

two men squared off, with Daryl stopping the tape every few minutes to gather the students' reflections and ask pointed questions. What appeared to be an "easy" day of teaching was actually a starting point for understanding multiple complex ideas, from international understanding between stereotypically similar peoples to the observer effect that recurs in physics, information technology, the social sciences, and our everyday lives.

Of course, the annual keystone activity of the ToK course is the Fall Cultural to an Italian destination: Rome for Patti and her students, Florence for Daryl and his students, and this year

with no students scoring below a 'C' (on the A-E scale) in 2012. More telling, however, is the overwhelmingly positive feedback from the students, with many praising the teaching of Daryl and Patti, carrying their discussion of knowledge issues out into the hall after class, and even with one student dressing up like Daryl for Halloween. (He won top prize in the costume contest). LAS's diverse population - allowing students from over 50 nationalities to enter a classroom and ask questions of each other that challenge learning - sets a strong baseline for our ToK success, but it has been the skill of these teachers that has brought the course to life.

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Venice for Hugh and his students. I had the pleasure of picking up the trail with Patti as we weaved through the maze of history and culture in the Eternal City. I was impressed with the unique project that was to be the week's work for the students: a series of journal entries on artistic perception, using multiple pieces from around the city. I watched for five days as our students used Rome as their personal learning laboratory, reflecting on their own engagement with layers upon layers of cultural stimuli around them and using each other, and their teacher, to make sense of at least some fraction of Rome.

The electric environment of ToK learning with Daryl and Patti has had amazing results for our students. Scores in the IB ToK assessment have risen consistently for the last several years,

This success of Daryl and Patti in exploiting the potential of ToK for their students lies in their own individual pursuits of knowledge. A casual walk around their classrooms reveals artifacts that attest to the varied and sometimes odd nature of their pursuits: a copy of *Lord of the Flies*; a framed Christ from the Hagia Sophia; a linguistic map of Asia; Kissinger's *Diplomacy*; a Barbie doll trapped under Plato's Republic; a decorative call to prayer; a Shakespeare bobblehead; a Kazakh flag; a wall clock that ticks backwards ("that's SO ToK!").

More seriously, both have been challenging themselves to be lifelong learners for life. Patti is originally from Tennessee, where she earned her Bachelor's in Linguistics at Knoxville. She has taught the gamut of courses in the social studies department during her decade at LAS, and was voted Teacher of the Year in 2009. In spite of such



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Daryl Hitchcock's ToK class in Florence, Italy
PHOTO: BRIAN YANG '13

students. Our world is changing, and so is the nature of education. Online learning is exploding and challenging the traditional model of teacher and classroom. At LAS, as around the world, chalkboards have given way to smartboards. Information, or what we might have previously termed "knowledge", is more and more widely available at lower and lower costs. As we continue to be exposed to such volumes of material, true knowledge, now more than ever, becomes training in sorting, critiquing, and synthesizing information rather than simply acquiring it. Hence, it is increasingly the role of education to develop students who are adept in this process. Citizens of the world, those that are able to effect change in the people and ideas around them, will be those who are sensitive to active learning, who can discern quality information from lacking information, and those that can use their reflective capacity effectively in building true knowledge. Patti and Daryl are giving our students exactly this head start towards becoming this true citizen of the world everyday in their

experience and laurels, Patti chose to go back to school in 2010, spending two years earning a second Master's in Military History from Norwich University. She spends a fair amount of her time off the mountain in Chile with her husband's family, engaging consistently in informal cultural studies.

Daryl hails from Washington state, but crossed the country to do his Bachelor's in History at the University of Southern Maine. Daryl has wide-ranging interests and is an avid reader of articles

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related to politics, education, current events, and anything international. Much of this he retains to an amazing degree. On our train ride from Leysin to Italy he rattled off unemployment figures for the past decade in Europe and used them to make insightful comments about the state of the current economics crisis. His students would agree with me that he can weave an excellent story.

These two share some strong intellectual points: both are avid travellers, avid readers, international-minded, curious, knowledge-hungry, and excited to share their wealth of continuously growing intellectual experience. And, perhaps most importantly, they are a great team. They recognize in each other a great resource and perhaps an inspiration. To our faculty this is no secret. It is common to see them at the lunch table sharing ideas and arguing about whose activity best cut to the heart of the relevant knowledge issue in their ToK class. Patti and Daryl, in teaching ToK and in their own intellectual endeavors, are modelling every day the LAS Mission of educating innovative, compassionate, and responsible citizens of the world.

The value of ToK, and of these teachers' inspirational approaches, is a cornerstone of building reflective capacity in our

ToK classrooms and out of their ToK classrooms.

The young lady, fascinated with Caravaggio, stands up and walks down the steps at the Galleria Borghese. Patti and the class are already halfway down Via Veneto on their way to Santa Maria della Vittoria to debate the nature of pleasure and pain in the life of St. Teresa, to be followed by a close study of Trajan's Column under the umbrella pines of Piazza Venezia. She hurries along, past the embassies and the Roman traffic, to take part in the LAS ToK experience: learning from the world to take learning into the world.

Mr. William Johnson is the Dean of the Belle Époque campus. He began his teaching career in the NYC Public schools system. Most recently, he worked in an international school in Rome developing the IB Programme. He arrived in Leysin this year with his wife, Sara.



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