

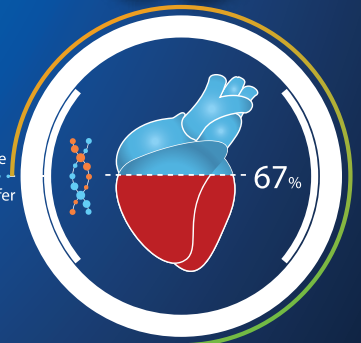
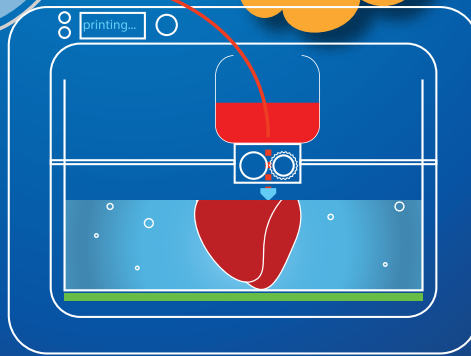
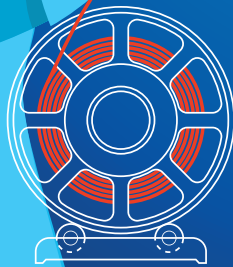
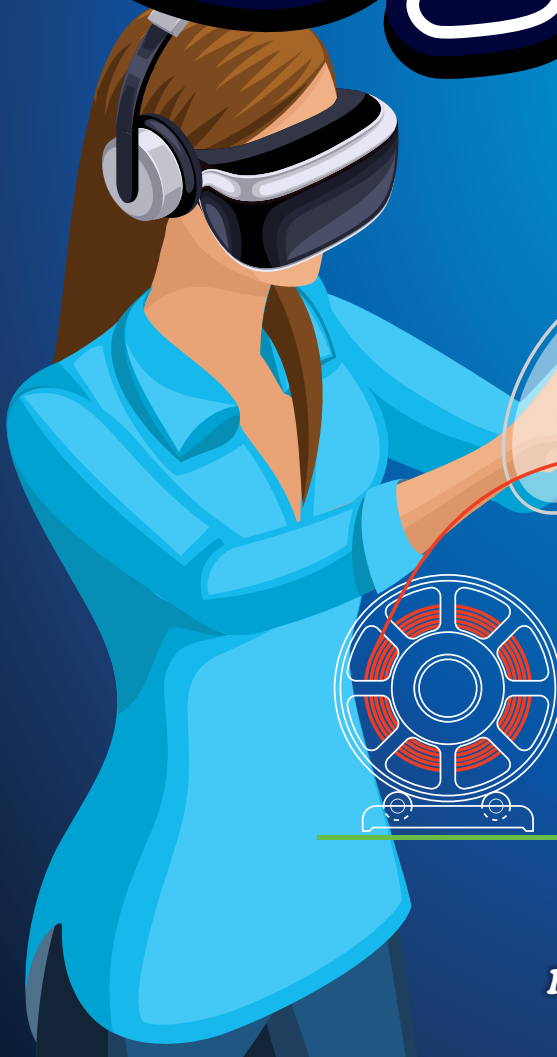
NEW!

ATL

Skills

STUDENT WORKBOOK

DP



**LANCE G. KING
MALCOLM NICOLSON**



ATL

Skills

STUDENT WORKBOOK

About the Authors

LANCE KING is an internationally recognized author, teacher and workshop facilitator who, in the last 22 years, has worked with over 250,000 students worldwide as well as many thousands of their teachers and parents. He is the creator of the Art of Learning programme taught in over 250 schools in 34 countries and is a specialist in the direct teaching of 21st Century Skills. Within the International Baccalaureate Organisation he designed and developed the Approaches to Learning (ATL) framework for both the MYP and DP programmes which is currently being implemented in more than 4000 IB schools in 150 countries. He is a sought-after presenter for his workshops for teachers, students and parents and is also the author of six books on teaching and learning, two of which are now translated into Chinese, French, Vietnamese and Spanish.



