

Origins

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International
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Association

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Thank you for your membership in the IBHA. Your membership dues all go towards the administration of the association, but do not by themselves cover our costs. The only paid position is a part time administrative assistant. Other costs are for our website, for example. [Please consider a tax deductible \(in the US\) gift](#) to our 501(C)3 and please consider remembering the IBHA in your will.



You belong to the Universe: Buckminster Fuller and the Future

by Jonathan Keats
Oxford University Press, 2016

Jonathan Keats (1971-) is a conceptual artist, art critic, experimental philosopher, and writer who lives in San Francisco and Italy. We reproduce here with permission a brief selection from his recently published book that is of interest to Big Historians.



Three hundred million years ago, Earth was a single landmass surrounded by ocean. The notion that the continents were once joined was first suggested by their matching contours, which implied to some nineteenth-century observers that the world was a colossal jigsaw puzzle cast asunder. In 1912, the German meteorologist Alfred Wegener organized the evidence into a theory, which he dubbed “continental drift”. Geologists rejected it for the next fifty years, arguing that no earthly force could move continents such great distances.

Their skepticism was understandable. The drifting of continents – now universally accepted as plate tectonics – is far too gradual for humans to perceive. The same is true for other highly significant phenomena. When Charles Darwin first proposed natural selection, he faced at least as much resistance as Wegener; although his theory explained myriad observations, nobody had actually *seen* finches evolving. Likewise, the effects of our own collection activity – such as climate change and loss of biodiversity – are almost invisible to us, because the impact spans the whole planet, growing over centuries. Like plate tectonics and evolution, the arrival of the Anthropocene epoch is not a human-scale phenomenon.

Buckminster Fuller conceived the Geoscope as a tool to help humans attain a global perspective, to see worldwide events and to probe geological time. It was to be an instrument for scoping Earth’s patterns – an instrument of comprehensive anticipatory design science. And though it was never built adjacent to the United Nations, he always carried one in his head.

In order to anticipate comprehensively, the present-day design scientist must do as he did. Design scientists must be sensitive to natural patterns of change and human patterns of activity, extrapolating from fragmentary evidence. In the Anthropocene, these patterns will be interrelated. And since human activity is the driving force, they not only can be observed but also can be impacted.

However, patterns must be detected before they become settled, before the consequences are foregone conclusions. Unlike Wegener and Darwin, the design scientist cannot be passive.

There are now countless tools for scoping the planet. Microelectronic sensors are nearly ubiquitous, the Internet has made abundant data easy to access, and powerful computers and data visualization tools have given most everybody the ability to search for meaningful correlations. All that's required is curiosity and diligence.

To act on found patterns is more challenging. Global changes are too vast for any comprehensive anticipatory design scientist to make alone. For that reason, the design scientist must concentrate equally on communicating the patterns detected through design science, in order to encourage the global populace to re-pattern constructively.

The comprehensive anticipatory design scientist is not only a designer of global systems, but also of global opinion. Both jobs are served by visualizing patterns.

Interaction:

According to some accounts, the last person to have read everything was Immanuel Kant. Other historians attribute the achievement to John Milton or Erasmus of Rotterdam. But even if we attribute the achievement to the most recent claimant – Samuel Taylor Coleridge – universal knowledge was a thing of the past even when Buckminster Fuller was born in 1895. Comprehensivism simply isn't possible within a given head.

The eclecticism of an autodidactic education is one response to this problem. Guided by curiosity, serendipity can be a powerful mode of discovery. Every comprehensive anticipatory design scientist must learn in this way – at least as

a supplement to formal education – just as every design scientist must master biomimesis, adaptability, patterning, and efficiency. But although all of these qualities are necessary for the comprehensive anticipatory design scientist, they are not sufficient for comprehensive anticipatory design science. Comprehensiveness must be collective.

Introducing comprehensivism into schools will help, as will the development of tools for widespread visualization of comprehensive patterns. However, the most important future development in comprehensive anticipatory design science will be the creation of new platforms for global interaction. All knowledge comes together when all minds come together. Given the right impetus, those minds might even envision a collective future.

Fuller conceived his World Game for just this purpose, recognizing that the free play of games might provide a framework for everyone to win. Even if his comprehension of game mechanics was weak, his intuition was right that games could bring humanity as close as humanly possible to the numinous universal optimum. Online games can fulfill and expand upon his vision.

Design scientists can make these games using the design principles outlined here, though they'll be out of work if they succeed: The world gaming platform itself will be the ultimate comprehensive anticipatory design scientist. We should all be so fortunate.

Comprehensive design benefits from profusion and variety, a truth Fuller recognized when he referred to himself as a *random element*. More comprehensive anticipatory design scientists are always needed. The obligation falls on everyone who belongs to the universe.

Broome Senior High School, with close to 900 students, is located in Broome—the remote Kimberley region some 2,500 km (1,553 miles) north of Perth in Western Australia (WA). Broome Senior High School is a ‘band 8’ school as determined by its social economic index of 931 (WA average is 1000). Thirty-seven percent of the school’s population is indigenous, reflecting the diversity of the town’s population. Approximately 30 percent of our students live in generational poverty. In 2010 the school population sat at 496. At the start of 2015 it peaked at 904. This is a remarkable turnaround for a remote country school.



