

WHAT IS  
CONCEPT BASED  
EDUCATION AND  
HOW CAN I HELP WITH  
MY KIDS?

PARENT INFO NIGHT

OCTOBER 10<sup>TH</sup>, 2013 7:00PM



# PLAN FOR THIS EVENING

Two questions seemed to stand out from the parents who participated in the survey last spring:

How can I help with my child?

What evidence is there for the success of the IB programme?

Sharing what our staff has been working on over the past year would go a long way to answering both of these questions.

What are we trying to achieve?

How will we know we are being successful?

What role can home play?

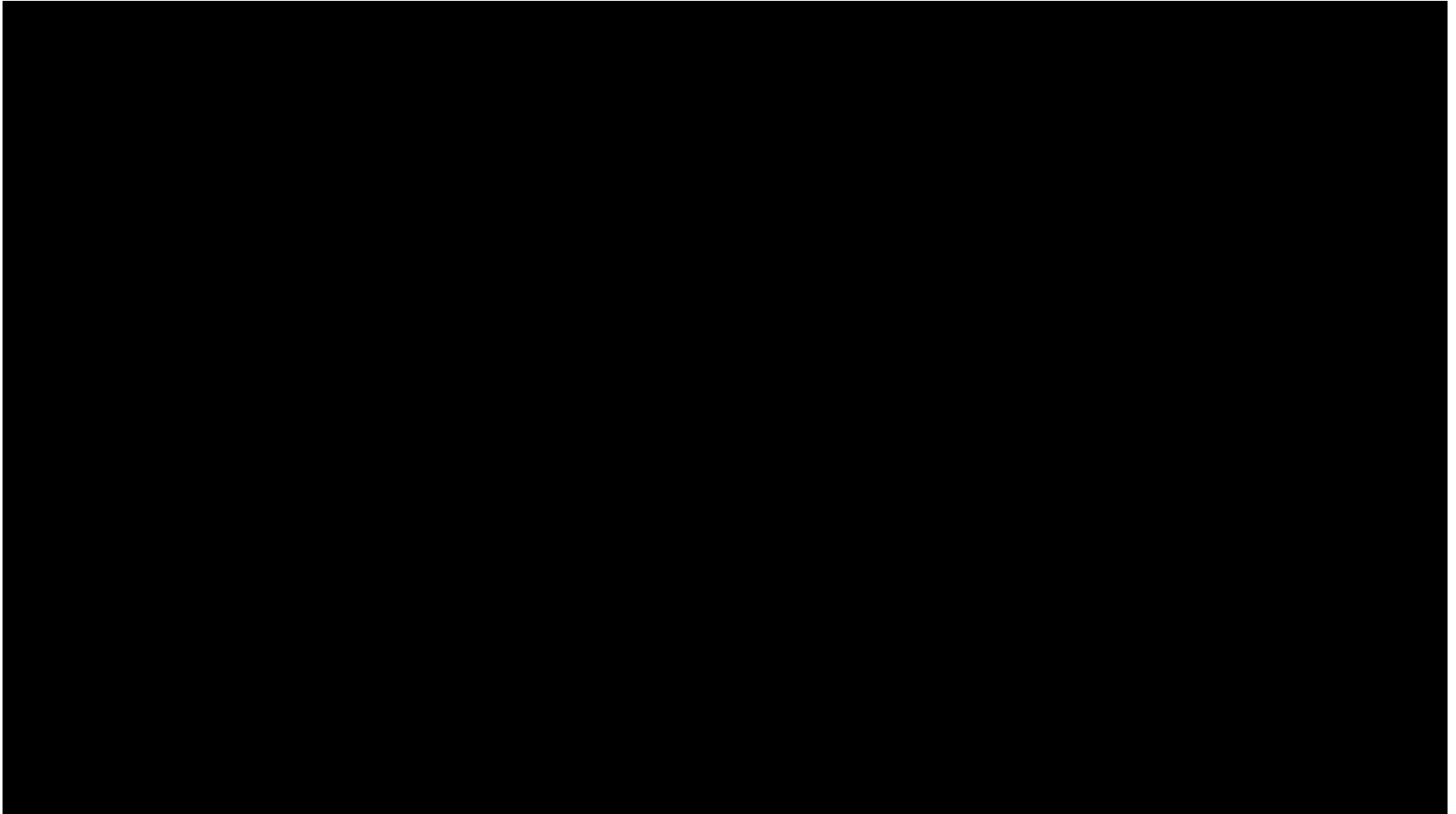


# 21<sup>ST</sup> CENTURY LEARNING

A 21<sup>st</sup> Century Learner is...

