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Project Worldview: Using the IB core to cultivate young researchers

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Session Goals

- 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 three 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, with suggestions as to how you can implement this in your context.
Guiding questions for this work and for today

- What is the purpose of the IB Core?
  - How can we create meaning, purpose and concurrency of learning with the Core?

- How does a person’s worldview impact how they construct knowledge?

- What does it mean to be a researcher?

- How do we answer these questions and make it FUN along the way?
My context...

- C.P. Allen High School, Bedford, Nova Scotia
- Suburban high school (September to June academic year)
- 1300 students, diverse population
- IBDP established in 2008
- “Semestered” system (September to January and February to June)
- 4 blocks per day
- Curriculum and contextual constraints challenging connections to the core
Quick Discussion

- What is the purpose of the IB Core?
- How can we create meaning, purpose and concurrency of learning with the Core?
Project Worldview asks students to inquire deeply into their understanding of worldview within the Core Framework of TOK/EE and CAS. It then challenges them to begin to think of themselves as researchers in these capacities.
Map your IB World

- Draw your IB map...
This is IB

A very large circle.
(of terror)

This is all the other IB people.

These are my classmates.

* These are my friends.

This is my stream.

A much smaller circle.

This is how exams feel.
Big Question:

How do your life experiences inform your worldview?

How does your worldview inform how you construct knowledge?
Quick Draw Two

Draw a Researcher.
Thinking about Research and Researchers

Share your drawings.

What does it mean to be a researcher?
Why should we teach students to be researchers?
How does/might the IB Core cultivate researchers?
Big Questions

• What is the connection between worldview and research?

• How do we inspire students to think of themselves as researchers?
  – Connections between self, interests, research and action in the community
Using Memory as an Entry Point...
Using the materials provided and/or materials you may have with you, construct a memory string.

Be ready to share….
"Goodnight stars, goodnight air, 
goodnight noises everywhere."

"In the great green room, there was a 
telephone, 
and a red balloon, 
and a picture of a cat jumping over 
the moon."

"Good night! goodbye! see you tomorrow! 
Good night! goodbye! see you tomorrow!"

"You are my sunshine, my only sunshine. 
You make me happy when skies are grey. 
You'll never be alone, how much I love you. 
Please don't take my sunshine away."

"Close the blinds, turn out the light, 
shut the door."

"Even for the moments you cannot put into words."

"It's impossible to make the same mistake twice, the second time it's called a decision."

"Even if you die today, but dream on, 
as if you'll live forever."

"By the change you wish to see in the world."

"The secret to having it all is knowing you already do."

"Your time is limited, don't waste it by living someone else's life."

"Yesterday is history, tomorrow is a mystery, today is a gift, that's why they call it the present."

"We not who you are that holds you back, but who you think you're not."

"I wonder where I put my life? 
Do I make the difference?"

"If it were done to me, well, I take my hat off..."

"No, I really..."

"I've found the answer to my first day."

"When I thought we locked away, 
A smile did just pass it. Without you."
How would you start?

- Language
- Emotion
- Reason
- Sense Perception
- Memory
- Faith
- Intuition
- Imagination

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
Project Worldview

Life as a Scavenger Hunt

**Complete these five tasks. Bring your work to the next Worldview class.**

**30 Things**
Make a list of 30 things, people, places, ideas, books, movies, classes (etc) that you find interesting, inspiring or are curious about.

**A life of favourites**
If you could spend your life doing your five most favourite activities, what would they be?

**Thinking Researcher**
Draw a researcher
Or
Write about what a researcher does.

**Traces of a Day**
Over the course of a day, record.
- 8 songs you listened to
- 8 apps you used
- 8 games you played
- 8 ideas you thought about

**Topics and Ideas**
What topics, ideas or subjects are you considering for your IB?
What questions can you ask about your topic?
# Project Worldview: Life as a Scavenger Hunt

## Trace of a Day

1. **Songs I listened to:**
   - Cowboy - Tyler, the Creator
   - Answer - Tyler, the Creator
   - Awkward - Tyler, the Creator

2. **Apps I used:**
   - ESPN Scorecenter
   - Twitter
   - Instagram

3. **Ideas I thought about:**
   - Immigration Reform
   - North Korea
   - My future

## Life of Favorites

- Playing, basketball
- Skateboarding
- Drawing
- Listening to music
- Fishing

## 5 Things

1. Los Angeles
2. Colorado
3. Tyler, the Creator
4. Biology
5. Pretty Sweet
6. Mike Macaluso
7. Marc Johnson
8. Eric Koston
9. Guy Mariano
10. Corey Kennedy
11. Sean Malto
12. End of Watch
13. Stem Cells
14. Kid Cudi
15. Diamond
16. Odd Future
17. Steffy
18. Money
19. Coza Ely
20. Danny Brown
21. The Base God
22. Fahrenheit 451
23. Washington Supernova
24. Barack Obama
25. Jenny Michael
26. Sammon

## Topics and Ideas

- Stem cell research/ethics
- History of stem cells
- Ethics of stems
- Stem cells during the Bush/Cheney era
- Uses of stem cells

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*Saturday, July 25, 2015*
Session 5: Exploring Possible Beginnings: Thinking like a Researcher and the Extended Essay

Session 6 + 7: Exploring Possible Beginnings: Clarifying the Focus of my Extended Essay and developing a literature review

Session 8 + 9: Mapping out the Focus of my Extended Essay
SEX & MUSIC

Budding Female Artists & Social Expectation

Research Question:
- How well do we understand the role of social media in music creation?
- How do we balance creativity with commercial interests?
- How do we approach music as a business?
- How do we navigate the music industry?
- How do we create music that is meaningful?
- How do we approach music as a form of self-expression?

Case Study:
- A female artist whose music is based on her personal experiences.
- A female artist whose music is based on cultural influences.
- A female artist whose music is based on personal experiences.
- A female artist whose music is based on cultural influences.
- A female artist whose music is based on personal experiences.
- A female artist whose music is based on cultural influences.

Conclusion:
- Music creation is an art form that should be enjoyed for its own sake and not just for profit.
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References:
- [Music creation and self-expression]
- [Music creation and social responsibility]
- [Music creation and creative expression]
- [Music creation and commercial success]
- [Music creation and cultural influence]
- [Music creation and personal experiences]
- [Music creation and societal expectations]

Outline:
- Introduction
- Literature Review
- Methodology
- Results
- Discussion
- Conclusion
- References
Gender Diversity and STEM

Research Questions

Why are less girls going into STEM programs and careers?

What affects the shift over between genders and academics during high school level schooling?

What are Canada, the USA, and the UK doing to encourage and enable women in science? How do these methods affect what is the effect?

How to what extent do societal and cultural influences affect high school aged girls and their relationship with STEM?

Outline

1. High school girls and STEM
   A. Gender differences
      1. Cognitive ability
      2. Behavioral differences
      3. Gender labeling stereotypes
      B. Gender stereotypes
      C. STEM stereotypes
         1. Perpetuated by novels
         2. Perpetuated by movies

2. High school girls and STEM in Canada
   A. In the USA
   B. In the USA
   C. In the USA

Abstract

The impact of gender on STEM education cannot be ignored. Whether it is the psychological or environmental factors that influence this, it is evident that gender plays a role in determining STEM success. The study of gender differences in STEM education is crucial to understanding the barriers that women face in pursuing STEM fields.

Bibliography
Applying this at your school....

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

How might the you create a program that makes the core fun?
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