MALCOLM NICOLSON is the director of Erimus Education, a consultancy offering bespoke educational services. After teaching in the UK, Bahamas and Thailand, he became Head of MYP Development for the IB (International Baccalaureate) from 2007 till 2013 and Head of Diploma Programme (DP) Development from 2013 to 2015. He initiated and directed MYP: the next chapter, the first whole programme review conducted by the IB, and introduced ATL in the DP. Malcolm authored several key IB guides, including: *History of the MYP* (2010); *MYP: From principles into practice* (2008 and pilot 2012); and *DP: From principles into practice* (2015).



ATL Skills

STUDENT WORKBOOK

How To Use This Book

READ THIS FIRST!

This book will give you all the skills you need to do well in your DP and in all your future endeavours. You can use it as a self-help book for tasks that teachers give you or for all forms of personal development. One of the great things about this book is that you can keep going back to exercises for reminders about specific skills as and when you need them in different subjects and contexts.

I suggest that you start with the big questions:

- How to make well thought out decisions about your own future? See 5g, Ex 1-3.
- How to set goals so that you make sure you take the steps you need to take to achieve them? See 3c & 3d
- How to make sure that your Social Media presence is constructed to help you achieve your goals and give you control over your own data? See 2a & 2b

Once those are done, the rest of the exercises you can pretty much do when you need them:

- when you need to write an academic paper, scientific or business report – look through 1a and 1b first
- when you need to prepare for a major test or exam – use 3e & 3f to help you prepare
- if you want to learn how to speed-read – see 1e, how to make a great presentation – 1f, how to research effectively – 4a-k, how to generate creativity – 5j-m etc.
- you can also use these exercises to help you learn how to deal well with pressure and stress – 3i, overcome procrastination – 3j, generate self-motivation – 3m, and get through tough times – see 3k & 3l on resilience and courage.

Many of these skills you will already have but it is worth reading through these exercises just to make sure.

ATL skills do not need to be graded, scored, marked or given any value other than their intrinsic value of helping you to complete academic tasks and achieve all your normal school goals more efficiently and more effectively than before. There is benefit however in plotting the development of your own proficiency in each of these skills as you work your way through these exercises. In order to do that well you first need to become an accurate judge of your own performance, which is an important skill in itself. This is what is called Metacognition and we think it is in fact the most important skill of all, the one that underpins all the rest.

This is why we strongly suggest that **the very first thing you do in this book is look at – 3a) Metacognition 1** – learn about accurate self-assessment and assessing your own ATL skill proficiency. This will show you how to use reflection against generic standards to chart your progress in developing proficiency in each skill from Novice to Expert. It will also show you how to get accuracy in your self-assessments. The self-assessment tables for you use to plot your own progress are provided in this book as the last pages of each chapter.

This book is not just for the DP though, it can last you for many years as these skills are also vital for university, for all forms of career training, for self-employment and in any job you might take.

Keep this book. Use this book. Enjoy the advantages that comprehensive ATL skills training will give you.

And feel free to give us feedback on what you think of our book – malcolm@taolearn.com & lance@taolearn.com

Lance King

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Scientific Writing



1a – Write scientific reports and papers

Mastery:

You will know you are at the **Expert** level in the use of this ATL skill when you can confidently write scientific reports and papers in the manner acceptable in an academic community.

Purpose:

You will need to use this skill when writing up your prescribed practicals in the science subjects, as well as your Science internal assessment and the Group 4 Project. At the DP level you are learning to write scientific reports and papers in the way that you will need to use to publish any of your own research and if you go on to university and study any science subjects.

not magic just science

Exercise 1 – Writing scientific reports and papers

Scientific reports differ from other papers that you will write at DP level and at university. The big differences are in the way in which you address a hypothesis, produce data that either supports the hypothesis or not and write your report using the correct conventions. This exercise will show you how.

