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Project Worldview: Using the IB core to cultivate young researchers

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Session Goals

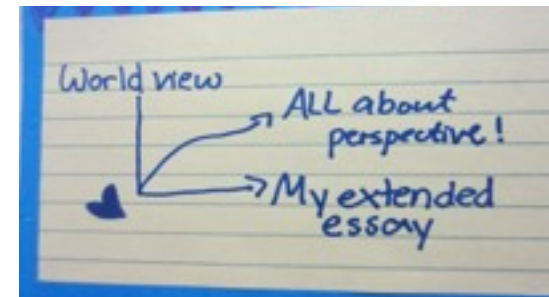
- This session is an overview of an ongoing collaborative teaching project created and facilitated by an IB Coordinator/TOK teacher and a University Professor with three cohorts of IB students.
- To meet the challenge of sustaining continuity in the Core for Year 1 DP students situated in a semester 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.



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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?





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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
 - 68 students in the first cohort involved in this project (2012-2013), 65 in the second cohort (2013-2014), 53 in the third cohort (2014 - 2015)
 - “Semestered” system (September to January and February to June)
 - 4 blocks per day
 - Curriculum and contextual constraints challenging connections to the core



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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.

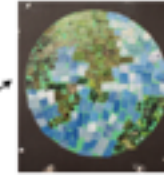
Project: Worldview - Connecting the Core

Project: Worldview

Connecting the Core

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

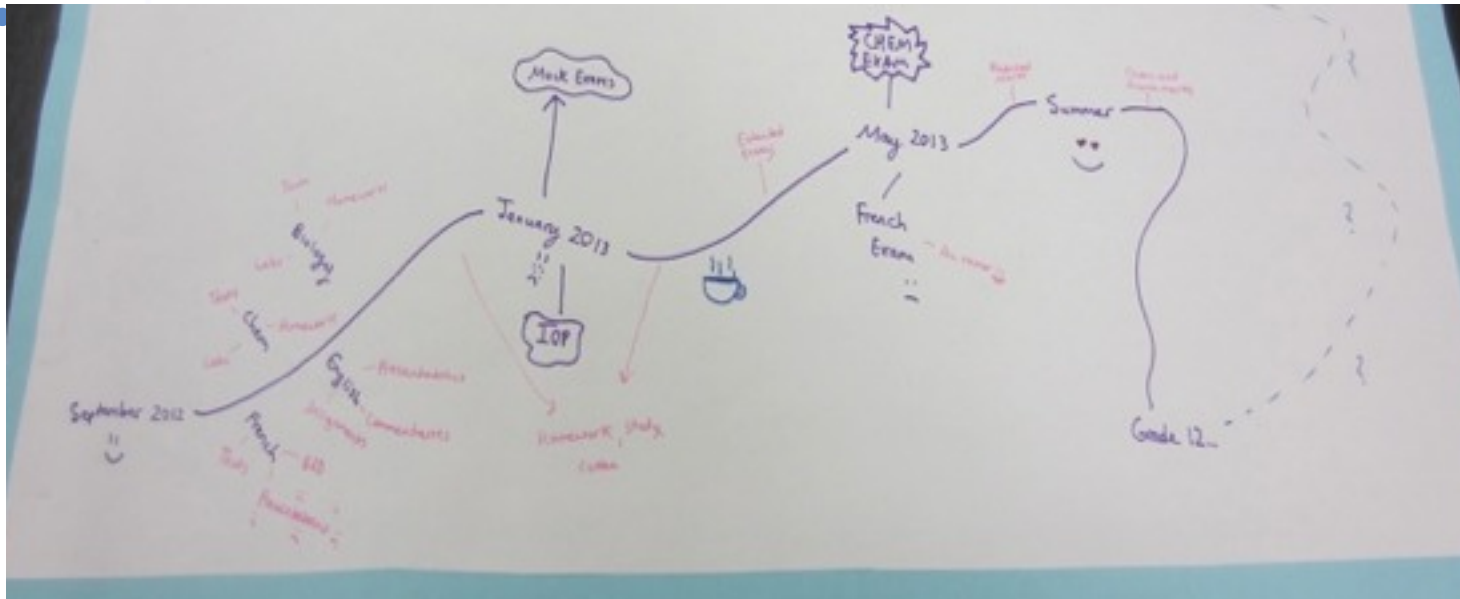
Project: Worldview is an 8 session exploration of personal values, beliefs, culture, self, identity and knowing as they meet the requirements of the IB Core. The intention is to give students and teachers a framework and space to connect ideas, to reflect deeply, and to better understand the concept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





