

EXTENDED ESSAY GUIDE



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**Jeff Thompson, Judith Fabian, Mary
Hayden**



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Taking the IB Diploma Programme Forward Jeff Thompson, Mary Hayden, 2011-10-24 Expert writers share their thoughts and opinions on the future of the International Baccalaureate Diploma Programme The editors and contributors all experts in their field identify issues arising from current practice and indicate how those issues need to be addressed as part of a policy for future growth

Educational Reform and International Baccalaureate in the Asia-Pacific Coulson, David Gregory, Datta, Shammi, Davies, Michael James, 2021-02-19 The need to reform secondary level education to prepare young people for new economic realities has emerged In an age of constant career changing cognitive flexibility is a top priority skill to develop in today s students This shift requires methodological innovation that enhances children s natural abilities as well as updated focused teacher education in order to prepare them adequately Educational Reform and International Baccalaureate in the Asia Pacific is a collection of innovative research that examines the development and implementation of IB curricula Highlighting a wide range of topics including critical thinking student evaluation and teacher training this book is ideally designed for educators curriculum developers instructional designers administrative officials policymakers researchers academicians and students

The Bilingual Advantage Rebecca M. Callahan, Patricia C. Gándara, 2014-09-01 Using novel methodological approaches and new data The Bilingual Advantage draws together researchers from education economics sociology anthropology and linguistics to examine the economic and employment benefits of bilingualism in the US labor market countering past research that shows no such benefits exist

Perspectives on the IB Diploma Core Jeff Thompson, Judith Fabian, Mary Hayden, 2019-10-15 The Diploma Programme was the first programme to be devised and implemented by the International Baccalaureate over fifty years ago Since its creation the curriculum upon which the programme is based has been continuously developed to take into account the rapidly changing needs of students schools higher education and employment contexts For much of that time the programme has included three essential components that must be undertaken by students who wish to graduate with the Diploma Theory of Knowledge Extended Essay and Creativity Activity Service CAS Taken together over time these have come to be regarded as a core of the Diploma Programme although they were not described as such at the outset This edited collection is intended to provide input into the current review of the IB Diploma Programme It comprises contributions from experienced authors researchers and practitioners who were invited to reflect upon the nature of the core as it exists at

present to raise issues in relation to the future development of the core and to share experience in the learning and teaching of the core components across a wide range of schools in both national and international systems of education Questions concerning the concept of the core as a whole developing students as internationally minded thinkers and the challenges of bringing coherence to the core in establishing a holistic approach to the curriculum underpin the individual chapters throughout Contributors Edward Allanson Tom Brodie John Cannings Christian Chiarenza Mary Donnellan Jenny Gillett Robin Julian Julian Kitching Justin Laleh Ann Lautrette James MacDonald Shona McIntosh Heather Michael Paul Regan John Royce John Sprague George Walker

International Education and Schools Richard Pearce, 2013-10-24 Over the last forty years the estimated number of international schools worldwide has increased from fewer than 300 to 6400 in 2012 This explosion is a response to the needs of a world in which borders are being traversed with ever greater ease and children increasingly need to be prepared for the global opportunities that await them In this book international school specialists reflect on where the movement has come from how it stands and where developments are heading offering insightful observations on these unique institutions This is a comprehensive resource for students researchers and professionals with an interest in the future of education in a globalized world

Teaching Chinese Language in the International School Context Jia-Fei Hong, Chung-Mou Si, 2023-11-29 This book explores the learning and teaching of K 12 Chinese language in international schools The authors of this book are scholars from teaching training institutions and universities as well as professional frontline teachers With a combination of the works and insights from both perspectives of theory and practice the book presents how theories of teaching can be operated in classroom to improve the effectiveness of language teaching It covers curriculum setting design of teaching materials teaching principles methods strategies and evaluation The book also discusses issues and concepts such as concept driven learning identity change and recognition of L1 and L2 Chinese teacher pinyin teaching Chinese character teaching evaluation for learning improvement and integration of South Asian non Chinese speaking students into local schools It emphasizes empirical action research methods This is a highly informative and carefully presented book providing high value insights to scholars from university and teacher training institutions and teachers from kindergartens primary and secondary schools around the world

