a planning period of the Coordinator)
- Try to find ways students can tie Community & Service related pieces to their own Reflective Project needs, particularly if these are tied to local community issues



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Q&A

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