Write down two skills you feel are needed for success in today's world

DID YOU KNOW...?



“We are currently preparing **students** for  
**jobs that don't even exist,**

using **technologies** that **haven't been invented,**

in order to **solve problems** we don't  
even **know are problems yet.”**

**Did You Know 3.0**

# CONCEPT BASED LEARNING

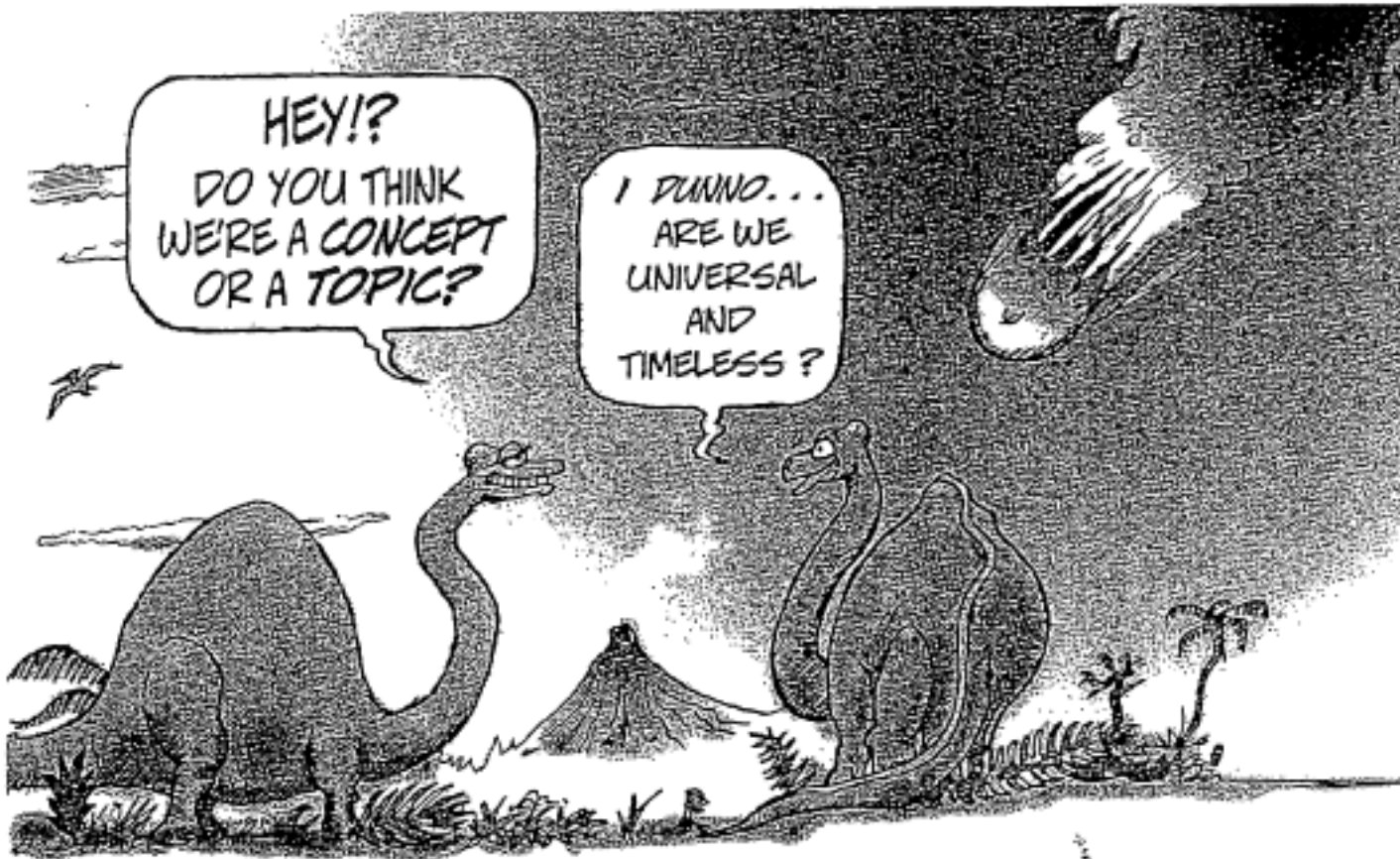
Learning that uses a conceptual framework to engage learners with significant ideas that are transferable across disciplines.