Think Again John L. Taylor, 2012-04-26 Contemporary education is held captive by an obsession with assessment The culture of teaching to the test and spoon feeding has distorted the purpose of teaching and destroyed the joy of free enquiry This book offers practical advice on how to use philosophy as the cornerstone of a new approach to teaching and learning with the central aim of developing students capacity for deeper freer thought Drawing on his experience of innovative curriculum development work the author explains how philosophical questions provide an excellent vehicle for engaging students and drawing them into analytical creative and independent ways of thinking Think Again provides activities for encouraging critical and creative thinking examples of entry points for integrating philosophy in a formal curriculum and practical guidance on using philosophy to enliven learning in a

range of subjects The author emphasizes the significant opportunity that project work provides for enabling students to develop their research and analytical skills and suggests how the 13 curriculum could be developed to bring a philosophical dimension to learning in all subject areas Internationalization and Global Citizenship Miri Yemini, 2016-12-31 This book examines the integration of the international global and intercultural dimensions in contemporary education systems Yemini provides a comprehensive understanding of the process of internationalization from different angles including policy making curriculum implementation media discourse and individual agency The book illuminates and analyzes a set of key tensions of internationalization across multiple levels of schooling and across the domains of popular discourse policy curriculum pedagogy and students identity by connecting or re connecting the process of internationalization and its outcomes at individual level of global citizenship The author uses solid empirical embedding of each of those aspects together with development of novel theoretical insights in each of the investigated domains **A Research Guide to the Ancient World** John M. Weeks, Jason de Medeiros, 2014-11-25 The archaeological study of the ancient world has become increasingly popular in recent years A Research Guide to the Ancient World Print and Electronic Sources is a partially annotated bibliography The study of the ancient world is usually although not exclusively considered a branch of the humanities including archaeology art history languages literature philosophy and related cultural disciplines which consider the ancient cultures of the Mediterranean world and adjacent Egypt and southwestern Asia Chronologically the ancient world would extend from the beginning of the Bronze Age of ancient Greece ca 1000 BCE to the fall of the Western Roman Empire ca 500 CE This book will close the traditional subject gap between the humanities Classical World Egyptology and the social sciences anthropological archaeology Near East in the study of the ancient world This book is uniquely the only bibliographic resource available for such holistic coverage The volume consists of 17 chapters and seven appendixes arranged according to the traditional types of library research materials bibliographies dictionaries atlases etc The appendixes are mostly subject specific including graduate programs in ancient studies reports from significant archaeological sites numismatics and paleography and writing systems These extensive author and subject indexes help facilitate ease of use **The International Baccalaureate Diploma Program and the School Library** Anthony Tilke, 2011-03-11 This book a blend of practice and theory shows how the school library can contribute to the success of the International Baccalaureate Diploma Program Written for librarians in schools that are applying to offer the program as well as those who already work with it The International Baccalaureate Diploma Program and the School Library Inquiry Based Education provides information and strategies specifically relating libraries to the IBDP The guide includes information about the IBDP ranging from the subject matrix to unique aspects of the program such as the Theory of Knowledge course the Extended Essay requirement and the Learner Profile The book also discusses other important features of IB programs such as internationalism and academic honesty Finally it blends theory and practice by providing details and findings from the only two year research study to follow

students and teachers through the IBDP The study demonstrates the role of the school library in the program showing how both students and teachers used and valued it Each chapter concludes with a series of points or strategies for the librarian to reflect upon and or use as the basis of action

Education for Sustainable Development in Primary and Secondary Schools Güliz Karaarslan-Semiz,2022-10-19 This volume provides teachers with pedagogical approaches and practical applications to implement Education for Sustainable Development ESD and with assessment strategies to evaluate the learning outcomes of ESD in primary and secondary education In addition to appropriate pedagogical approaches for ESD the book also presents practical examples that teachers can use as a guide in their classes The pedagogical approaches related to ESD not only aim to facilitate sustainability knowledge but also promote attitudes new perspectives values skills and competencies related to sustainability Thus holistic and transformative approaches are embraced to develop a deeper understanding of sustainability values respect towards the environment connection to nature systems thinking to understand complex problems exhibiting responsible behaviours for sustainability and promoting action competence for sustainable development This book also provides examples of assessment strategies for ESD The assessment of ESD learning outcomes and learning processes is usually challenging but it is important to determine how to evaluate ESD learning outcomes to reveal whether we achieve our ESD goals or not For this reason the assessment section of the book includes theoretical concepts and measurement tools for evaluating sustainability competencies and learning outcomes Through the close and active collaboration of 22 authors from Germany Italy Slovenia Sweden Turkey and the UK good models for ESD implementation in primary and secondary education are presented

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