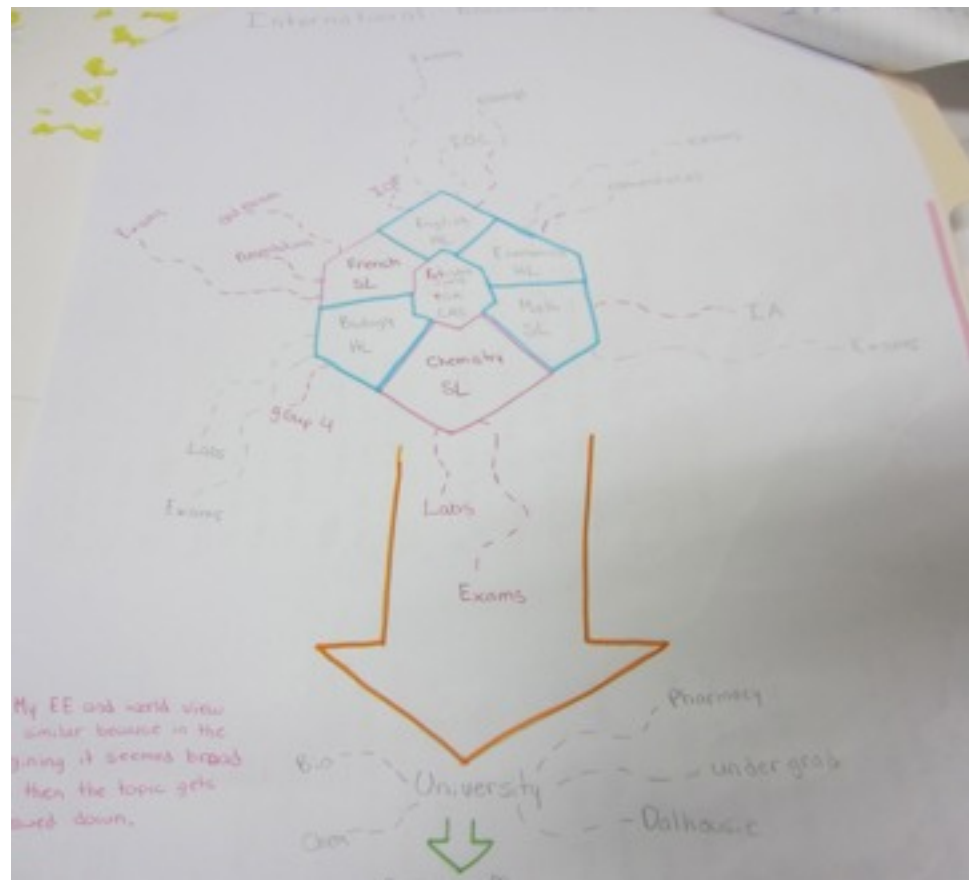
Map your IB World

- Draw your IB map...