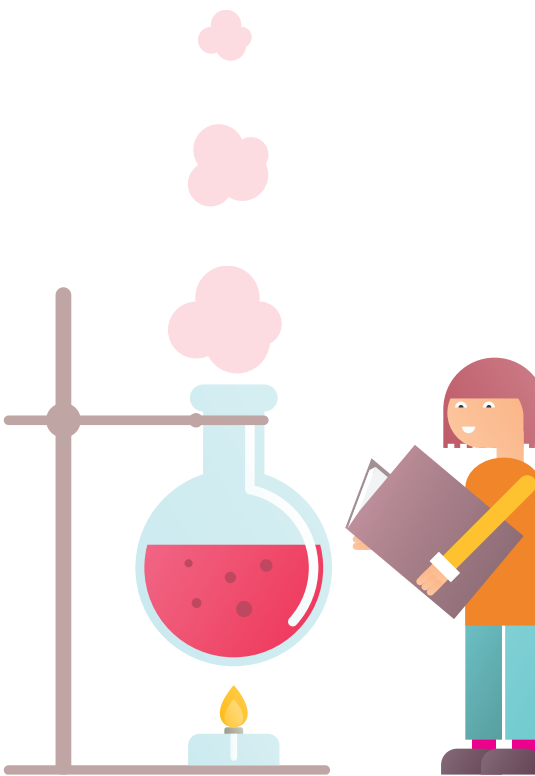
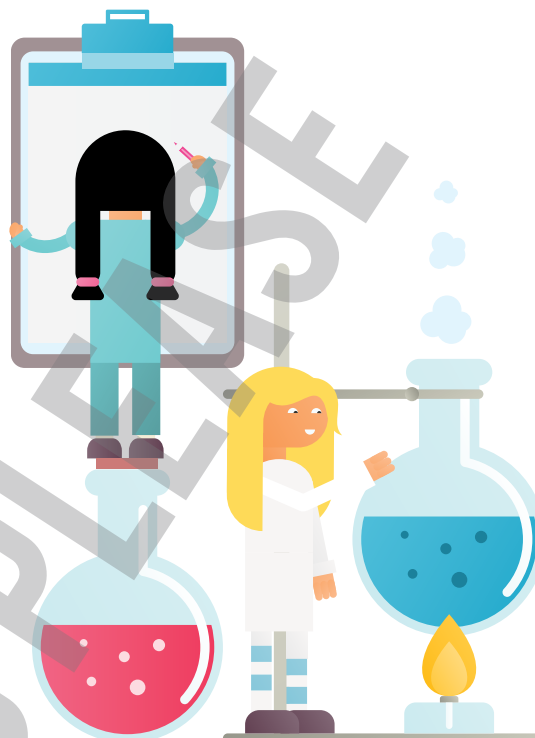
Key points:

1. The essence of a scientific writing is a combination of knowledge, experimental evidence and an attitude of skeptical inquiry. Make sure all three aspects are included in every report.
2. Assume that the person who will mark your report has no higher level of understanding of the science you are exploring than you do. Write to an imaginary audience of another person in your class – from no higher or lesser knowledge base or understanding.
3. Make sure you are very clear about the assessment criteria for each task you are completing. They will focus you on the degree to which you need to analyze, describe, list, evaluate and present in each section of the report. Each term means something quite different and requires a different writing style.
4. Check with your teacher if you are permitted to hand in a draft copy for feedback prior to you writing the final copy. This can be invaluable for you if your teacher will allow it.
5. You don't have to compose all sections of your report in the order below, write in whatever order makes sense to you, but then assemble the final report in the correct order.
6. Start by researching your topic keeping your own report writing in mind at all times – the need for a question to pursue, an experiment to conduct and a conclusion to draw.
7. Keep a record of every reference – every book, paper, journal, blog, webpage, podcast and person that you access for whatever purpose – keep a record! This is most important.
8. Your teacher will give you direction in terms of which tense to use for your report. In many cases teachers prefer to see future tense in third person for the introduction and method, and past tense for the results and discussion. Make sure you check!