The school’s results speak for themselves. Broome Senior High School is now one of the top secondary schools in the state. In 2012, Broome Senior High School was awarded the accolade of WA’s Secondary School of the Year. In 2013, it was granted Independent Public School (IPS) status and is a

part of the Broome Cluster of Independent Public Schools with a string of achievements including: 2013 Registrar of the Year, 2014 YOH Fest winners (state dance competition), 2014 Rotary Pride Workmanship Award recipients, 2015 WA VET Runner-Up School of the Year. For the past two years, the school has had close to 100 Year 12 graduates each year, with 40 percent going to university. Each year the school sends between four to six indigenous students to university, and in 2016, for the first time ever, an indigenous student was the academic dux of the school. Broome Senior High School is now firmly entrenched as one of the top ten state schools in WA.

The success of our school is the result of the concerted efforts and unrelenting focus on student outcomes. Broome Senior High School offers a full range of academic subjects for students in all years, along with a variety of programs aimed to develop and/or engage the academic, social, creative, leadership and sporting talents of our students. This includes the establishment of an academic extension program for students entering

high school from primary school. We currently retain over 85 percent of students from our primary schools (this was as low as 45 percent in 2004).

Brief biography: 2009-2012

My undergraduate degree was a History and Sociology Major from Curtin University in Perth, Western Australia. Following this, I completed my Graduate Diploma of Education at Edith Cowan University. I came late to teaching, and was thirty-four when I started teaching at Broome Senior High School as a graduate teacher. In the first year, I taught Year 11 Modern History and a range of lower school humanities. I am a product of Broome Senior High School, having taught here almost exclusively for my whole teaching career, and my development has been due to being surrounded by collegial, high-functioning staff. During this time, my primary role was as a senior Modern History teacher, but I always had a passion for extending the learning of the younger students with challenging and creative tasks.





BROOME
SENIOR HIGH SCHOOL

I also did some other things in the first few years in the Kimberley. I caught a big fish, I rowed in the annual dragon boat race and I went on a camping trip to the Northern Territory and drove my car into a creek.

May 2013 HATWA conference meeting David Christian

It was while attending the state History Teachers conference (HATWA) that I met David for the first time. David was an engaging and dynamic speaker and his ideas appealed to me immediately. He was there to promote the upcoming Big History and the Future of Education conference to be held in Sydney, New South Wales in December that year. I was keen on the idea but didn't seriously think a relatively inexperienced teacher would get the funding for interstate professional development. Much to my surprise (and probably that of many others) my application was approved and off I went to Sydney for the first time.



Dec 2013 Big History and the Future of Education Conference–Macquarie University

The inaugural Big History and the Future of Education conference was a two-day event designed to bring together educators, scholars and policy makers, along with multimedia and technology innovators, to discuss the potential for the Big History Project (BHP) to be a major turning point in modern education. It was an inspiring professional development that left me in no doubt that this I needed to find a home for Big History in Broome. It was through my participation with the Year 7 transition committee that the opportunity came about the following year.



The need/aim/purpose for an academic extension program

In 2014, Broome Senior High School floated the idea of an Extension Program for students in their first year of high school. Traditionally, as a high school, we stream from the second year of high school, believing the first year students benefit from being in homogenous classes as they come from four different primary schools. At the same time, a small group of students were leaving town as they were being offered scholarships/entry to gifted and talented programs. To counter this we developed our Year 7 Extension Program. The previous year I had attended the Big History conference and following that, the school was grappling with a way to introduce it into the curriculum. What transpired was a perfect opportunity to combine the two, and BHP became the Year 7 Extension Program curriculum.

Structure of the program at Broome Senior High School

During 2015 at Broome Senior High School, we implemented Year 7 and 8 extension classes for identified gifted and talented students. After I attended the conference at Macquarie University in 2013, we became one of the Western Australian pilot schools to implement this online course. It is interdisciplinary and cross-curricular as it weaves together elements of traditional history, science, and twenty-first century skills through several investigations throughout the course. These are based on Big History ideas and content/skills from core elective subjects. The Big History Project is mapped to Australian Curriculum skills and content for Humanities and Social Sciences (HaSS) and Science, in addition to Australian Curriculum Core Literacy Outcomes. The Big History Project uses an innovative online model that makes distribution easy and sustainable while engaging multiple learning styles. Finally, it is flexible with a modular curriculum can be adapted to fit our school and its student’s specific needs.

The structure is two 55 minutes lessons per week over a full school year, for a total of 80 hours. The first three terms are spent surveying the big bang to the modern revolution. There had to be considerations in terms of time as well as student age—most Year 7 students are twelve years old when

Threshold Checklist
Introduction to Big History

Task	Tick when complete
Topic Summary	
Driving Question	
Self Reflection	
Claim Tester	
Glossary words	
Other:	
Other:	
Other:	
Other:	

Key approaches and processes.



Outcomes for BHP Students

- All Students who are accepted into the program become eligible to increased access to multi-media exposure and use.
- All Students who are accepted into the program become eligible to take part in the Big Japan experience July 2015.
- As students complete each module, they receive a range of certification awards.
- All BHP students who are successful in completing the course receive a diploma of completion.
- High achieving and Exceptional students receive Diploma with honours.



