

Environmental Systems and Societies 2022

23-25 May

About this workshop

This workshop is provided by IBICUS Ltd, a licensed and fully authorised organiser of professional development programmes for the IB community.

Following the IB Guidelines for this workshop Category we will focus on:

- Facilitation of sharing good practices and ideas with other experienced ESS educators
- Explore the use of strategies to improve understanding, including the use of case studies, and developing the skills needed for the IA and exam components
- Develop understanding of international mindedness, using TOK, and supervising EEs

Pre-workshop information and preparation

It is essential that participants come ready to share their practice, ideas and resources.

Before the workshop, please do the following:

- Review your favorite lessons, case studies, activities, and experiments for sharing and discussion
- Mark a provided Paper 1, Paper 2, and IA

APPS and materials

Please ensure that you have access to and understand how to use the following:
GoogleDrive, Padlet, Kahoot

DAY 1

UK Time	Session	Objective	Session Content
08:30 – 08:55	WORKSHOP SET UP	Meet and greet and ensure all participants have connectivity and access to materials and apps	Welcome, navigation, app usage, general housekeeping
08:55 – 09:00	BREAK		
09:00 – 10:00	1.1	Explore the role of EVSs, explore the personal development of your EVS, share teaching strategies for developing EVS understandings	<i>Who are we and what do we think about ESS?</i> Teachers and students of ESS have an eclectic variety of backgrounds. The EVS can be used to explore these backgrounds to strengthen connections and understanding.
10:00 – 10:15	BREAK		
10:15 – 11:45	1.2	Share examples of case studies on a protected area or a local environmental issue, analyze the syllabus for opportunities to use a case study approach, share teaching ideas based on case studies	<i>How can we use case studies to enhance the curriculum?</i> The use of case studies can enhance student engagement and make more effective use of teaching time.
11:45 – 12:00	BREAK		

12:00 – 13:30	1.3	Become more familiar with the P1 assessment, formulate strategies that will increase achievement, moderate P1 samples	<i>How can we prepare students for Paper 1?</i> Paper 1 contains the resource booklet and case study questions.
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DAY 2

UK Time	Session	Objective	Session Content
09:00 – 10:30	2.1	Identify challenging topics and common challenges, explore the use of big questions to develop understanding, share teaching strategies for making the classroom more inclusive	<i>How can we plan for enhanced understanding in challenging topics?</i> Challenging topics will vary within the group. Using an inclusive classroom can be an advantage to all individuals, as widening your teaching strategies can engage more students. Use the Big Ides is just one way to enhance holistic understanding.
10:30 – 10:45	BREAK		
10:45 – 11:45	2.2	Provide an overview of the IA requirements, develop ideas and plan for how to enhance learning through the PSOW, share ideas and plan for effective field work opportunities	<i>How can we enhance our PSOW?</i> A carefully crafted PSOW can provide much value added learning, including fieldwork and CAS, beyond the curriculum. What opportunities do you have locally? What essential elements might you PSOW contain?
11:45 – 12:00	BREAK		
12:00 – 13:30	2.3	Understand the nature of the IA and the criteria to be assessed, understand how the IA is graded, share ideas on how to facilitate this element of the assessment, plan how to improve success in this component of the assessment	<i>What will be the best preparation for the IA?</i> Understanding the criteria, the nature of the task and how the IA is marked will benefit your students greatly, ensuring that there is less chance of a moderation factor applied.

DAY 3

UK Time	Session	Objective	Session Content
09:00 – 10:30	3.1	Explore ideas related to international mindedness and the learner profile; explore the use of EVs as a medium to link to TOK, share ideas about enhancing TOK links in ESS; Explore the meaning of action in the context of ESS; enhance understanding of the EE; explore ideas on promoting academic honesty; share ideas on stimulating action and extended essay organization	<i>How do the LP, international mindedness, and TOK look in ESS? How can we enhance the curriculum through EEs and CAS? ESS provides innumerable opportunities to highlight the LP and international mindedness. TOK can be ingrained within the syllabus, allowing for the practical application of TOK. The EE is a wonderful opportunity for students to explore complex environmental issues. ESS lends itself well to CAS.</i>
10:30 – 10:45	BREAK		
10: 45 – 11:45	3.2	Understand how P2 is assessed, share ideas on the use of Big Questions, share ideas on strategies for improving achievement in this element of the assessment	<i>How can we prepare our students for Paper 2? Paper 2 constitutes 50% of the final grade. The Big Questions could help prepare students for the essay questions while data analysis during the PSOW could aid in Section A.</i>
11:45 – 12:00	BREAK		
12:00 –13:30	3.3	Provide a final opportunity for sharing resources; allow time for planning for the future and embedding ideas from the workshop into teaching	<i>What do I need to do for the future in ESS? Planning for the future will ensure you leave the workshop with strategies in place for success. This is the final session which can be used by participants in a variety of ways to best meet their needs.</i>