# WHAT IS A CONCEPT?

Turn to your neighbour and discuss what you feel a **concept** is and what you think it is not.

A concept is....	A concept is not...

# CONCEPTS VS. TOPICS





# LYNN ERICKSON'S DEFINITION

*A concept is a mental construct that is timeless, universal and abstract.*

In practice, it can be hard to decide whether you are dealing with a concept or a topic. Some words could be either depending on usage.

One helpful thing is to determine if you could study it in more than one discipline.

# CONCEPTS VS. TOPICS

## Topics

Dinosaurs

Government

## Concepts

Extinction

Adaptation

Roles

Structure

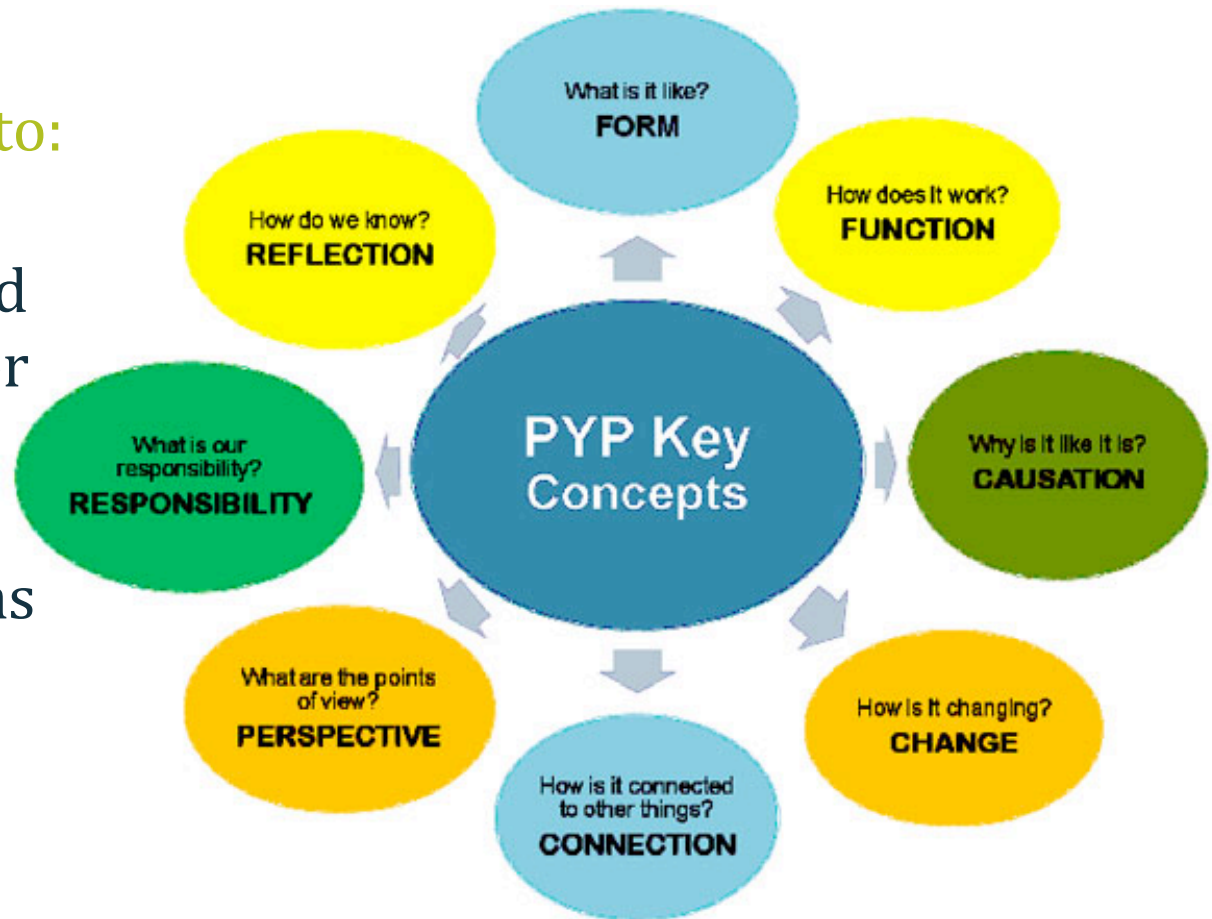
Power

# KEY CONCEPTS

Selected by the IBO to:

“...help teachers and students to consider ways of thinking and learning about the world, and act as a provocation to extend and deepen student inquiries.”

