

# <DP Core Assessment: Roadmap for improving student performance in TOK, CAS and EE>

## Workshop report

**September 30 - October 2, 2016**

This workshop will provide a forum for IB educators to engage in detailed discussion around the Diploma Programme Core.

The workshop will guide participants through the key documents needed in Programme Coordination. Participants will explore the philosophy and pedagogy of the International Baccalaureate as well as look at the practical aspects of management of the core.

### Recommended Audience:

- DP coordinators
- CAS, EE and or TOK Coordinators
- Teacher librarians

### Learning Expectations:

This working is designed to develop the following deeper understandings:

- the requirements for CAS
- TOK
- the extended essay
- the world studies extended essay

TIME/DAY	DAY 1	DAY 2	DAY 3
8:30 – 10:15	<p><b>Welcome &amp; Introduction by IB Asia Pacific Representative (30 min)</b></p> <p><b>Session 1: Introduction to the core</b></p> <ul style="list-style-type: none"> <li>• Mission and strategy Of the IB</li> <li>• The Core that makes the difference</li> <li>• Coherence in the Core</li> <li>• Holistic Education</li> </ul>	<p><b>Session 5: TOK</b></p> <ul style="list-style-type: none"> <li>• Aims of the TOK guide</li> <li>• Perspectives and their importance</li> <li>• Knowledge Frameworks</li> <li>• TOK and subjects</li> </ul>	<p><b>Session 9: The Extended Essay</b></p> <ul style="list-style-type: none"> <li>• Aims of the Extended Essay</li> <li>• Some EE statistics</li> <li>• The value of the EE</li> <li>• The importance of the supervisor</li> <li>• What makes a good topic?</li> </ul>
10:15 – 10:45	<b>Morning Break</b>		

<b>10:45 – 12:20</b>	<b>Session 2 : CAS and the learning outcomes</b> <ul style="list-style-type: none"> <li>CAS Learning outcomes</li> <li>The role of the supervisor</li> <li>Pedagogical strategies to assist achieving the outcomes of CAS</li> </ul>	<b>Session 6:</b> <b>Getting the best from students on TOK presentations</b> <ul style="list-style-type: none"> <li>Knowledge Questions &amp; the Presentation</li> <li>Global impression marking</li> <li>Presentation preparation</li> <li>PPD forms</li> </ul>	<b>Session 10:</b> <b>Getting the best from EE students</b> <ul style="list-style-type: none"> <li>The new EE criteria and descriptors</li> <li>The initial interview</li> <li>The abstract</li> <li>Good and bad RQs</li> <li>The supervisor's comment</li> </ul>
<b>12:20 – 1:20</b>	<b>Lunch</b>		
<b>1:00 – 2:40</b>	<b>Session 3: The process and links</b> <ul style="list-style-type: none"> <li>CAS Experiences</li> <li>CAS Stages</li> <li>CAS Project</li> <li>CAS Service learning and link to TOK and EE and diploma subjects</li> </ul>	<b>Session 7:</b> <b>TOK Presentations-</b> “Teaching by doing” <ul style="list-style-type: none"> <li>Presentation activity</li> <li>Using the presentation structure</li> </ul>	<b>Session 11:</b> <b>Managing the process</b> <ul style="list-style-type: none"> <li>Timelines, checklists, criteria and feedback</li> <li>World Studies EEs</li> <li>New EE guidelines and criteria</li> </ul>
<b>2:40 – 3:10</b>	<b>Afternoon Break</b>		
<b>3:10 – 4:30</b>	<b>Session 4: The Essentials</b> <ul style="list-style-type: none"> <li>CAS workbook/ diary</li> <li>CAS Portfolios</li> <li>Reflections</li> <li>CAS Reviews</li> <li>CAS Evaluation</li> </ul>	<b>Session 8: TOK Essay</b> <ul style="list-style-type: none"> <li>TOK Essay Assessment</li> <li>How are essays marked</li> <li>Essay marking instrument</li> <li>Marking essays</li> </ul>	<b>Session 12: (ends at 4:30):</b> <b>What next?</b> <ul style="list-style-type: none"> <li>Reflection on the whole workshop</li> <li>Action plan</li> </ul>
<b>4:30</b>	<b>End of the Day</b>		

Session	Topic	Objectives for the session:
1.	Introduction to the core	<b>Essential understanding(s):</b> Overview of IB Philosophy  <b>Objectives for the session:</b> <ul style="list-style-type: none"> <li>Mission and strategy of the IB</li> <li>The Core that makes the difference</li> <li>Coherence in the core holistic education</li> </ul>