Order of reporting:

- a. **Title Page** and **Table of Contents** (for reports of more than 10 pages) – pretty obvious but make sure you have a title, date and author's name.
- b. **Abstract** – this is a short synopsis of the report. It includes a summary of your objectives, process, results and conclusions (it is usually best to write this last even though it comes first in your report). An abstract is crucial for many research papers, but for any lab write-ups you produce during your DP science courses, it may not be expected.
- c. **Introduction** – this provides a summary of the research to be undertaken and will include the purpose of the research, the research question, hypotheses (if required) and experimental process. The Introduction needs to make clear the importance of the research, the rationale for the research and the experimental methods chosen.
 - i. **Purpose** – background to, rationale and broad expectations for the research, why you choose the particular hypothesis or question that you did and what your interest in the topic is.
 - ii. **Research Question** – this, in a lot of ways, is the most important step, if you get this right everything else is easier. Start with an area of interest to you and do some background reading, looking for unexplored ideas or possible examples of a trend that lend themselves to questions of the “how does A effect B?”. Keep in mind at the same time what you would have to do to prove that A effected B – look for simple controllable experiments to prove or disprove your point. The research question may serve instead of any hypotheses – if not move onto c). See (4a) for more help in writing a good research question.
 - iii. The **null hypothesis** is the present accepted knowledge which you are expecting to change or disprove with the results of your experiment. You are running your experiment in order to prove something that you are not yet sure about. One way to do that is to disprove the opposite. The opposite to what you want to prove is the null hypothesis. This is not necessarily required in the DP but may be asked for.
 - iv. The **alternate hypothesis** is the prediction you make which you are testing out in your experiment – that when you change the independent variable, the dependent variable will change in a certain way – see Exercise 2 below for more explanation. This hypothesis is really important and the way you address it and support it will carry a lot of weight.
 - i. “When A increases B will decrease” is a valid hypothesis “There is a significant relationship between A and B” is not.
 - v. For a new scientific discovery to be accepted a researcher has to show both how the null hypothesis has been disproved and how the alternate hypothesis has been proven.
 - vi. **Experimental Process** – just a brief overview of the experiment you are planning to run, you will provide the detail in your Material and Method section.
- d. **Literature Review** – in an experimental report this is usually included in summary form in the Introduction, in a scientific paper this is a major section of its own. It includes a review of all the relevant published literature pertinent to your research, both supporting and contradictory, and is used to set the “stage” for your investigation as an extension or confirmation of existing knowledge or as a previously unexplored idea or direction.

RESEARCH



Social Media Identity



2a – Representing yourself on social media

Mastery:

You will know you are at the **Expert** level in the use of this ATL skill when you deliberately engineer your online persona to help you achieve all your goals.



Purpose:

Your IB education attempts to help you to develop the attributes, knowledge and skills to change the world for the better. A component of this involves helping you to gain a strong sense of identity, of who you are, through language learning, TOK, CAS and any subjects requiring reflection or metacognition.

You belong to the first generation, in the whole history of humankind, able to create an online identity. These exercises will help you to shape your online identity to support you in achieving all your goals.

In the world of social media, perception is everything. We are all presenting a view of ourselves to the world made up of a selection of voluntarily contributed and (often) unknowingly gathered information. It is very important for everyone today to learn how to control the nature, quality and quantity of information about themselves that is available to the rest of the world.

Exercise 1 – Online character and attributes

Your identity is a description of who you are, your attributes, those aspects that make you different from others. It is useful to consider how you could express your own positive attributes in different settings.

Take the ten IB learner profile attributes, how do you demonstrate each one in different settings?

- Work with a partner
- Think of one example (theoretical or from your own life) of how a student like yourself could demonstrate each attribute in each setting.



Attribute	In-person with friends	Social media profile – public
Principled		
Caring		
Open-minded		
Knowledgeable		
Reflective		
Thinker		
Inquiring		
Risk-taker		
Communicator		
Balanced		

c. Of the ten attributes, pick two that you would like your public social media profile to demonstrate as being two of your key characteristics. Describe how you could demonstrate those features of yourself using your present social media channels.

