



WAYS OF KNOWING | MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO

IB CONFERENCE OF THE AMERICAS 2014

WASHINGTON, DC • 10–13 JULY



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Project worldview: Using the IB core to cultivate young researchers



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Introduction

- This session is an overview of an ongoing collaborative teaching project created and facilitated by an IB Coordinator/TOK teacher and a University Professor with two cohorts of IB students.
- To meet the challenge of sustaining continuity in the Core for Year 1 DP students situated in a semester system in a September to June school year, we created a unit entitled 'Project Worldview' which begins in November of year 1 and continues into the fall of year 2.
- The central focus of the presentation will be on our use of this model in the past two years as a way to connect the core and inspire young researchers.





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Session Goals

The goals for this session are to:

1. Present a model for Connecting the Core by inspiring students to think as researchers.
2. Identify how this model was adapted to a semestered timetable to promote Concurrency of Learning.
3. Experience sample activities that are used in this project.





Context of Program

- C.P. Allen High School, Bedford, Nova Scotia
 - Suburban high school (September to June academic year)
 - 1300 students, diverse population
 - IBDP established in 2008
 - 68 students in the first cohort involved in this project (2012-2013), 65 in the second cohort (2013-2014).
 - “Semestered” system (September to January and February to June)
 - 4 blocks per day
 - Curriculum and contextual constraints challenging connections to the core



Big Question

- How do we inspire students to think of themselves as researchers?
 - Connections between self, interests, research and action in the community



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Introduction: Day 1

Project Worldview asks students to inquire deeply into their understanding of worldview within the Core Framework of TOK/EE and CAS.

Project: Worldview - Connecting the Core

Project: Worldview

Connecting the Core

Connecting TOK, EE and CAS to challenge, cultivate and create Internationally Minded, 21st Century Citizens.

Project: Worldview is an 8 session exploration of personal values, beliefs, culture, self, identity and knowing as they meet the requirements of the IB Core. The intention is to give students and teachers a framework and space to connect ideas, to reflect deeply and to better understand the concept of worldview as an influential force shaping self knowledge and awareness of others in a digital world.



What is your worldview? How does this inform you as a citizen?
What is your responsibility as a global citizen in a digital world?

Intuition

Imagination

Faith

Memory

How do you know? Exploring the source of your ideas

Language

Family

Relationships

Place

Who are you? Cultural Foundations

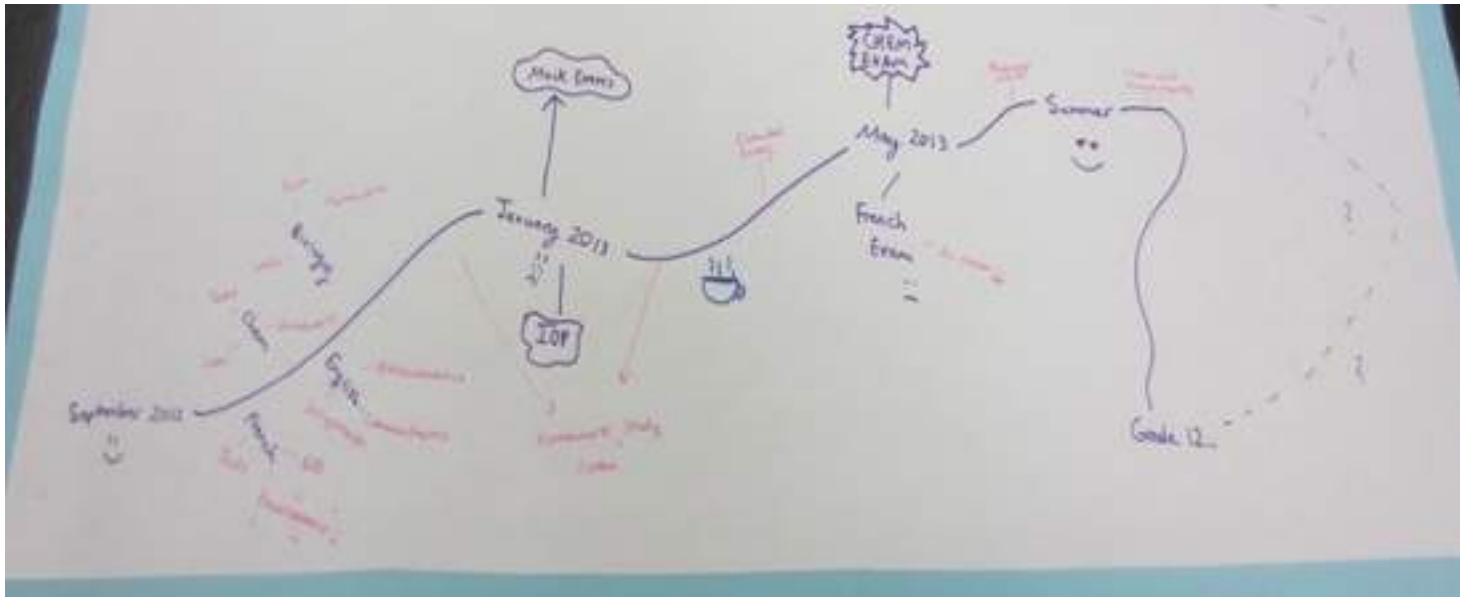
Foundational Theory - epistemology, ontology and theories of knowledge