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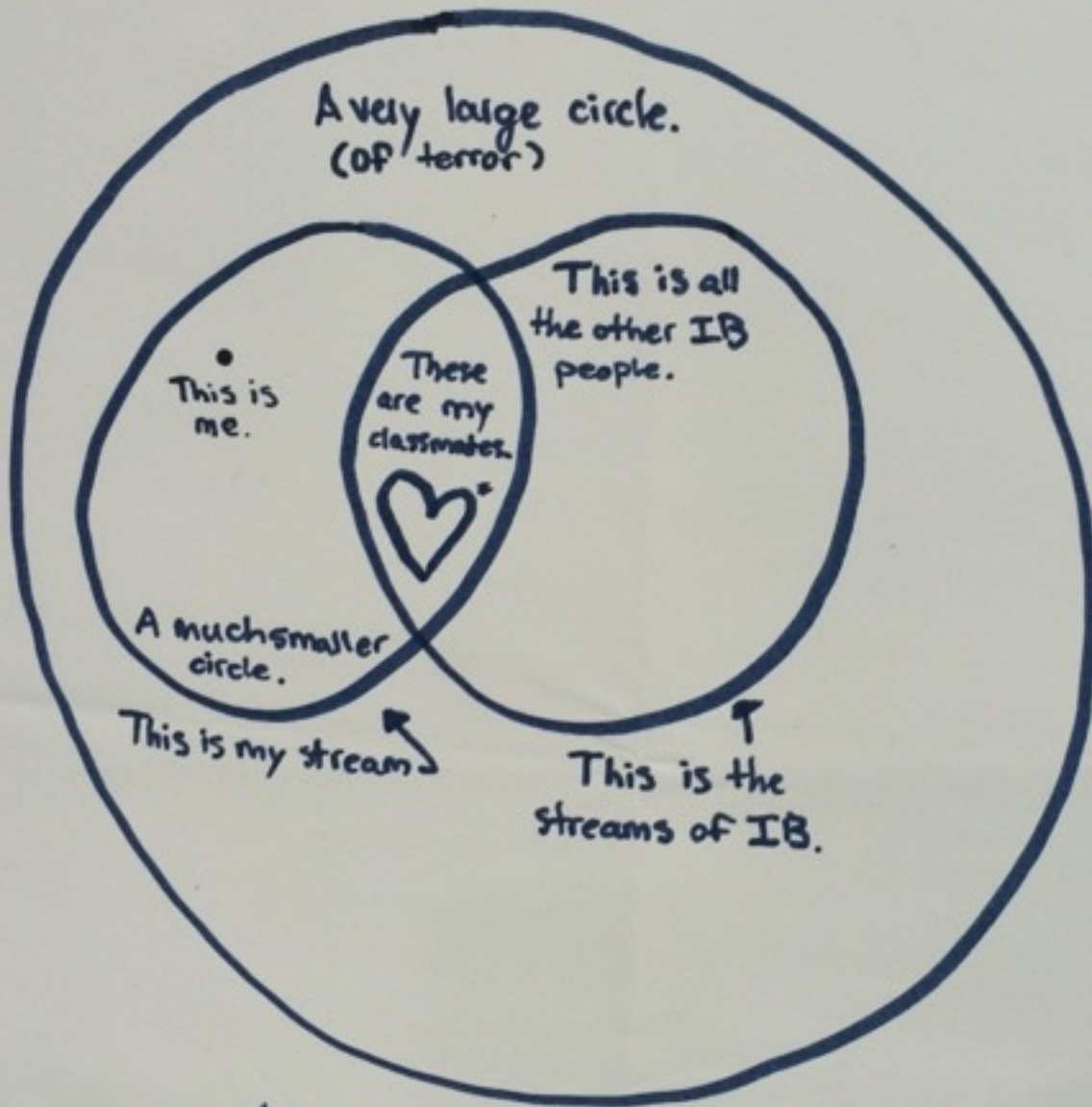




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This is IB ↴



↴
This is how exams feel.

* These are my Friends.



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Big Question:

How do your life experiences inform your worldview?

How does your worldview inform how you construct knowledge?



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Quick Draw Two

Draw a Researcher.



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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?