More about The Big History Project!

David Christian's TED talk



Learn more about Bill Gates' participation



Check out the site (You can register!)



Follow the Big History Project @ BSHS



The Big History Project

BSHS 2015 / Gifted and Talented Course Structure

The Big History Project is a cross curriculum course covering 13.7 billion years that looks at the past from the Big Bang to modernity, seeking common themes and patterns that help students to better understand people, civilizations and the world we live in. It helps students to grasp the history of life as a whole, the entire scale of human history.

The objectives of the course are to inspire the students and cater for a variety of interests and abilities in a way that will prepare them to excel in their future schooling at BSHS and beyond.



Course Structure & Content

COURSE STRUCTURE: COMPRESSED UNIT STRUCTURE

2015 BIG HISTORY COURSE

	UNIT	TITLE	INVESTIGATION FOCUS
Semester 1	1	Intro to big history	How do different scales affect your perspective on history?
	2	The big bang	How has our view of the Universe changed over time?
	3	Stars & elements	How were the elements created and discovered?
	4	Our solar system & Earth	How does a new scientific theory like Plate Tectonics become accepted as fact?
Semester 2	5	Life	How do scientific concepts like evolution impact society?
	6	Early humans	How has language transformed humanity?
	7	Agriculture & civilizations	Why did some agrarian civilizations prosper and others fail?
	8	Expansion & interconnection	What were the most significant consequences of oceanic travel and an interconnected world?
	9	Acceleration	Does the Anthropocene qualify as a new era?
	10	The future	What is the next major threshold?

COURSE STRUCTURE: THE DOUBLE HELIX



NARRATIVE

- The 13.7B year story
- Scientific Events
- Scientific History
- Historical Events

INVESTIGATION & communication

- Applied critical thinking
- Investigation and Evaluation skills
- Communication skills
- Cooperative learning skills
- Multiple Literacy development

CONNECTED BY THEMES

- Thresholds of increasing complexity
- Collective learning
- Multiple Disciplines
- Scale in space and time

Tour Objectives

- The objectives of the tour are to inspire the students and cater for a variety of interests and abilities in a way that will prepare them to excel in their future schooling at BSHS and beyond.

History/Culture

- Japan is a country with a rich culture and history, the tour that provide an opportunity to engage with that culture and a very experiential and hands on way.

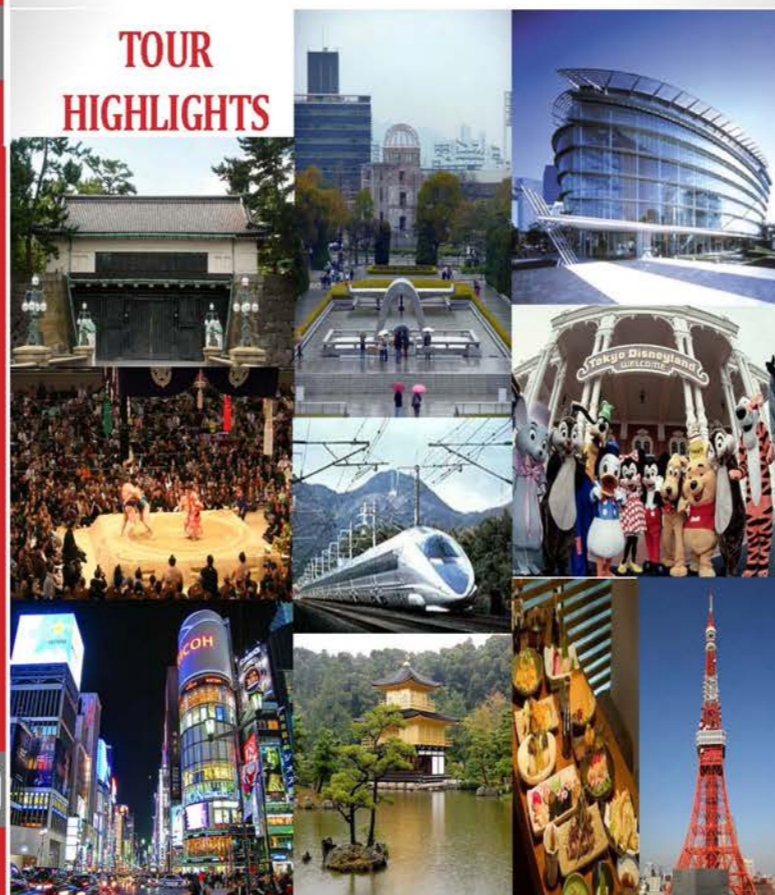
Science/Technology

- Considering science and technology is an important part of our world, the tour provides an open opportunity for the students to think and talk about the roles and possibilities that science and technology can provide for their future as wells as for society in general.

The Big History Project

- The final topic of study in the B.H.P is 'the future', the tour provides a perfect setting to reflect on the learning they have done during the course of the year and consider implications for the future for themselves, their community and the planet as a whole.

TOUR HIGHLIGHTS



What do students get?

