



International Baccalaureate
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IB Research

Current activities and future directions

Annual regional conference

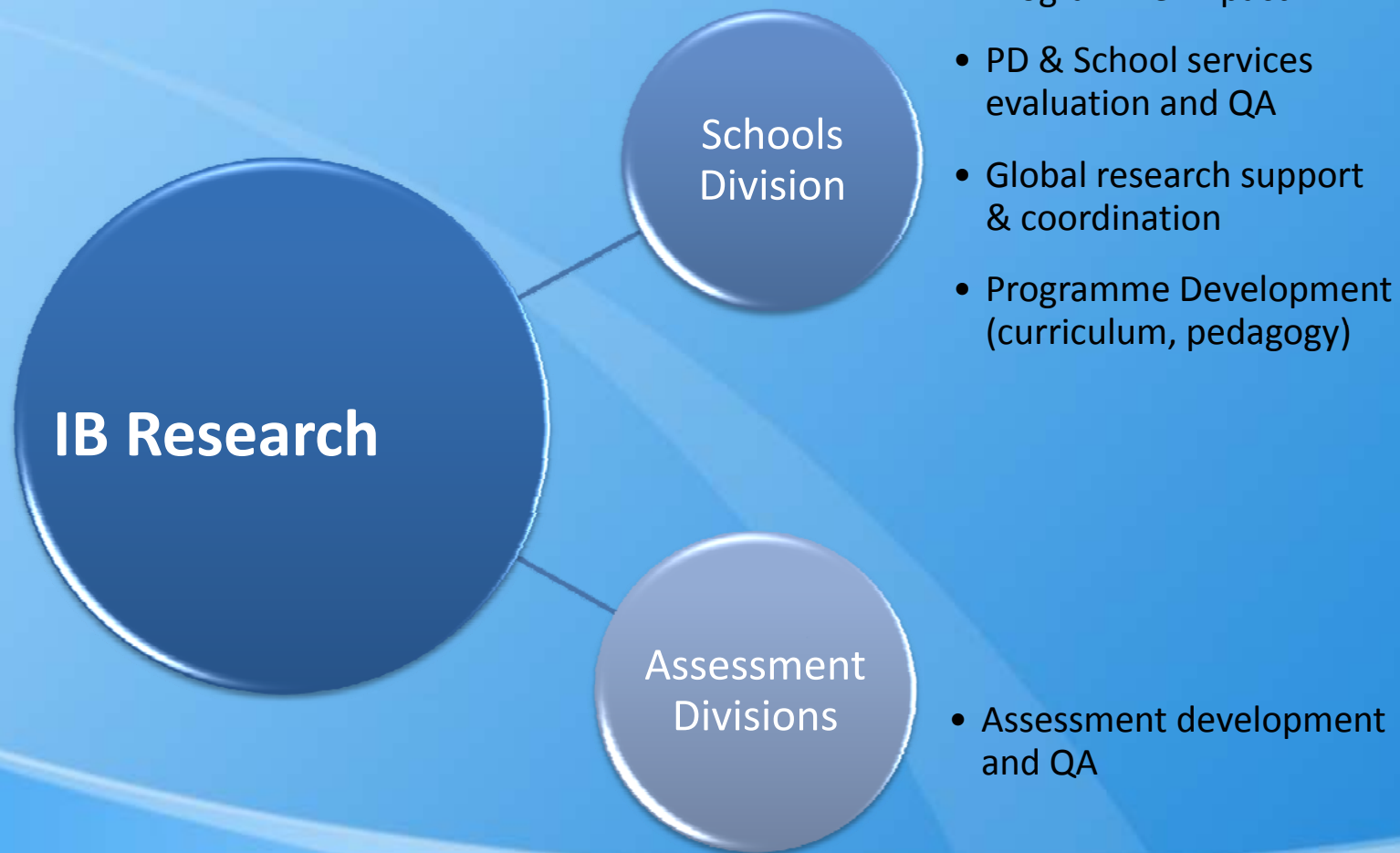
The Hague

October 2011

Research in the IB



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Programme Development



Programme Development Research Areas

- **Fostering curriculum implementation**
- **Supporting the continuum of the IB's three programmes**
- **Responding proactively to potentials of and challenges for students in the 21st century**
- **Building research capacity for curriculum development**



Current Initiatives

- A series of **literature reviews** to keep us updated on contemporary educational thinking and practices.
 - Learner profile
Explicating how the learner profile attributes link to different paradigms of learning
 - Curriculum articulation and alignment
Exploring principles, practices and impacts of curriculum articulation and alignment in diverse educational contexts to inform the development of coherent and consistent curriculum between/ across learning areas and programmes
 - Curriculum integration
Examining up-to-date theoretical and practical aspects of interdisciplinary teaching and learning as well as principles and practices underlining reliable and effective integrated curriculum development in the context of the MYP