(Making the PYP Happen, Pg.16)



from Bonny Slope School, Oregon

# WHAT OUR UNITS OF INQUIRY HOPE TO ACHIEVE

Central Ideas that are concept based

Lines of Inquiry that are transdisciplinary

Students learning and applying the skills  
of a 21<sup>st</sup>C learner

Note: development of these ideas in  
our Program of Inquiry is ongoing

# APPROACHES TO LEARNING



“Theory Makers” - Reggio Emilia

<http://pypatpicewood.blogspot.ca>

# SAMPLE UNIT OF INQUIRY

## Grade 7 Unit of Inquiry

<b>Transdisciplinary Theme</b>		<b>Central Idea</b>	<i>Rules and laws are forged through relationships</i>
How We Organize Ourselves			
<b>Essential Elements</b>		<b>Lines of Inquiry</b>	<i>struggles for power</i> <i>healthy relationships</i> <i>rules and laws in science and math</i>
<u>Learner Profile</u>	<u>Key Concepts</u>		
principled	connection		
open-minded	causation		
	form		
<u>Skills</u>	<u>Related Concepts</u>	<b>Driving Questions</b>	<i>How do power struggles in the ancient world compare to now?</i>  <i>What are the impacts of power on relationships?</i>  <i>How is the role of rules and laws different in science and math?</i>
social	power		
thinking	relationship		
<u>Attitudes</u>	role		
empathy	rules and laws		
tolerance			

# HOW DO WE KNOW WE ARE BEING SUCCESSFUL?

Are we creating globally minded 21<sup>st</sup> Century learners?

What does the research say?

(test scores and surveys)

What do we say?

What will the evidence from the 'self-study' say?

# IS THERE RESEARCH INTO IB PROGRAMS' EFFECTS?

In South Carolina, Gr 3-5 students at the one school with the PYP had statistically significant higher scores compared to students in the 16 other schools in the district without the PYP, after controlling for gender, ethnicity and lunch status (Jordan 2009).

In Primary Years Programme (PYP) and MYP classrooms in Texas, favourable instructional practices, student behaviours and activities were observed more frequently than in regular classrooms.

As a whole, PYP and MYP students outperformed peers on the International Schools Assessment (ISA) in reading, math and writing in a majority of grades.

Source: IBO



# RESEARCH (CONT.)

In a survey of all new students at the UBC at the start of their first semester, DP students were at least 20% more likely to rate the following skills as “very good” or “excellent”:

- research
- ability to read and comprehend academic material
- ability to make and prepare a presentation
- ability to write clearly and effectively.

At the end of their first semester, DP students were also considerably more likely to have participated in student leadership activities, volunteer work, tutoring/teaching other students and student clubs/ organizations (Bluhm 2011).

# HOW DO WE KNOW WE ARE BEING SUCCESSFUL?

*The students learn to ask questions and learn to find the answers themselves. – Parent survey*

*..my kids love school... and are interested in all sorts of things. - Parent survey*

*..greater emphasis on life skills i.e., oral presentations that build confidence. – Parent survey*

*More thinking for themselves, more questions rather than pure memorization. – Parent survey*

*Today I watched my son's class do a presentation with his grandparents on our family's culture. – Parent survey*

**New teachers that have come to Capilano over the last couple of years are immediately struck by the level of depth in class discussions**

## **The Grade 7 exhibition**

**These things will not show up in studies measuring performance on standardized tests.**

# WHAT ROLE CAN HOME PLAY?

Effective use of the 'letter' home

Make conceptual connections to everyday life

Support the skills – support metacognition by using the vocab and reflecting with your child

Look for evidence of action on learning or skills