I could demonstrate this feature of myself on social media by:	
Attribute 1:	
Attribute 2:	

d. Do the exercises in 3h Values and Virtues first.

e. From your answers in (3h), take your top two Virtues, write them in the boxes below and repeat c):

I could demonstrate this feature of myself on social media by:	
Virtue 1:	
Virtue 2:	

Timetabling for Examination Study



3e – Create an effective study timetable in preparation for summative assessments

Mastery:

You will know you are at the **Expert** level in the use of this 21st C skill when you have created a good study timetable and you are actively sticking to your schedule of study.

Purpose:

You will be assessed by exams in most DP subjects. The skills involved in organizing your time to best prepare for those exams could make the difference in helping you to perform at your highest level. In many schools you will have a practice set of exams, or mocks, one year before the final exams, which is a great time to practise this skill.

Creating a Plan for Exams

Studying effectively and studying enough prior to any summative assessments (exams), are the two things that are in your control and that can have the greatest effect on your exam performance and ultimately your exam grade. One of the key strategies to help with this is making an exam study timetable. The other is persevering and sticking to your timetable (see the following exercise for the first and (3j) for the second).

Exercise 1 – Making an exam study timetable

- This is best done individually but with a partner so you can share ideas.
- Three months before the start of your final exam buy or create a physical paper or cardboard calendar that shows every day from then until past the end of your final examination. Add in all the dates, colour in the weekends, school holidays, sports events, etc. Make it look good so you will be happy to pin it on your wall.

Do that now! There is no point in reading any more of this exercise until you have done that.

- Find your exam schedule online and transfer all your exams onto your calendar – indicate whether each one is a morning or afternoon exam.
- Now you have to make two key decisions:
 - Are you going to do some study for these exams?
 - Yes or no?
 - If so, when you are going to start studying? Now?
 - Date?

The next question is: Are you going to study every day from your start date to the end of the final exam or are you going to give yourself some days off?



My advice would be that:

- e. Start your study schedule now. Today.
- f. Cross out one day each week between now and your first day of exams as a day when you will do no study towards these exams – one day off per week. But only one.
- g. If you have any school holidays between now and your first exam, you can cross out some of those days as days you won't study – you need to have a holiday, but not more than half the holiday days off.
- h. Having decided which days you aren't going to study, now you have to decide how many hours of study you can put in on each day you are going to study.
- i. I am not talking about studying continuously without breaks though, you need to take lots of breaks. For example, if you had a full day available for study, a holiday day or maybe a day in the weekend – you could easily get 6 hours study done. That might sound like a lot but really it is just 2 hours before a leisurely lunch and two hours more before a leisurely dinner and two hours in the evening. If you think of it like that you can achieve 6 hours study and still have most of the day off.
- j. The trick is to make time for study your highest priority each day from now until the end of your last exam, and get that study done first before you do the other things you really want to do. Remember that effort is one of the few factors you have in your control and effort can be measured in hours.
- k. On your calendar, on each day that is now available, write in the number of hours of study you are prepared to do on that day. Remember that you have time between all of your exams to study as well; write in study hours right up to your last exam.
- l. Now add up the total number of study hours you have allocated in your timetable. Write that number in the last row of the table below, in column 2.
- m. In the table below in column 1, list all your exam subjects in a priority order with the subject that you know you need to put the most time and effort into at the top of the list and the subject that you know you need to put the least time and effort into at the bottom and all the other subjects arranged in-between. Do that now.

Strategic Study:

Examination Subjects – in priority order	Study hours per subject
Total Study Hours:	

- n. Divide up your total study hours between all of your subjects. Write in the hours per subject, making sure you give more time to the subjects at the top of the list and less time to each subject down the list. Make sure that the total study time is the same as the total time calculated in (l).
- o. Now your last decision is when are you going to study each subject?
- p. Back to your calendar and start writing in which subjects you are going to study each day.



