IB: DEVELOPING RESEARCH AND STUDY SKILLS PROGRAMME
Important Information

Information provided by the University such as in presentations, University brochures and the University website, is accurate at the time of first disclosure. However, courses, University services and content of publications remain subject to change. Changes may be necessary to comply with the requirements of accrediting bodies or to keep courses contemporary through updating practices or areas of study. Circumstances may arise outside the reasonable control of the University, leading to required changes. Such circumstances include, industrial action, unexpected student numbers, significant staff illness (where a course is reliant upon a person’s expertise), unexpected lack of funding, severe weather, fire, civil disorder, political unrest, government restrictions and serious concern with regard to the transmission of serious illness making a course unsafe to deliver. After a student has taken up a place with the University, the University will look to give early notification of any changes and try to minimise their impact, offering suitable alternative arrangements or forms of compensation where it believes there is a fair case to do so. Offers of a place to study at the University will provide up to date information on courses. The latest key information on courses, entry requirements and fees can be found at courses.leeds.ac.uk. Please check this website before making any decisions.

Our presentations, workshops and activities are designed to help International Baccalaureate students of all disciplines develop the key skills required for the core elements of the IB curriculum; the extended essay and theory of knowledge.

Delivered by experienced postgraduate researchers, sessions introduce and explore key research skills, encouraging students to apply and develop these abilities independently. The programme is divided into four sections; Theory of Knowledge, Introduction to Research, Making Connections and The Write Up. All workshops are available both on campus or in your school/college.

Book an activity

To find out more or to request a session, please email educationoutreach@leeds.ac.uk or visit www.leeds.ac.uk/teachers
THEORY OF KNOWLEDGE

THEORY OF KNOWLEDGE: WAYS OF KNOWING

This session works well as an introduction or as a review session. It highlights the importance of questioning “How do we know?” and helps students build a profile for the eight Ways of Knowing (WOK). The interactive activities aim to embed the methodologies for using the WOKs and explain how students can use them in debate and when writing essays.

Duration: one hour – one and a half hours
Skills: Critical thinking, self-awareness as a thinker, interpreting knowledge and application of knowledge.

THEORY OF KNOWLEDGE: AREAS OF KNOWLEDGE

Encourages students to explore, discuss and form an understanding of each of the eight Areas of Knowledge (AOK). Using case studies from University of Leeds researchers, students consider the impact of shared knowledge on personal knowledge and how changing perspectives can change understanding.

Duration: half an hour
Skills: Interpreting knowledge, inter-disciplinary thinking and application of knowledge.

INTRODUCTION TO RESEARCH

A half day session providing students with advice and guidance on how to plan and manage research projects. Tips on creating extended essay titles will be covered along with any questions students may have.

Duration: two and a half hours
Skills: Project management, planning, organising sources, creativity, broadening academic horizons, note taking, reading effectively, analysing and inquiring

Students can also focus on a specific area of knowledge with one of our supplementary half hour workshops:

- Ethics
- History
- Human Sciences
- Mathematics
- Natural Sciences
- The Arts

Alternatively, build your own programme from the following one hour sessions:

Finding a topic and writing a research question
Outlines the fundamentals of the extended essay and explores the differences between composing research and writing a standard essay. Encourages students to consider potential topics, explore subject areas, use scholarly language to construct research questions, and narrow the focus of a question.

Duration: one hour
Skills: Broadening academic horizons

Project management
Interactive workshop which encourages students to think about how they manage their research project. Using a case-study, students work in small groups to identify necessary tasks and create a Gantt Chart.

Duration: one hour
Skills: Time management, planning and data management

Starting to write: planning your extended essay
Highlights the importance of forward planning and considers the basic structure of the extended essay. Students explore the aims of the research paper and the sources which will be most successful to support arguments.

Duration: one hour
Skills: Organising ideas and essay structuring

Managing your reading
A detailed overview of how to manage reading material both digital (EndNote, Zotero, Calibre) and on paper (indexing, research journal, filing system). Explores how, for data management to be effective, the sources must be findable at a later date. The session also considers how to read effectively and provides a detailed overview of how to take notes both on paper and digitally (Evernote, Notability, PDF bubbles).

Duration: one hour
Skills: Source management, note taking, reading effectively
MAKING CONNECTIONS

A half day session outlining how to use a range of sources critically and which methodologies best aid making connections within and between subject areas.

Duration: two and a half hours
Skills: Using sources, referencing, plagiarism, methodologies, research ethics, source management and data analysis

Alternatively, build your own programme from the following sessions:

Critical thinking: ‘The Great Brotherton Bake Off’
Focuses on the theme of cooking and how the roles of household members have evolved over the ages. The session helps students apply their understanding of critical thinking to a range of primary resources. Please note this workshop is limited to 30 students (or multiples therein).
Duration: two hours
Skills: Critical thinking, using sources, presenting, networking and debating

Using sources: catching Pokémon and challenging perceptions
Examines how to evaluate sources, make connections and contrast information with sources. The session provides an overview of how to manage references, how to cite them within work, how to make good notes when reading to avoid plagiarism, how to develop ideas and how to compare information. Academic journal papers and their place within research are also discussed.
Duration: one hour
Skills: Evaluating sources, referencing and plagiarism

From academic journals to #academia
Explores the range of resources available online and prompts students to question the information they read online and consider its authority/reliability. This session encourages students to be aware of what can be seen online and highlights the importance of managing digital searches and monitoring resources/references. Please note this session can only be delivered with access to PCs.
Duration: one hour
Skills: Source evaluation, online searching, online safety and internet source management

THE WRITE UP

A half day session offering advice and guidance concerning; how to format the extended essay, how to draw conclusions and how to prepare for the viva voce.

Duration: two and a half hours
Skills: Writing abstracts, analytical writing, condensing findings, drawing conclusions, referencing, presenting and debating

Final judgement: the viva voce
An overview of the IB viva. Students will discover what the interview entails, its purpose and how students can benefit from the experience (both academic and non-academic). Students will conduct their own viva interviews based on a crib question sheet provided.
Duration: one hour
Skills: Defending and contextualising your research

Writing your extended essay
Discusses the importance of formatting the extended essay to the required IB standards – specifically how to structure the abstract, the research question, the scope of the investigation and the conclusion. Students will also explore the significance of first impressions relating to a well-presented piece of work.
Duration: one hour
Skills: Drawing conclusions, writing abstracts and analytical writing

Disney on trial: happily ever after?
An entertaining debating session which encourages students to analyse sources (around the theme of Disney), create a short presentation and debate the outcomes of their arguments.
Duration: one hour
Skills: Evaluating sources, analysing arguments, drawing conclusions, presenting and debating
Alternative formats
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