

Economicology & International Baccalaureate at City High Middle School

What is Economicology?

Economicology is the combination of economics and ecology; it is a fundamental basis for achieving sustainability.

It is sustainable education framed through the six E's of Economicology - Economics, Environment, Ecology, Ethics, Empathy, and Education.

Economicology states that 'we need to teach people, especially the young, how to use our resources'.

Example of Economicology involving Steelcase–

'Instead of sending truckloads of fabric remnants to landfills . . . Steelcase uses some of the recycled fabric as a sound deadener in one of its product lines . . . Economicology in action'.

What is International Baccalaureate?

The International Baccalaureate® (IB) is a non-profit educational foundation, motivated by its mission, focused on the student.

What is the IB Diploma Programme?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students in grades eleven and twelve for success at university and life beyond. The programme has gained recognition and respect from the world's leading universities.

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 6, thus ensuring breadth of experience in languages, social studies, the experimental sciences, mathematics, and the arts.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

What is the IB Middle Years Programme?

The IB Middle Years Programme, for students in grades six through ten, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. Teachers set assessment tasks that are assessed internally in the school. External checks (either moderation or monitoring of assessment by IB examiners) are carried out on this internal assessment to ensure worldwide consistency of standards. For schools that require official IB certification for their students, moderation is carried out every year.

Inquiry-based instructional model

The instructional model of Economicology & IB at City is inquiry-based. Critical thinking and questioning are at the center of Econ.IB.

Economicology states that “. . . schools should teach young people how to process information for themselves. Instead of memorizing chunks of data, young people learning to live in the fast-changing international world must learn how to analyze the data” (Wege, 1998, pp. 88-89).

“Driven by inquiry, action and reflection, IB programmes aim to develop a range of strategies, competencies, and attitudes that helps students effectively manage and to evaluate their own learning. Among these essential approaches to teaching and learning are skills for inquiry, critical and creative thinking, collaboration, communication, managing information and self-assessment” (IB, 2011, p. 1).

Depending on the context, students are expected to explore significant issues by formulating their own questions or seeking the answers to prescribed ones.

All students, in an age appropriate way, are expected to be able to:

- design their own inquiries
- assess the various means available to support their inquiries
- proceed with research, experimentation, observation and analysis that will help them in finding their own responses to the issues and in solving problems
- determine the validity and authenticity of what they read or hear
- question the attitudes and history behind what they read or hear
- develop the confidence and experience with which to form an opinion.