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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

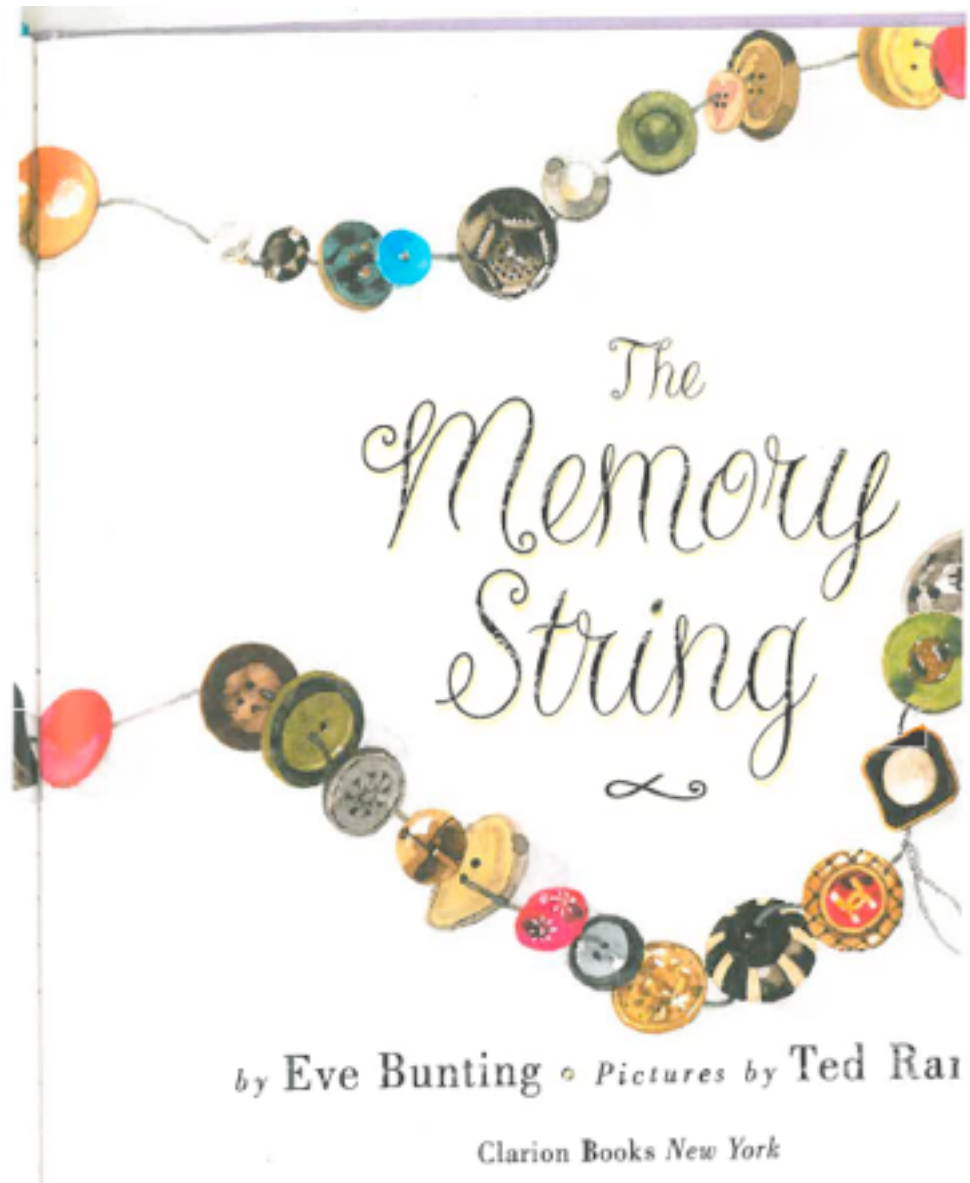


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Using Memory as an Entry Point...



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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..."

"And after a long time the boy came to a sign."
"I am sorry, boy," said the tree. "But I have nothing left to give
you."
"My apples are gone?"
"My nuts are the seed for apples," said the boy.
"My branches are gone," said the tree.
"How can you eat on them?"
"I am too old to swing on branches," said the boy.
"My trunk is gone," said the tree.
"You cannot climb."
"I am too tired to climb," said the boy.
"I am sorry," sighed the tree.
"I wish that I could give you something, but I have nothing
left. I am an old thing. I am sorry."
"I don't need very much now," said the boy. "Just a quiet place
to sit and rest. I am very tired."
"Well," said the tree, arranging herself up as much as she
could.
"Well, an old thing is a good for sitting and resting. Come, boy,
sit down. Sit down and rest."
And the boy did.
And the tree was happy.