Tour Inclusions

Airfare: Departing and returning to Broome

Accommodation:

- 4 nights in Tokyo
- 4 nights in Kyoto
- overnight homestay in Taiji and visit to sister school

Train Tickets:

- Airport – City train tickets
- Local train tickets
- Subway tickets
- Bullet train tickets
- Bus tickets in Kyoto

Entrance tickets:

- Sumo match
- Tokyo Disneyland
- Tokyo Tower and Roppongi Hills Tower
- The National Museum of Emerging Science and Innovation
- Temple and gardens in Kyoto and Nara
- Hiroshima Museum

Meals:

- Breakfast, lunch boxes and dinners daily

Pricing

- Student Pricing: \$3500.00 (price based on 2014 prices for 50 students)

Please complete and return the attached Extension Program & Overseas Learning Experience Survey to Broome Senior High School before the 10th September 2014.

Application Guidelines TBA



they start. The features and assessment is focused around four blocks of assessment: a driving questions journal which is student centred; a selection of the BHP online tests, which are considered course work; the scoring essays; and the final presentation.

The first term had to be engaging and structured with lots of direct teaching to introduce key Big History concepts and familiarize them with the course and the website. To cater for the ability of younger learners, I created a series of templates to scaffold key Big History ideas as well as features of the website, such as claim testing, driving questions, biographies, article reviews and viewing reviews. In the second and third terms the students do more independent work following their interests and using the BHP to investigate the various thresholds of time. This is punctuated with a selection of expert guest teachers giving valuable insights into areas of special interest and value to a threshold or topic.

At the end of term three, students embark on the Japanese Learning Experience, which allows them to experience the modern world at its peak, before finishing their

course by making predictions about the future and creating a final presentation predicating the next threshold for our planet. These predictions are a showcase of student learning throughout the year and are in the form of a presentation evening.

The catch for the program in 2015 was that in Western Australia there was a double intake so I had two extension classes with 50 students.

Outcomes for the kids

Students gain motivation, a sense of accomplishment, and confidence in their academic ability. The course engages them, and prepares them for future studies. Students report that the course has had a long-lasting and positive impact on their learning, their ability to recall content, and their capacity to apply skills to new content and courses as well as to their lives outside of school. It appears that both teachers and students are energized and engaged by the way the BHP course uses big questions, multidisciplinary content, coherent narratives, and text-rich investigations to travel across nearly 14 billion years of time and the entire cosmos.

Outcomes for the school

Overall the Year 7 Extension Program and using BHP has been extremely successful. Originally devised as a retention program to keep aspirant students and families in town, it has developed into something far bigger, engendering a far greater love of learning and exploration into students. We are currently collecting academic data on the three cohorts to date and assessing the academic impact. It is not unreasonable to expect the students in the program to translate into our highest achieving students by the end of Year 12. To make sure they do—now that there have been three cohorts that have been through the program—it is an opportune time to assess the academic impact.

Broome community support

The program has been well supported and has been oversubscribed to for the entry testing since the inaugural year in 2015.



OVERWHELMED BY QUESTIONS? BEDEVILED BY DOUBTS? DON'T KNOW WHERE TO TURN IN THE SEARCH FOR TRUTH? HOW CAN YOU KNOW? WHOM DO YOU CALL? WELL, HERE'S WHOM! CALL THE

CLAIM TESTERS

What is the Claim you are testing?

Do you believe the claim is true?

YES	
NO	
NEED MORE INFORMATION	Congratulations, you have discovered a new Driving Question.

Now why do you think that and which claim testers did you use in making your decision?

Conceptual thinking for claim testers

The four claim testers are also valuable for everyday life, such as understanding the claims that people make on TV, in newspapers and magazines, in advertisements, and so on.

CLAIM TESTERS
Episode 4
FUELING the FUTURE

Claim testing is a powerful tool for evaluating the claims you hear/read

On what basis have you chosen to trust, ignore, or investigate

CLAIM TESTER CHECK LIST

INTUITION: Gut feeling


☐

Explanation: _____

AUTHORITY: Relying on a credible source


☐

Explanation: _____

LOGIC: Systematic Reasoning


☐

Explanation: _____

EVIDENCE: Verifiable information or proof


☐

Explanation: _____

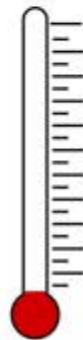
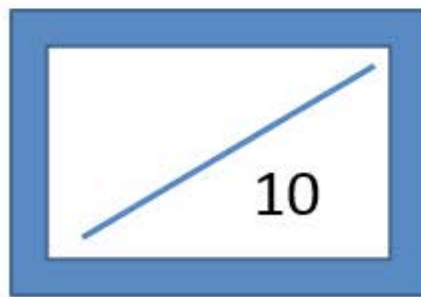
Summary of the claim, the process and your outcome:

Name: _____

Self-Reflection

TOPIC: _____

Step 1: Rate your performance on this topic by giving yourself a mark out of 10.



Task 2: Use the thermometer to indicate whether your attitude has been hot or cold.
(Hot = Good)

Task 3: Now give yourself an overall Grade from A to E

Task 4: write a short comment about what you have learnt.

