International Baccalaureate and The Fourth Industrial Revolution

May 3, 2019
2:00 p.m.
## Presenters

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1. What is the Fourth Industrial Revolution?
2. How can we prepare students for the Fourth Industrial Revolution?
3. What is the alignment between IB and the Fourth Industrial Revolution?
LET’S EXPLORE

1. What is the Fourth Industrial Revolution?
What is the Fourth Industrial Revolution?

### Navigating the next industrial revolution

<table>
<thead>
<tr>
<th>Revolution</th>
<th>Year</th>
<th>What happened?</th>
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<tbody>
<tr>
<td>1</td>
<td>1784</td>
<td>Steam, water, mechanical production equipment</td>
</tr>
<tr>
<td>2</td>
<td>1870</td>
<td>Division of labour, electricity, mass production</td>
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<tr>
<td>3</td>
<td>1969</td>
<td>The computer, electronics and the internet</td>
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<tr>
<td>4</td>
<td>?</td>
<td>The barriers between man and machine dissolve</td>
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“The Fourth Industrial Revolution, which includes developments in previously disjointed fields such as artificial intelligence and machine-learning, robotics, nanotechnology, 3-D printing, and genetics and biotechnology, will cause widespread disruption not only to business models but also to labor markets over the next five years, with enormous change predicted in the skill sets needed to thrive in the new landscape.”
2. How can we prepare students for the Fourth Industrial Revolution?
Top 10 Skills to Thrive in the Fourth Industrial Revolution: World Economic Forum

**In 2015**
1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgement and Decision Making
9. Active Listening
10. Creativity

**In 2020**
1. People Management -1
5. Complex Problem Solving
2. Critical Thinking +4
3. Creativity +7
4. Coordinating with Others -3
6. Emotional Intelligence NEW
7. Judgement and Decision Making
8. Service Orientation -1
9. Negotiation -4
10. Cognitive Flexibility NEW

Let's Compare and Contrast
THE END OF THE “LEFT BRAIN” VS “RIGHT BRAIN”

WHAT DOES THIS MEAN TO EDUCATORS?
3. What is the alignment between IB and the Fourth Industrial Revolution?
IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
WEF:
- Complex problem solving
- Critical Thinking
- Judgement and Decision Making
- Cognitive Flexibility
- Creative

IB:
- Inquirers
- Knowledgeable Thinkers
- Reflective

WEF:
- Creativity
- Emotional Intelligence

IB:
- Principled
- Balanced
- Caring
- Risk-Takers

WEF:
- People management
- Coordinating with others
- Service orientation
- Negotiation

IB:
- Communicators
- Open-Minded
<table>
<thead>
<tr>
<th>Mental Dimension</th>
<th>Emotional Dimension</th>
<th>Social Dimension</th>
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<tbody>
<tr>
<td>WEF Complex Problem Solving</td>
<td>IB Inquirers</td>
<td>WEF People Management</td>
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<tr>
<td>WEF Critical Thinking</td>
<td>IB Knowledgeable</td>
<td>IB Coordinating with Others</td>
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<tr>
<td>WEF Creativity</td>
<td>IB Thinkers</td>
<td></td>
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<tr>
<td>WEF Judgement and Decision Making</td>
<td>IB Risk-takers</td>
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<tr>
<td>WEF Cognitive Flexibility</td>
<td>IB Balanced</td>
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<td></td>
<td>IB Reflective</td>
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**WEF**: World Economic Forum

**IB**: International Baccalaureate

**Dimension**

- **Intellectual**: Creative, Critical Thinking, Judgement and Decision Making, Cognitive Flexibility
- **Emotional**: Emotional Intelligence, Principled, Balanced, Reflective
- **Social**: People Management, Coordinating with Others, Communicators, Open-minded

**Skills**: Research, Thinking, Communication, Self-management, Social.
A UNIVERSITY PERSPECTIVE: WHY IB STUDENTS?

• What do they bring to the table?

• How does this meet the demands of university life?

• What kind of things do “Fourth Industrial Ready” IB students do on campus?
IB AND 4TH INDUSTRIAL REVOLUTION: IMPACT ON LOW INCOME/FIRST GENERATION STUDENTS

• In what ways does the Fourth Industrial Revolution have major implications for these students?

• Why is teaching the top ten skills particularly important for this group of students?

• How does it impact their opportunities?
WHY ARE IB GRADUATES A GOOD FIT FOR YOUR CAMPUS?

- Mature
- Inquirers
- Globally-aware
- Multilingual/Multicultural
- Engaged in their learning
- Encouraged to be self-managers
- Committed to Service and Action in their community
LIFE AFTER COLLEGE

• “The new measure of a sufficiently prepared student is one who has knowledge and skills to keep learning beyond secondary school, first in formal settings and then in the workplace throughout their careers, so that they are capable of adapting to unpredictable changes and new economic conditions and opportunities.”

- David Conley, Getting Ready for College Careers, and the Common Core (2013)
REFLECTIVE CLOSEOUT: QUESTIONS FOR EDUCATORS TO CONSIDER

• How are your students provoked to think beyond classrooms?
• In what ways can we prepare students for a world that doesn’t exist today?
• How does your school foster creativity and innovation at the forefront?
• Are your students encouraged to be developing problem solvers and designers?
• Why is it important to encourage an alternate status quo in schools?
• How can your full school community be productive collectively?
QUESTIONS?
THANK YOU for attending this session!

We’d love to hear from you!

Please submit a session evaluation via the conference mobile app or from www.pcacac.org.