"You are my sunshine, my only
sunshine
You make me happy when skies are
gray
You'll never know how much I
love you
Please don't take my sunshine away"
"Close the blinds, turn out the light,
shut the door."

"Live for the moments you cannot put
into words."
"It's impossible to make the same
mistake twice, the second time its called a
decision."
"Love as if you'll die today, but dream
as if you'll live forever."
"Be 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, thats why they
call it the present."
"Its not who you are that holds you
back, but who you think you're not."

"I wonder, would I give my life?
Could I make that sacrifice?
If it came to it, could I take the bullet—
I wish
I wish."
"I've found you since the very first day
When I caught you looking at me
A smile and just knew it. Without you."









81.
From,
Jonny
ACA 82!

BOYS



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.

A life of favourites

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

20 Things

Make a list of 20 things, people, places, ideas, books, movies, classes (etc) that you find interesting, inspiring or are curious about.

Traces of a Day

Over the course of a day, record:

- 3 songs you listened to
- 3 apps you used
- 3 games you played
- 3 ideas you thought about

Thinking Researcher

Draw a researcher

Or

Write about what a researcher does.

Topics and Ideas

What topics, ideas or subjects are you considering for your IB?

What questions can you ask about your topic?



Playing Piano

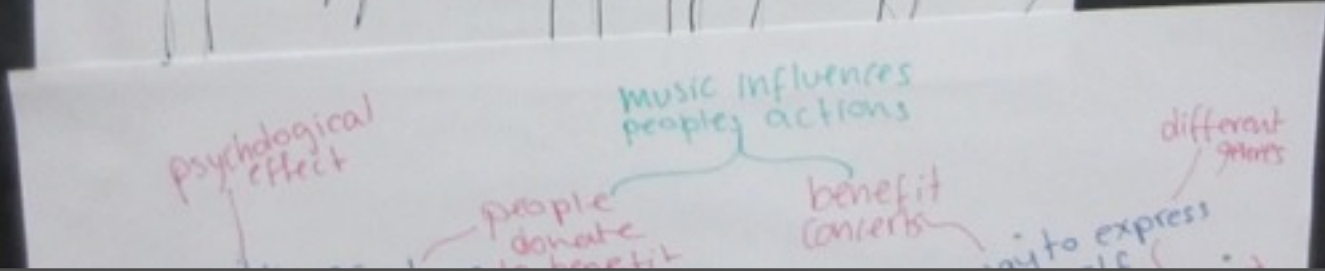
Solving riddles

Water Park / Roller Coasters

25 THings

- 1 Chocolate
- 2 Gum
- 3 Silver Lining book
- 4 Comedy / Laughing
- 5 Physics
- 6 Freud
- 7 Disney
- 8 Lucid Dreaming
- 9 20% of brain is used
- 10 Illusions
- 11 The media
- 12 Brain Washing

- 13 Forensics Psychiatry
- 14 Sense perception
- 15 Music
- 16 Technology
- 17 Priorities
- 18 Interpretations
- 19 Languages
- 20 Family
- 21 Sibling relationship
- 22 Religions
- 23 Cultures
- 24 Friends
- 25 Body Language



23

PROJECT WORLD VIEW: LIFE AS A SCAVENGER HUNT

TRACES OF A DAY

- ↳ 3 THINGS I LISTENED TO
 - CONVOY - TYLER, THE CREATOR
 - ANSWER - TYLER, THE CREATOR
 - AWKWARD - TYLER, THE CREATOR
- ↳ 3 APPS I USED
 - ESPN SCORECENTER
 - TWITTER
 - INSTAGRAM

- ↳ 3 GAMES I PLAYED
 - NBA 2K15
 - BASKETBALL
 - FORT NITEJA
- ↳ 3 IDEAS I THOUGHT ABOUT
 - IMMIGRATION REFORMS
 - NORTH KOREA
 - MY FUTURE