Name: _____

Task 5: What did I do this well in this topic?



Task 6: what can do better?

Task 7: What goals do I have for the next topic?





Hunter/Gatherer Menu Mini Project

H/G Master Chef
Three Course Menu Challenge
Groups of 2-4

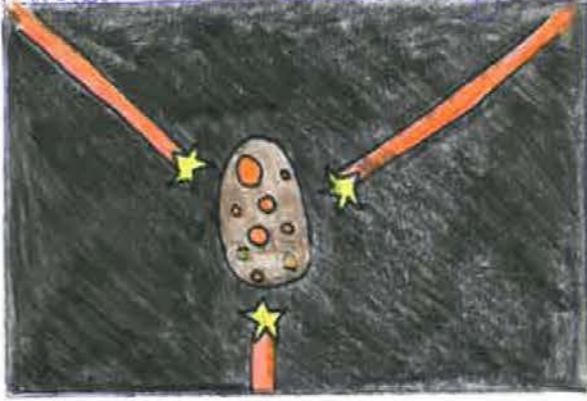


Kaelyn & Ella's Belief on How the Universe was Created

1. The universe was black, silent and had nothing in it.



2. Then 3 stars collided causing a massive reaction that created an egg.



3. Out of the egg came a healthy chicken.



4. After flying around in darkness the chicken discovered another, big black egg. The chicken pecked at the shell until the egg cracked open.



5. Once the whole egg was opened a blue, green and brown sphere appeared. So the chicken flew down to it, while discovering gravity and sadly when the chicken hit the ground it died.



6. For 20 years the sphere was untouched until a massive meteor shower hit bringing dinosaurs to the sphere and causing the land to split into continents, countries and islands.



Kaelyn & Ella's Belief on How the Universe was created

1. For a few hundred years dinosaurs lived peacefully on the sphere.



2. Then another meteor shower hit killing all of the dinosaurs.



3. From all the dead dinosaur bodies a chemical reaction occurred creating 2 humans.



4. Humans then worked out how to make more humans, learnt about foods, drinks, plants, animals, language, etc.



5. Humans also found out that the sphere they were living on was called "Earth".



6. Now humans are living happily on earth along with all the other things in the universe.



Lead teacher induction Macquarie University May 7-10 2016

I was lucky enough to be approached by Macquarie University in March this year to become a lead teacher of BHP in Australia. I was one of five teachers who attended Sydney North Ryde campus for an induction into the BHP lead teacher program. Tracy Sullivan from Macquarie University, and Bob Regan from Bgc3 in the USA, via Skype, hosted the induction. The lead teachers for Australia included four other teachers from various states who have been working with teaching Big History in their school contexts. Our small Australia contingent was asked to submit our version of the course with a sort profile, but a large part of our role was to share, discuss, guide and assist other teachers in the growing global community of BHP teachers.

Falling in love with Yammer

The platform for the online BHP community is Yammer, which was completely new to me. I am not an avid user of social media nor as most of my friends and family would say, am I even a competent one. Despite this I quickly grew to love using Yammer. I still find it difficult to give advice to other teachers, as I am not the most experienced or competent teacher in my school context, let alone in an international community of teachers. The thing that makes me share my ideas and stimulates my interaction in the Yammer community is the pride I feel in my own students' work and the overwhelming support of the teachers in the BH community. It is great source of confidence to share your thoughts and ideas and to feel validated and up skilled by the process every time.

New additions to the program

Added BH initiatives have expanded the program and have presented several valuable new opportunities for students and the school in terms of reading and writing, which are linked to school literacy priorities. They are:
Text Genome: a BHP website feature that allows students to get a glossary of words



and definitions, and examples from most written texts and videos within the course. Flexile levels for articles are available to allow students to read most articles in BHP at the correct reading age for them.

BH Scoring: three, 1200-word essays per year to be submitted and graded by Arizona State University and the results sent back to us. This allows us to track writing progress through the year. This can be compared against Year 7 Australian National Literacy test results scores in Years 5, 7 and 9 as well as the international benchmark set by the BHP.

Writing prizes have been allocated for the online essays to provide some extrinsic motivation to students and to raise the profile of the essay component of the course. The National Geographic GENO 2.0 kit was used as the writing prize for

investigation 6, which allows tracking of DNA markers back to descendants in Africa 100,000YAG. Year 12 Human Biology students will use the data from this next year.



The importance of scoring online essays

The importance of the scoring of essays to the extension program and the school can't be understated. The value to the course is clear. The overall growth in student writing from the beginning of the year to the midterm was quite remarkable. Initially most students entering the Year 7 program lacked confidence in essay writing, and over half professed to have never written a full essay before. The scoring essays opened by the middle of the course and using the investigation 6 package, the students could achieve a class average of just over 60 percent, which is a dramatic gain, and which we expect to transfer into improved results in core school subjects as well as national testing in future years of schooling. I am looking forward to greater gains in 2017 when we will run the full set of three investigations over the course of the year.