		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• What is an IB education</li> <li>• The Diploma programme: From Principles to practice</li> <li>• Standards and practices</li> </ul>
2.	<b>CAS and the learning outcomes</b>	<p><b>Essential understanding(s):</b> Understanding the key aspects of the IB Diploma</p> <p><b>Objectives for the session:</b></p> <ul style="list-style-type: none"> <li>• The CAS Learning outcomes</li> <li>• The role of the supervisor</li> <li>• Pedagogical strategies to assist achieving the outcomes of CAS</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• What is an IB Education (an overview)</li> <li>• The Learner profile (a guide to the learner profile)</li> <li>• From Principals to practice</li> <li>• Approaches to teaching and Learning in the Diploma Programme</li> <li>• The <a href="#">CAS guide html</a> and PDF (first exams 2018)</li> </ul>
3.	<b>The CAS process and links</b>	<p><b>Essential understanding(s):</b> Understanding the key role of inquiry in IB pedagogy</p> <p><b>Objectives for the session:</b></p> <ul style="list-style-type: none"> <li>• Becoming familiar with teaching and learning strategies that support inquiry in the classroom</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• What is an IB education</li> <li>• The Diploma programme: From Principles to practice</li> <li>• Standards and practices</li> <li>• Approaches to teaching and Learning in the Diploma Programme</li> <li>• The <a href="#">CAS guide html</a> and PDF (first exams 2018)</li> </ul>
4.	<b>The CAS essentials</b>	<p><b>Essential understanding(s):</b> An overview of the essential nuts and bolts of CAS</p> <p><b>Objectives for the session:</b></p> <ul style="list-style-type: none"> <li>• CAS workbook/ diary</li> <li>• CAS Portfolios</li> <li>• Reflections</li> <li>• CAS Reviews</li> </ul>

		<ul style="list-style-type: none"> <li>CAS Evaluation</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>The CAS guide</li> </ul>
5.	<b>Introduction to TOK</b>	<p><b>Essential understanding(s):</b></p> <p>Understanding the central role of Theory of knowledge in developing critical thinking skills</p> <p><b>Objectives for the session:</b></p> <ul style="list-style-type: none"> <li>Aims of the TOK guide</li> <li>To provide an overview of the structure of Theory of Knowledge</li> <li>Perspectives and their importance</li> <li>Knowledge Frameworks</li> <li>The role of TOK in supporting understanding of how knowledge acquired from the different subject disciplines in the DP are related to one another</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>The TOK guide (first exams 2015)</li> <li>Diploma programme Theory of knowledge- Specimen Titles 2016</li> <li>Understanding knowledge questions</li> </ul>
6.	<b>Getting the best from students on TOK presentations</b>	<p><b>Essential understanding(s):</b></p> <p>Understanding the nature of the presentation and how to make it an effective learning experience</p> <p><b>Objectives for the session:</b></p> <ul style="list-style-type: none"> <li>Knowledge Questions &amp; the Presentation</li> <li>Global impression marking</li> <li>Presentation preparation</li> <li>PPD forms</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>The TOK guide (first exams 2015)</li> </ul>
<u>7.</u>	<b>TOK Presentations</b>	<p><b>Essential understanding(s):</b></p> <p>Understanding the nature of the presentation and how to make it an effective learning experience</p> <p><b>Objectives for the session:</b></p>

		<ul style="list-style-type: none"> <li>• Knowledge Questions &amp; the Presentation</li> <li>• Global impression marking</li> <li>• Presentation preparation</li> <li>• PPD forms</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• The TOK guide (first exams 2015)</li> </ul>
<a href="#"><u>8.</u></a>	<b>The TOK Essay</b>	<p><b>Essential understanding(s):</b> Understanding the nature of the Essay and how to make it an effective learning experience</p> <p><b>Objectives for the session:</b></p> <ul style="list-style-type: none"> <li>• TOK Essay Assessment</li> <li>• How are essays marked</li> <li>• Essay marking instrument</li> <li>• Marking essays</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• The TOK guide (first exams 2015)</li> <li>• TOK essay titles</li> </ul>
<a href="#"><u>9.</u></a>	<b>The Extended Essay</b>	<p><b>Essential understanding(s):</b> An understanding of the key aspects of the extended essay.</p> <p><b>Objectives for the session:</b></p> <ul style="list-style-type: none"> <li>• Aims of the Extended Essay</li> <li>• Some EE statistics</li> <li>• The value of the EE</li> <li>• The importance of the supervisor</li> <li>• What makes a good topic?</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• The Extended Essay guide html and PDF (first exams 2018)</li> </ul>
<a href="#"><u>10.</u></a>	<b>Getting the best from EE students</b>	<p><b>Essential understanding(s):</b> An understanding how to develop a good extended essay topic</p> <p><b>Objectives for the session:</b></p> <ul style="list-style-type: none"> <li>• The new EE criteria and descriptors</li> <li>• The initial interview</li> <li>• Good and bad questions</li> <li>• The supervisor's comment</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• The Extended Essay guide html and PDF (first exams 2018)</li> </ul>
<a href="#"><u>11.</u></a>	<b>Managing the process</b>	<p><b>Essential understanding(s):</b> An understanding of how to administer the extended essay process</p>

		<p><b>Objectives for the session:</b></p> <ul style="list-style-type: none"> <li>• Timelines, checklists, criteria and feedback</li> <li>• Academic honesty issues</li> <li>• World Studies EEs</li> <li>• New EE guidelines and criteria</li> <li>• Academic honesty issues</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• The Extended Essay guide html and PDF (first exams 2018)</li> </ul>
12.	Overview & Q & A	<p><b>Essential understanding(s):</b></p> <p><b>An opportunity to work through unresolved matters</b></p>

### **Workshop participant**

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