



inspiring
education

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IB Africa,
Europe & Middle East
Regional Conference

Inspiration in Context

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Salem College

Germany

Salem College

- Founded in 1920
- 5-12 co-educational
- 1992 IBDP introduced
 - 700 students
- Round Square school

Salem College cont'd

“Forming personalities” – as an internationally oriented, state-approved, privately funded grammar school, that is our task and our claim. An educational vision for learning and training based on the ['Seven Laws of Salem'](#) formulated by Kurt Hahn in 1930 must involve the person as a whole, because people are really formed only by what they themselves experience.

<http://www.salem-net.de/en/about-salem/our-mission.html>

Research Questions

- How do we inspire education?
- What is education that is inspiring?
- Is inspiration momentous?
- *Practices, relationships and structures*
- *Curriculum, content and methodology*
- *Life-long learning*

Initial Questionnaire with Year 2 Students

- How do you define “inspiration” in the classroom?
teachers provide inspiration, self-motivation, impulse for ideas, motivation to discover something new
- What do you find inspiring in the IB program?
CAS, holistic education, EE, ToK, independent learning, level of challenge
- How do our school principles and practices contribute to the IB program being inspiring?
CAS, boarding life
- Is there any issue/topic you have experienced in any part of your IB program that encouraged you to inquire further on your own?
EE, literature, history, economics, ToK

Students' perspective

(interviews with students-video)

Academic aspects that are considered inspiring:

- ❖ Group 4 project – group work, completion in one cycle, different sciences
- ❖ Connections with real life
- ❖ Pluralistic approaches – the ToK question
- ❖ EE
- ❖ Interdisciplinary links, esp. through ToK
- ❖ Learning how to learn and to teach others
- ❖ Introduction of experience into the learning process

Students' perspective cont'd

Relationships that promote inspiration:

- ❖ Group dynamic
- ❖ Teacher-student relationship, friendly atmosphere
- ❖ Student initiative within a democratic system
- ❖ Diversity of students
- ❖ Communication between students and teachers

Non-academic institutions found to be inspiring:

- ❖ MUN and similar opportunities to share experience
- ❖ Round Square projects

Students' perspective cont'd

Cognitive processes that inspire learning:

- ❖ Mastery
- ❖ Autonomy

Teachers' perspective: questions asked

- How do you define “inspiration” in the classroom?
- What do you find inspiring in your subject?
- What qualities in students inspire you as a teacher?

Teachers' perspective

(interviews with teachers: Groups 1,2,3,4-video)

- Making specific connections in the broader context
- Teacher-student synergy, particularly in Group 4 project
- Learning from mistakes and living with ambiguity
- Risk-taking, willingness to leave one's comfort zone
- Teacher enthusiasm
- Transdisciplinary element- no subject is an island
- Students are inspiring when they have read widely

The 24-hour comic: a project for yr 1 Eng A Lit and yr2VA students

<http://www.scottmccloud.com/4-inventor/04/04/04.html>



Structure of the project

1. Introduction to comics and graphic novels.
1. Eng A Lit students discuss their concepts in class and write their stories. Sole requirement is that the stories themselves take place within 24 hours.
2. Joint session; Eng A Lit and VA students discuss the realization of their projects, literature students commission an 'artist' to draw their 24-hour comic.
3. Brief meeting after two weeks to assess progress and address difficulties

Aims and Objectives

1. Active literacy learning
2. Understanding comics and meta-comics
 1. Ownership of learning
 2. Explore the notion of continual closure in reading
3. Narrative Intelligence

Students' response

(student project-video)

The project was inspiring because:

1. It was interdisciplinary
2. It involved multiple literacies
3. It introduced new skills
4. It involved interaction with students from another group
5. It had a specific aim, i.e. the creation of a graphic novel
6. It was creative
7. It helped students understand comics by explaining the mode and its techniques to other students

However, some students felt that they were 'too' inspired, which left them little time for actually starting the design.

Bibliography

Frey, N. and D. Fisher (eds.) 2008. *Teaching Visual Literacy*. Corwin Press, California.

Leborg, Ch. 2006. *Visual Grammar*. Princeton Architectural Press, New York.

McCloud, S. 1993. *Understanding Comics. The Invisible Art*. Harper-Perennial, New York.