Broome Senior High School—Big History & The Japanese Learning Experience 2016

This September, the Broome Senior High School Year 7 academic extension class held their second annual Japanese Learning Experience as part of their Big History Program work. During the first three terms of this year the Broome Senior High School students have surveyed the history of the universe from the big bang to the present. The Japanese Learning Experience allows students to experience the modern world at its peak before finishing their course by making predictions about the future. Japan is the perfect location for a Big History trip as it has very visible signs of several thresholds coexisting in a very visual way that the younger students can appreciate. Japan also provides visitors from most other countries glimpses of future possibilities in terms of technology, population and infrastructure. For students coming from an isolated setting such as Broome, this fact is even more pronounced. This fast-paced and dynamic trip visits the highlights of four Japanese cities in eight days. Thirty-seven students enjoyed the historical and modern wonders of Tokyo, Hiroshima, Kyoto and Osaka whilst in Japan. The trip includes many of the iconic locations and activities of Japan including: a sumo match, The Edo Museum, Sensoji Temple, Takashita shopping street, Tokyo Sky Tree, The Museum of Emerging Science, Disney, Hiroshima ground zero and museum, Honkawa Elementary School Peace Museum, The Golden Pavilion and Osaka Castle. (See attached a small selection of the over 2000 photos we took).

There were several new elements to the trip this year that made it even more memorable than last year's. The Sumo tournament in Tokyo in a stadium with 11,000 fanatical fans followed by a traditional Chanko Nabe (Sumo Feast) left a lasting impression on students and teachers alike. However, it was our visit to Honkawa Elementary School in Hiroshima that was the greatest learning experience for the group. It was a functioning school during the atomic bombing in WWII. Honkawa School was built in 1884 and at only 700 meters from ground zero; it was used as a disaster relief centre for its local community. The school now invites people from around the world to visit to share the message of peace. We received an amazing welcome at Honkawa Elementary School, and our students participated in some cultural activities, exchanged details and formed friendships. In respect to Big History, the students have a valuable insight into conflict and war as a key challenge for the future.

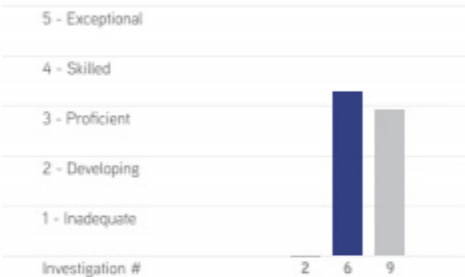
Period 4
Investigation 6

Overall Class Performance
3.09 / 5

Submitted: 8/26/2016
Graded: 11/17/2016
School: Broome Senior High School
Teacher: Hayden Brown

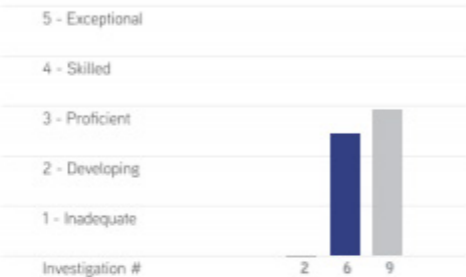
CONSTRUCTING THE ARGUMENT

The text focuses on a topic to inform a reader with ideas, concepts, and information. The author anticipates the audience's background knowledge of the topic.



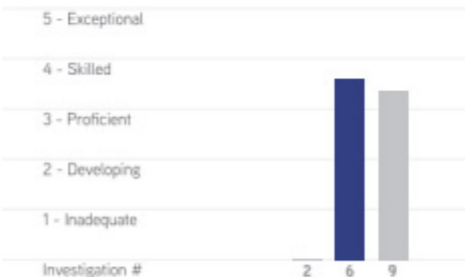
USING TEXT AS EVIDENCE

The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.



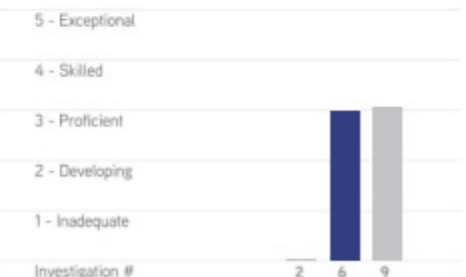
APPLYING BHP CONCEPTS

The text uses appropriate and varied transitions to link the major sections of the Big History project text, creates cohesion, and clarifies the relationships among complex ideas and concepts.



WRITING MECHANICS

The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic. The text also demonstrates Standard English conventions.



Have feed back on BHP Score? Fill out the survey at <http://forms.bighistoryproject.com/cn/aoqi7/bhpscoresurvey>









Overall the trip was a very memorable one that will inspire their learning and knowledge of Big History and help them to better understand the modern world. I am looking forward to some good investigation 9 essays, as well as some strong final presentations with their predictions of the future to finish off the course. It is kind of like a LBH of the future that allows the students embrace the knowledge they have gained through Big History in some inspiring ways. The final presentation evening is a perfect showcase for the students to show their work to their parents and teachers, and is an empowering experience, if a little nerve-racking.

Where to from here? It has been an exciting last few years for me! Working with Big History in my school has been inspirational for the students and myself and I feel as though the impact of Big history in education is rapidly expanding.

Online training and expanding BH teaching at Broome Senior High School

To ensure sustainability in 2017 and beyond, additional teachers should be trained to teach the Big History Project. These teachers could be from any discipline and could be drawn from the Level 3 aspirants pool, familiarized with the course and engage with the classes as guest/specialist teachers in 2016.