Identify Different Points of View



4f – Analyzing different media and news channel points of view

Mastery:

You will know you are at the **Expert** level in the use of this ATL skill when you are easily able to identify different perspectives within different media.

BREAKING

NEWS

Purpose:

You will need to practise this skill when completing internal assessments in many subjects. This skill is important for life, but will help in TOK, Global Politics, Visual Arts, History and Language & Literature. Your Extended Essay may depend upon your analysis of information and being able to establish which points of view or perspectives can be used, trusted or discarded. So, the skills here are crucial.

Exercise 1 – Compare and contrast

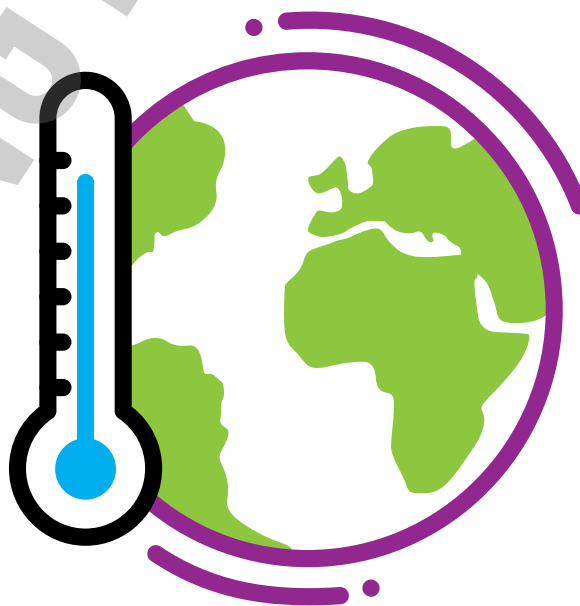
1. Work with another student. First you need to agree on one current-affairs event or topic to analyze.
2. Each of you need to find one news article on this topic – either in print or online – from a different newspaper or blog, opinion piece or website. Try to find two quite different sources.
3. In your own books each of you needs to analyze the story from your source and write in the table below the key points as represented by your source.

Current Event	Source	Key points
		1.
		2.
		3.

4. Now compare notes with each other – how do your notes compare and contrast?
- What differences do you see in reported facts? Write here any facts that were reported by one source and not by the other:
.....
.....
.....
 - What differences can you see in tone? Describe the tone of your source's story – what is it focused on?
.....
.....
.....
 - What conclusions can you draw about why the two sources present the same story differently? Do you think it is something to do with the nature of the publications, the authors or maybe the audiences?
.....
.....
.....

Exercise 2 – “Factual” perspectives

- Work in pairs or by yourself.
- Search for “Does global warming exist?” – not global climate change but specifically “global warming.”
- Find any three different perspectives on this topic – maybe a) it is happening, b) it isn't happening, this is just normal, c) actually the world temperature is getting colder or d) something else.
- Label the three perspectives in the Venn diagram opposite and then write around the diagram and use arrows to add in key points, ideas and concepts in the correct places by using the following questions:
 - What differs between the perspectives? Place in the circles where they don't overlap.
 - What is the same between each perspective? Place in the appropriate overlap.
 - Are there any things that all three perspectives agree on? Put them in the centre.
 - What can you now say about this issue that is verifiably true?



- If you wanted to find out more about the real issue behind this idea what would be a better question to ask?
.....
.....

Decision Making



5g – Hard and easy choices, fair and equitable decisions, consensus

Mastery:

Good decisions can only be recognized when enough time has passed for the consideration of all the consequences of any decision taken. Good decision making skills are only ever in evidence from reflection long after the event. Whether any decision is considered to have been a good decision depends on who is asking the question and what they see as an advantageous outcome. Understanding the differences between making hard and easy choices, compromise and fair decisions will help you to achieve mastery of decision making.



Purpose:

Some of the biggest decisions facing you in the near future will be:

- What subjects, courses, options to choose? Do you need to change? Which subject to base your Extended Essay around?
- What you will choose to do once you finish your DP – gap year, job, university, other tertiary learning environment, apprenticeship, unemployment benefit or something else?
- If you are going to university or college, which one?

