IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC • 10–13 JULY
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
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.
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.
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
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 pentagon al holes 😊
- Inventing time travel so you can get more things done! 😊😊
IBCC Approaches to Learning
Reagan IB High School
Milwaukee, WI

Presented by: Stephanie Weinfurter
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
Intercultural Understanding: Me Among Many

• intercultural (in·ter·cul·tur·al). 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?
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
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.
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?
**Thinking**

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

<table>
<thead>
<tr>
<th>COLOURED HAT</th>
<th>THINK OF</th>
<th>DETAILED DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White paper</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Fire and warmth</strong></td>
<td>The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.</td>
<td></td>
</tr>
<tr>
<td><strong>Sunshine</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>A stern judge</strong></td>
<td>The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.</td>
<td></td>
</tr>
<tr>
<td><strong>Vegetation and rich growth</strong></td>
<td>The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.</td>
<td></td>
</tr>
<tr>
<td><strong>The sky and overview</strong></td>
<td>The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.</td>
<td></td>
</tr>
</tbody>
</table>
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
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?"

  – So What? Analyze the experience.
  – Now What? Consider the future impact of the experience on you and the community.
Helpful Teaching Resources:

- "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
“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)
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*
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
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
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
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
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
THE FIVE STAGES OF SERVICE LEARNING

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

- WHAT MEANINGFUL SERVICE LEARNING PROJECTS MIGHT YOUR CTE STUDENTS BE INVOLVED IN?
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
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
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....
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”
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!!
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
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
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:

<table>
<thead>
<tr>
<th>JUNIORS</th>
<th>SENIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Approaches to Learning</td>
</tr>
<tr>
<td></td>
<td>Part 1 spring of junior year</td>
</tr>
<tr>
<td></td>
<td>Part 2 fall of senior year</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
</tr>
</tbody>
</table>

- 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.
How the Reflective Project is delivered at SFHS: Research Trip

- 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
- ITSLearning blackboard
- Mandatory and voluntary postings
- Formal & informal
- Record of their growth
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
- ITSLearning
- Self-evaluation
- Sample work
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.

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

- 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.
# Mentor Evaluation & Reporting Tools

## IBCC Reflective Project Meeting Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Student Grade</th>
<th>Mentor Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shows up for Meeting</strong></td>
<td><strong>does not show</strong></td>
<td><strong>shows up but had to reschedule</strong></td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>one+ times due to their own schedule</td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>shows up for first scheduled meeting; or first</strong></td>
<td><strong>shows up for first scheduled meeting; or first</strong></td>
</tr>
<tr>
<td></td>
<td><strong>meeting mentor could meet</strong></td>
<td><strong>meeting mentor could meet</strong></td>
</tr>
<tr>
<td><strong>Reflections on Blog Post in Discussion</strong></td>
<td><strong>does not have</strong></td>
<td><strong>has a bare bones, 150-200 word</strong></td>
</tr>
<tr>
<td><strong>Forum Rough Draft/Partial Essay &amp; Self</strong></td>
<td></td>
<td><strong>word reflections</strong> that needs further work</td>
</tr>
<tr>
<td><strong>Assessment of Projected Grade</strong></td>
<td><strong>does not have completed chart; has no pages</strong></td>
<td><strong>has thoroughly completed the</strong></td>
</tr>
<tr>
<td></td>
<td>ready to discuss</td>
<td><strong>reflections/posts</strong></td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>has Self Assessment chart completed with</strong></td>
</tr>
<tr>
<td></td>
<td><strong>does not discuss their topic</strong></td>
<td><strong>weaknesses and plans to address</strong></td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td><strong>them AND has 6+ pages to share</strong></td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>discusses their plans to address weak areas on the Reflective Project at a basic level</strong></td>
<td><strong>discusses thoroughly their plans to address weak areas of their Reflective Project by the deadline</strong></td>
</tr>
<tr>
<td></td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>does not have a calendar for Reflective Project planned out</strong></td>
<td><strong>has a detailed written plan of what they plan to do to complete the Final Draft by February 28th</strong></td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td></td>
</tr>
</tbody>
</table>

**Grade/Total = [Blank]**
# Student Self-Evaluation Tools

<table>
<thead>
<tr>
<th>Name</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor</td>
<td></td>
</tr>
<tr>
<td>Pathway</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>area</th>
<th>avail</th>
<th>your anticipated score</th>
<th>comments/plan to correct weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A The issue in context</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Community awareness</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C The ethical dimension of the issue</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Cultural awareness</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Reasoning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Supporting evidence</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Student Voice</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Reflection</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Communication</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Presentation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Format Choose:***

- [ ] 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
- [ ] Other (Describe): __________________________________________
Formal Assessment Panel: May 2014

### Criterion A: The issue in context
This criterion assesses the student’s knowledge and understanding of the issue as well as the ability to analyze 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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student has not met the requirements of the level 1 markband.</td>
</tr>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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).</td>
</tr>
<tr>
<td>3</td>
<td>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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student has not met the requirements of the level 1 markband.</td>
</tr>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflection Tool – ITSLearning platform
(online blackboard system)
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 oversite** 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
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
Q&A

Natasha Deflorian
Natasha.deflorian@ibo.org

Stephanie Weinfurter
weinfusa@milwaukee.k12.wi.us

Beth Bailey
Beth.Bailey@onslow.k12.nc.us

Kevin Denney
KDenney@forsyth.k12.ga.us