Current Initiatives

- **Discussion documents** to bring experts' knowledge and IB practitioners' experiences together.
 - *TOK discussion document*
Focusing on the role of TOK in the DP and how it makes an impact on students' learning and development
 - *CAS discussion document*
Revisiting the theoretical and practical perspectives within the CAS framework and exploring implications and applications of service learning for the development of the course



Current Initiatives

- **Position papers** to encourage collective reflection on and discussion about the IB educational philosophy and initiatives
- *“Learners without borders: A curriculum for global citizenship”* by Irene Davy
- *“Thought, word and deed: The roles of cognition, language and culture in teaching and learning in IB World Schools”* by Michael Allan
- *“Holistic education: An interpretation for teachers in the IB programmes”* by John Hare
- *“East is East and West is West”* by George Walker
- More information on the OCC and IB position papers blog (<http://blogs.ibo.org/positionpapers/category/position-papers/>)



Current Initiatives

- **In-house training in educational research methodology** to foster capacity building for and sustain rigorous educational research throughout the continuous curriculum development process of the three programmes.

In-house virtual research training modules and face-to-face sessions in educational research methodology are developed, delivered and evaluated to ensure that academic staff encompass essential research knowledge and skills to carry out effective research activities for subject specific curriculum review.



Future Projects

- *Additional language teaching and learning in PYP schools*
To investigate, understand and document the teaching and learning of a school's additional language through inquiry.
- *Investigation on how schools evaluate the success of the PYP*
To increase better understanding of how schools define the 'success' of the PYP and accordingly identify, collect, record, interpret and communicate evidence demonstrating successful student learning outcomes.



Future Projects

- *Attributes of the Learner profile in context*

To analyse how each learner profile attribute links with relevant educational theories in both Western and Eastern literature and explore how the individual attributes are interpreted in different school contexts.

- *International mindedness: a literature review*

To explore and analyse initiatives to foster the implementation and assessment of international mindedness, global competency and global citizenship developed by various local, national or international education providers.



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Programme Impact

Strategy and contributions...



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Purpose

Critically analyze, demonstrate and enhance the value and impact of an IB education through our research



Strategy

To partner with reputable and diverse research institutes and universities to investigate the value of an IB education by identifying the qualities and characteristics that distinguish IB schools, teachers and students



Intended outcomes

Accumulate and disseminate a significant and credible body of empirical knowledge, both quantitative and qualitative, on the impact of IB programmes

Priorities



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Learner Profile

To what extent do learners demonstrate characteristics in the IB profile?

What distinguishes IB learners in levels of motivation, values, attitudes?

Student Performance

How do IB learners perform on external measures of academic achievement?

How do they compare with non-IB peers?

Impact / value-add of IB programmes on schools

Standards

How do IB standards compare to those at national/state-levels?

To what extent are IB graduates prepared for post-secondary success?

Program implementation

What is the impact/value-add of implementing IB programs in schools?

What changes, if any, result from the implementation of IB programs?

What are the enablers/inhibitors of successful implementation?



Research: Programme impact

Recent highlights

- *Post secondary performance*
- *PYP and MYP student performance*



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INTERNATIONAL BACCALAUREATE STUDENTS STUDYING AT UK HIGHER EDUCATION INSTITUTIONS: HOW DO THEY FARE?



Sunday: Session 7, 9:00 – 10:00
Room: North America



Study Design

Examined

- *Enrolment patterns*
- *Academic achievement*
- *Continuation rates*
- *Post-graduation trends*

Sample

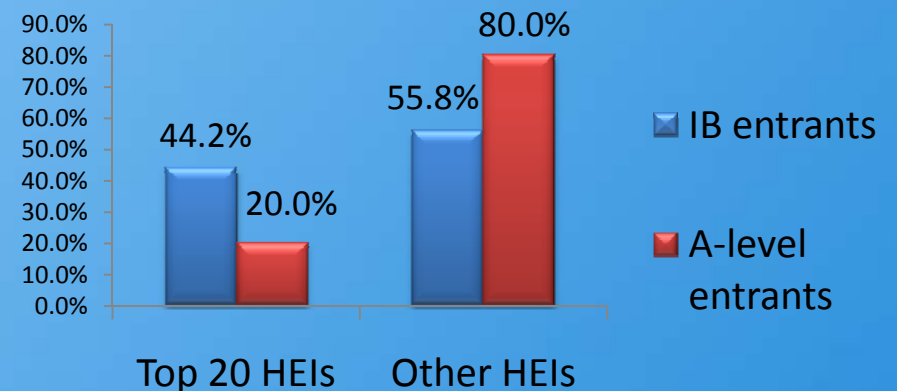
- 2008/09 tertiary entrants, students, leavers
- 423,455 full time entrants to 165 HE institutions in UK
- 6,390 (1.5%) IB students