you are here.



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Quick Read, Draw, & Write: Mapping out your Story of IB



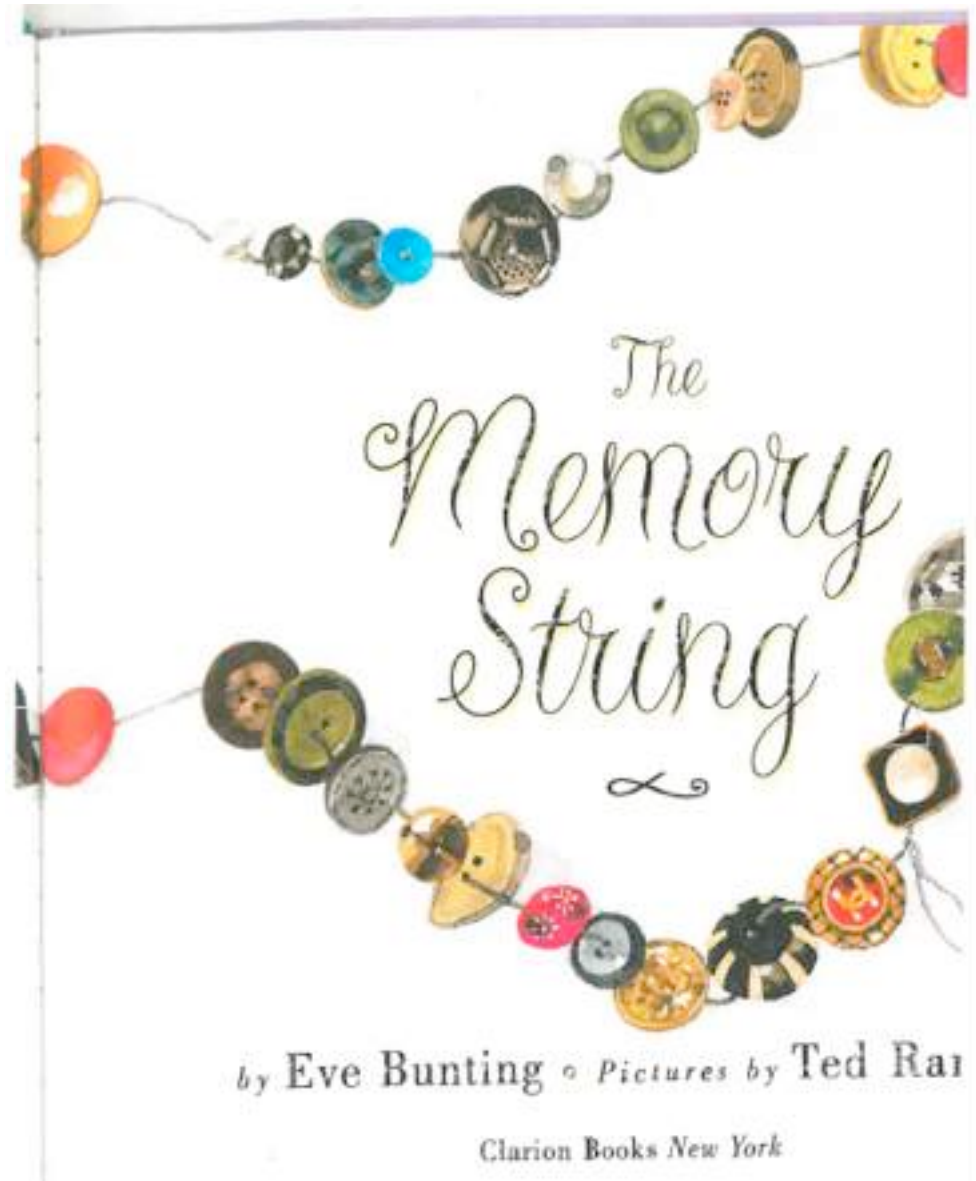


Using Memory as an Entry Point...



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Constructing a memory string

Using the materials provided and/or materials you may have with you, construct a memory string.

Be ready to share....



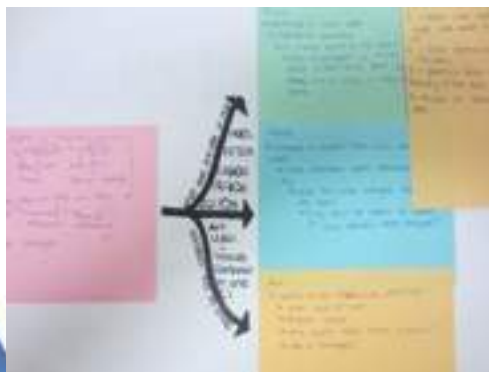


Overview: Sessions on EE

Session 5: Exploring Possible Beginnings: Thinking like a Researcher and the Extended Essay

Session 6: Exploring Possible Beginnings: Clarifying the Focus of my Extended Essay

Session 7: Mapping out the Focus of my Extended Essay





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Make the
showcase a big
deal!

Project:Worldview Showcase

Showcase: Monday, June 17th, 1:30 - 3:30pm
CPA School Cafeteria

How do you view your world?

How do you tell stories of your world?

How do you capture experiences in your world?

How do you measure your world?

What in the world interests you?
How can you turn interests into research?

How do I link research and knowledge and make it my own?

You are here.



Adapting Project Worldview

Thinking about your own school setting, what are the constraints challenging your attempts to connect the core?

How might the constraints become possibilities informing how you might connect to the core?



Reflecting on our learning: connecting the core

1. Time as twofold: The importance of:
 - Going against the grain of the timetable
 - Over time
2. Deep seated collaboration as essential:
Students, teachers, parents
3. Theoretical underpinnings with the goal
of transformative action
4. Students as reflective researchers-in-
training



Responses to Project Worldview:

“That was a smashing success” – **IB Parent**

“Over the past months Worldview has helped me tremendously with thinking about how I develop my thoughts and how I perceive knowledge....Worldview, for me personally helped me see that I construct my thoughts and thus my knowledge in way that makes use of an interpretivist/constructivist point of view as well as a pragmatic point of view. I believe that when you research something you have to look at the topic at multiple points of views to fully develop a reasonable theory or answer to the question...” – **Student**

“Other people may have a completely different understanding of something than I do for their own reasons. Neither theory has to be wrong or right because multiple realities can exist” – **Student**

“The students were so excited...there was such an energy in the room” – **IB teacher**



Questions?





Next Steps 2014

- Project Worldview 3 (Year 1 class of 2014-2015)
- Continuation with Year 2 group
- Research study: Fall 2014
 - Exploring students' experiences of connecting to the core and becoming researchers through the development of the EE.





References

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