With more training of staff in BH, the extension class time could be taken out of more than one core subject (HaSS and Science) and potentially the program could be team-taught. Ideally at least one teacher from each core subject would be trained through the online training program.

Cross-curriculum mini projects

To make the BHP a truly cross-curriculum project, several mini projects based on optional (electives) have been done. These teachers are often the most open to new ideas and ways of teaching. Students also love their Big History lessons with the art, media and dance teachers and we hope to build on this where possible. The active accretion activity takes on new life when choreographed by a dance teacher and the depth of learning is amazing.

Expanding the indigenous focus

In line with the closing the gap policy of the Department of Education in WA, our school has looked at ways to expand the number indigenous students taking up places in the program. With the recruitment phase to begin in Year 6 Term 4, the

benchmark target of two places per year and the aspirational target four per places year, I am happy to say that five indigenous students attended the testing for the 2017 BHP class, and the top four of these students have been offered a place in the class, and subsequently on the Japan Learning Experience.

Comparative studies

I am also considering further studies in Big History in education based on my academic extension program using Big History and the educational benefits of this program in two different countries/systems, including the educational benefits to Aboriginal students in Australia and in comparison, to disadvantaged groups in the other country.

Overseas exchange

I was planning on using the teacher exchange program in Western Australia to facilitate a year of teaching BH in either the United States or maybe Canada but the teacher exchange program has recently been shut down, so I am considering other ways to accomplish teaching BH in two schools as the basis of my research. I also must find the time to write up a pretty solid research proposal for Macquarie University to get me started down that path.

Purpose of attending the 2018 IBHA conference

It has been an exciting last few years for me! Working with Big History in my school has been inspirational for the students and myself and I feel as though the impact of Big History in education is rapidly expanding. I would regard the opportunity to participate in the 2018 IBHA conference as the highlight of my teaching career so far and look forward to staying involved in the IBHA community until then.

Hayden Brown
Extension Program Coordinator
Broome Senior High School
Independent School – Broome Cluster
Western Australia

Dr. Javier Collado Ruano Awarded

Congratulations to IBHA member **Dr. Javier Collado Ruano**, of the Universidad Federal de Bahía/Brasil and the Universidad de Salamanca/España on being awarded the first prize from [La Fundación Columbia](#) for his dissertation, “[Co-Evolution in Big History](#)” and for being recognized by the prestigious Latin American Faculty of Social Sciences.

His PhD research on sustainability constitutes an epistemological openness that seeks to integrate and combine multiple cosmic, physical, ethical, emotional, affective, cultural, and artistic dimensions of a human being who constantly co-evolves in systemic and interdependent processes of energy, matter, and information.

As he explains, “From this perspective of sustainability, it is so important to know the cosmic universe as well as our inner emotional universe. While the knowledge of a cosmic universe allows us to assess the emergence of life in the Big History as an exceptional event that we must preserve and conserve at all costs; the emotional knowledge or our inner universe allows us to improve the quality of our relations with other people and with nature. Therefore, walking towards sustainability means setting the emotional course for our mental, social, and environmental welfare.

“When neuroscience points out that our actions are preceded by neuronal electrochemical impulses caused by emotional feelings and thoughts that arise from our interiority, it can be concluded that we externalize what it is inside of us, and vice-versa, because we also internalize what happens outside. This complex process of constant interactions between subjects and the environment is an important feature in the co-evolution of living systems. Nonlinear understanding of this emotional order-disorder of our inside-outside universe is essential for those who work with sustainable development. It implies recognizing sustainability as the result reached by global citizenship in intermediate conditions of order and disorder. Sustainability is, therefore, a scientific and spiritual issue. This epistemological convergence, very well known by indigenous peoples, allows us to improve our human ability to learn how to co-evolve in harmony with all ecosystems of nature.

“At least, but not worst, I just wanted to remember that Mr. Federico Mayor Zaragoza (Former UNESCO Director General) wrote the appendix of my dissertation, as example of quality in my combination of science and spirituality.”



Madrid, 23 noviembre 2016

Estimado Javier:

El Consejo Académico en su reunión del pasado día 22 de noviembre consideró las solicitudes recibidas para su incorporación como Miembro Titular de FLACSO España y nos es grato comunicarle que la suya ha sido considerada favorablemente. Queremos muy especialmente agradecerle la confianza depositada en este proyecto cuyo desarrollo y éxito está en manos de todos.

Como podrá constatar a la hora de recibir este mensaje, la página www.flacso.es va incorporando poco a poco las novedades que se han ido produciendo. Es nuestra intención que sea un instrumento de gran uso por parte de toda la comunidad de FLACSO España.

No queremos concluir este mensaje sin dejar de significarle la importancia que tiene el hecho de que incluya en el pie de las publicaciones que hagan a partir de esta fecha su nueva afiliación. También queremos recordarle que está todavía abierta la posibilidad de participar en el 4to Congreso Latinoamericano y Caribeño de Ciencias Sociales que se celebrará en Salamanca del 17 al 19 de julio de 2017 (ver <http://congresoflacso2017.es/>).