These exercises will help you to make these decisions well and also learn how to make well informed decisions in every area of your life.

Key Principals of decision making

1. Decision making involves gathering information, weighing up options and deciding which option to take. We usually weigh and decide on the “expected value” of any option based on two things:
 - a. our probability of achieving each option, and
 - b. the value of that option to us.

Unfortunately, as Dan Gilbert points out in his TED talk “Why we make bad decisions,” we are all very poor at calculating probability (people buy national lottery tickets even though the probability of winning is less than the probability of finding the money in the street) and estimating value (a cheap umbrella may look like a bargain in price but in use it may leak and let the rain through).

In order to make good decisions we need to be rigorous in gathering data and make sure our estimates of probability and value are both as accurate as we can make them.

2. Decisions are of two types – what Ruth Chang in her TED talk “How to make hard choices” calls hard and easy choices:
 - a. *Easy* choices are decisions you can make using the principle above. You weigh up the options, you look at positives and negatives, you juggle factors around (see Ex 1 & 2), you eliminate all the unsuitable possibilities until you arrive at a decision.
 - b. *Hard* choices are decisions where the above process doesn't work. This is when the right choice does not become clear no matter how much you juggle the factors around (see Ex 3).

Hard choices reveal character. Hard choices are the most important decisions you will ever make because they are decisions that defy logic and analysis and are made on the basis of your values, virtues, beliefs and principles – the things that, together, make up your character. In order to be able to make a hard choice you need to be very clear about what you think is most important in life in general and in your life in particular – what you value most highly (to become clear about these things, do 3h Values and Virtues first).

Before you start these exercises, each of you please write in answers to these three questions.

In your life right now:

- a. what do you enjoy most?
- b. what are you best at?
- c. what do you know most about?

Keep these three things in mind as you work through this decision-making process.

Exercise 1 – Easy choices – your options

Sometime in the next two years you will finish your DP and you will finish school (forever!).

What are you going to do then?

What is possible for you?

This is an exercise that will ask you to seriously consider every possible option.

- a. Some things to think about while you are going through the possibilities below:
 - The same undergraduate degree will take one year longer to obtain in the USA than in most other countries
 - In many prestigious universities most of the tutorials and marking are done by PhD students, in other universities you are usually taught only by professors well respected in their fields
 - Gaining a qualification from a prestigious university can give you an advantage in starting salary, but will cost you higher fees and give you no long-term salary or promotional advantage
 - The highest per year university tuition fees are in the United Kingdom followed by the USA, South Korea, Canada, Japan and South Africa
 - In the USA, the share of people under 30 who own a business has fallen by 65 percent since the 1980s and is now at a quarter-century low due to a combination of university debt and a fear of failure
 - In Asia, 18-34 year-olds have the highest start-up rate in the world, with around 40% creating jobs for others
 - International students from all countries can complete their university study for free (or for very low fees and often completely in English), at universities in Germany, Denmark, Finland, Greece, Brazil, Iceland, Norway, Sweden, Ireland, the Netherlands, Mexico, Argentina, Poland, India and Taiwan.
- b. Find a partner and work through the following table together.
- c. Consider each future possibility seriously and discuss with your partner.
- d. Decide on each one's probability and value for each of you. Write your answer for each option in your own book. You will most likely come up with different decisions for many of them.
- e. To calculate **Probability**, you will need to consider each option from the point of view of "what is the likelihood, what are the chances, what is the probability of me doing this?" You will need to take into account your goals, your determination, your academic and other performance up to now, the resources you have available to you, your responsibilities and your long term career plans.
- f. To calculate **Value** you need to consider how valuable each choice might be for you in five years time. What do you value most and which options will give you more of what you value – money, status, happiness, career success, pride, satisfaction, power etc?
- g. Once you have finished column 1 & 2 you can then Rank each option from 1-16.



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