A LIFE OF FAVOURITES

- PLAYING BASKETBALL
- SKATEBOARDING
- DRAWING
- LISTENING TO MUSIC
- FISHING

25 THINGS

- | | |
|-----------------------|--------------------------|
| 1. LOS ANGELES | 14. KID CUDI |
| 2. COLORADO | 15. DIAMOND |
| 3. TYLER, THE CREATOR | 16. ODD FUTURE |
| 4. BIOLOGY * | 17. SPLE STRIPS |
| 5. PRETTY SWEET | 18. MONEY |
| 6. MIKE McCARDOL | 19. COCA COLA |
| 7. MARC JOHNSON | 20. DANNY BROWN |
| 8. ERIC KOSTON | 21. THE BASED GODS |
| 9. GUY MARIANO | 22. FARENHEIT 9/11 * |
| 10. COREY KENNEDY | 23. WASHINGTON STATEMAY |
| 11. SEAN MALTO | 24. SPARK CHAIR * |
| 12. END OF WATCH | 25. JENNY MICHAEL GANNON |
| 13. STEM CELLS * | |



TOPICS AND IDEAS

- STEM CELL RESEARCH/ETHICS
 - ↳ HISTORY OF STEM CELLS
 - ↳ ETHICS OF STEMS
 - ↳ STEM CELLS DURING THE RUSH/CHENEY ERA
 - ↳ USES OF STEM CELLS

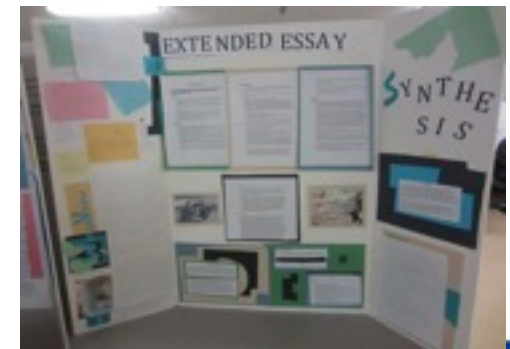
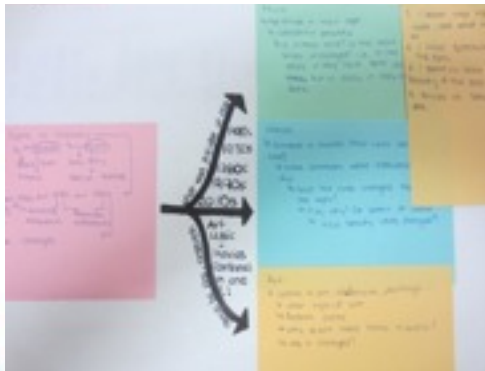




Session 5: Exploring Possible Beginnings: Thinking like a Researcher and the Extended Essay

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

Notes

- Libs
- Facebook was accused
- Facebook reported that on some international major national universities that 5000 people
- Data was independent research
- 4th grade of those that
- interviews and how they are
- without a ... **WORLD VIEW**
- Concept of love is myself as
- a musician
- **COUNTER CLAIMS**
- Conclusion points to mark
- further studies
- **FREE DOM!**

RESEARCH QUESTION

- **Sex roles** Are we musicians
- how much are we really paying
- for it?
- What is expected from a female musician?
- Are women expected to play
- themselves as entrepreneurs along
- with their music?
- To what extent are female
- musicians willing to compromise
- their image in order to be
- given more playing opportunities?

DEAR THE ABSTRACT

- "The effect that gender roles of an
- artist have on the visibility of
- musical projects of budding female
- artists in the music industry"
- "What extent are we expected to be
- if perceived?"
- "Importance of social networks after
- and emphasize the effect of sex on
- music for female will be conducted
- in order to generalize on a more
- individualized basis"
- *"I'm not clearly*
- *the song music industry*
- *what they're*
- *double-edged ??"*
- *what are the*
- *consequences!*



Gender

girl scouts
science technology
engineering math

Outline

20 actua



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**