Atentamente,

Secretaria académica FLACSO España

Universidad de Salamanca. Facultad de Derecho. Campus Miguel de Unamuno, s/n – 37007 SALAMANCA - www.flacso.es

Professor Olga García Moreno of the [University of Oviedo](#) selected to present a Big History exhibition at the Museo Nacional de Ciencia in Madrid, Spain

[El Comercio](#)

Professor Olga García Moreno of the University of Oviedo has organized an exhibition on “Big History: Humanity’s Place in the Cosmos” at the National Museum of Science and Technology in Alcobendas, in Madrid. Her proposal was selected from among the 235 submitted by universities throughout the country along with seven other projects. Together, the eight projects in total in the exhibition cover different areas from the origin of humanity (where “La Gran Historia” is located) to challenges for the future. This set of projects was selected to show a sample of research projects in the Spanish Universities.

The Museum states its objective of this exhibition as demonstrating the importance of research carried out in academic institutions of higher education for the improvement of territorial and social development and quality of life of citizens.

“La Gran Historia” will be located in Madrid for another 5 months and later in A Coruña for 6 more months.



Universidad de Oviedo



La gran historia

El libro

El autor

Blog del autor

Enseñando la gran historia

Otros recursos

Comentarios

El lugar del hombre en el cosmos: La «Gran Historia» y el futuro de la humanidad

Este sitio web ofrece una gran variedad de información sobre el libro de Fred Spier **El lugar del hombre en el cosmos: La "Gran Historia" y el futuro de la humanidad**, publicado en 2011 por [Editorial Crítica/ Planeta de Libros](#), Barcelona, España.

En esta página también puede encontrarse relevante información general acerca de la Gran Historia, incluyendo links a otras páginas, la mayoría en inglés, que pueden ser de gran ayuda para comenzar a familiarizarse con la Gran Historia.

El libro presenta un repaso completo de la historia desde el origen del universo hasta el día de hoy. Para ofrecer este repaso, el libro propone un [sencillo modelo original](#) que explica los más importantes principios subyacentes de la Gran Historia, incluyendo la historia humana. Este modelo aún no ha sido cuestionado y es adoptado cada vez por más docentes, de manera destacable en las producciones relacionadas con el [Big History Project](#), proyecto financiado por el cofundador de Microsoft, Bill Gates.

New and Returning IBHA Members

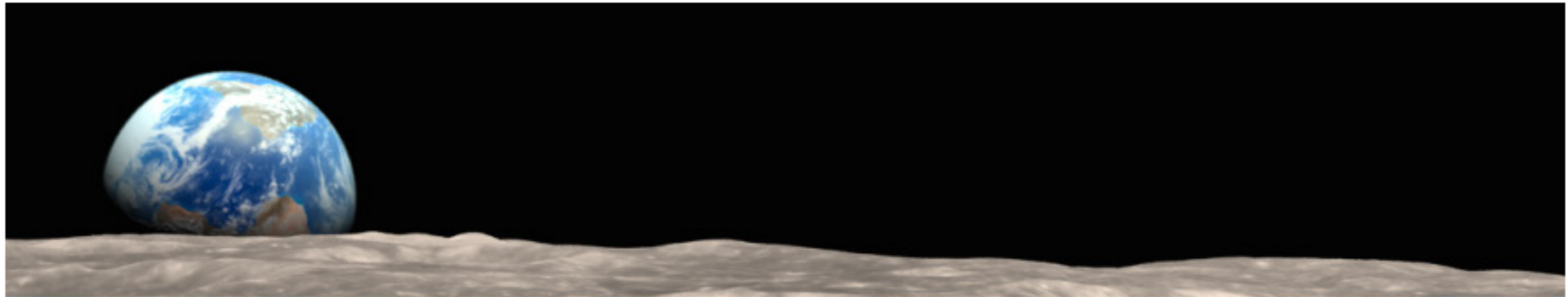
One of the key purposes of the IBHA is for those of us who are interested in Big History to have a place to associate. It is a place to learn of other members' Big History activities and thoughts. So we are delighted to welcome new members to the IBHA – and by the vote of confidence and recognition of the value of our association by those who have renewed their membership. It is a pleasure to have each of you with us.



Lionel Babicz	Marc Ross
Richard Bannister	Greg Nielsen
Hayden Brown	Maarten Oranje
Allan Hayes	Jean Robinson
John Hooper	Edward Simmons
John Kneebone	Ann Berry Somers
Natuschka Lee	Karen Wager-Smith
Claudio Maccone	Anton Trijssenaar

IBHA members are from:

Argentina	France	Norway
Australia	Germany	Peru
Austria	Hong Kong	Russia
Bahrain	India	Serbia
Belgium	Ireland	South Korea
Brazil	Italy	Spain
Canada	Japan	Sweden
Chile	Korea	United Kingdom
China	Netherlands	United States
Denmark	Nicaragua	



UvA MOOC

We are currently working on finalising a big history MOOC that features many of the most prominent scientists and scholars from the University of Amsterdam. The MOOC will be available from December 2016 on Coursera, YouTube and through a link on this site.

New Big History MOOC
from the
University of Amsterdam!

