



SESSION 4

SATURDAY 31 OCTOBER 10:15 - 11:15

A democratic approach to global citizenship and international-mindedness: Empowering and engaging students in meaningful, critical dialogue

Victoria Wasner, The International School of Zug and Luzern

CULTURE & INTERNATIONAL MINDEDNESS

This session will explore what a pedagogy of global citizenship could look like and how involving students as researchers can empower and engage them as active participants in their school and wider communities. It also considers the steps that educators and institutions may take in order to modify their approach to global issues, the concept of international-mindedness, and how educators can allow student experiences to become a springboard for critical reflection and activism.

How DP biology has improved my students' skills in mathematics

Germán Tenorio, Colegio de San Francisco de Paula

PROFESSIONAL LEARNING COMMUNITIES & LIFELONG LEARNING

The results from the Programme for International Student Assessment in 2012 showed that only 3 out of the top 10 performers

AFRICA



in mathematics were European countries. There are many reasons, but one of them is the lack of context, as students do not link mathematics to other subjects or reality. In this sense, science can provide a strong and attractive context for students to apply their mathematics skills. Scientific experiments involve processing data using mathematics skills. However, although students accept that mathematics skills are necessary for subjects such as chemistry or physics, they do not think the same for biology. This session will focus on how to change students' minds about this, providing a context for improving their mathematics skills by means of quantitative laboratory sessions on biology.

The IB learner profile: The map of a lifelong journey in the pursuit of international-mindedness?

Joanne Walker, International School of Nice

CULTURE & INTERNATIONAL MINDEDNESS

This session will examine the impact of the IB learner profile through the eyes of a cohort of post-DP students. After 2–10 years, do these men and women consider themselves to be internationally minded? Which aspects of the DP experience do they consider to have been most influential? Have the values and dispositions described in the learner profile

ASIA



ANTARCTICA