Summary of Findings

IB students are

- more likely to Achieve first class honors
- more likely to leave with an award in most subject areas
- Twice as likely to pursue graduate study



Results suggest that IB students are succeeding and engaged at tertiary level, in areas of:

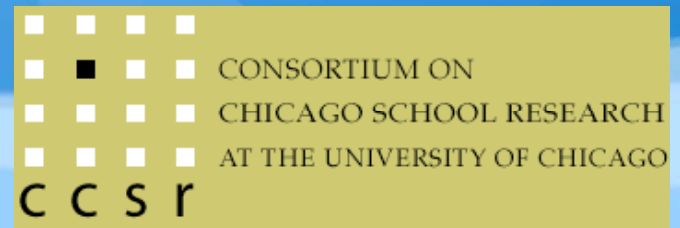
- Enrolment patterns
- Academic achievement
- Continuation rates
- Post-graduation trends



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WORKING TO MY POTENTIAL: THE EXPERIENCES OF CPS STUDENTS IN THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

CCSR , UNIVERSITY OF CHICAGO





Study Design

- **Background**

- In the late 1990s CPS opened small-scale IB Diploma Programmes in twelve high schools across the city, predominantly serving low income, racial/ethnic minority students with little to no history of college-going.

- **Interview sample**

- Sample of 25 DP students reflects racial/ethnic diversity of IB students across Chicago

- **Survey Sample:**

- IBDP juniors and seniors were compared to three other groups: juniors and seniors in taking AP classes in neighborhood HS's, juniors and seniors in selective enrollment HS's, and juniors and seniors in neighborhood HS's not taking AP courses.

- **Post-secondary analysis sample:**

- 85,663 graduates in 122 high schools between 2003 and 2007



Findings

Do IBDP students experience a strong learning environment in high school?

- IBDP students **view themselves as highly capable**
- IBDP juniors and seniors are more likely than similar non-IBDP juniors and seniors to report
 - greater levels of **Teacher Personal Support and Student-Teacher Trust**
 - that their classes make them think hard, that **they feel challenged**, they must work hard to do well, and that they find the work difficult
 - **higher levels of Rigorous Study Habits** than similar non-IBDP students



Findings

Do IBDP students feel they have the skills and behaviors required to be successful college students?

- IBDP students in college report **feeling prepared to succeed and indeed excel in their coursework**
- IBDP students described their **strong academic skills**, especially related to analytical writing
- consistently cited academic behaviors like work ethic, motivation, time management, and help-seeking as sources of strength in the transition to college-level work
- IBDP students themselves often cited their preparation in the **IB programme as the source of their success as college students**



Findings

Do IBDP students have better college outcomes than similarly high-achieving peers?

Compared to a matched comparison group IBDP students are more likely to:

- go to university
- go to a selective university
- to persist in university for at least two years



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International Schools' Assessment Study Phase I and II

PYP and MYP student performance and learning dispositions



Australian Council for Educational Research

Saturday: Session 6, 14:00 – 15:00
Room: Asia



Study Design

Phase 1: 2007/2008/2009 ISA sittings

IB students = 23,515; Non-IB students = 14,317

Asia & Oceania, Europe, Africa, Americas

Phase 2: Extending Phase 1

Academic Performance

2009/2010/2011 ISA sittings

IB students = 34,690; Non-IB students = 16,024

Asia, Europe, Africa, Americas, Oceania

Attitudes, Dispositions, Well-being

Student questionnaires (Grade 5, 6, 8 and 9)

> 20,000 students, 121 schools, 50 countries



Key Findings: Academic Performance

- In general, PYP and MYP students outperformed peers
- Strongest effects were generally found in grade 10.
- IB students' ISA scores compared very favourably (PISA) benchmarks



Findings: Attitudes & Dispositions

- IB students and non-IB peers generally responded with a high percentage of agreement on their **perceptions of school life, their attitudes towards teachers and learning, and their sense of wellbeing.**
- IB students (relative to non-IB peers) reported moderately higher proportions of agreement, in the range of 2% to 5%, across all four dimensions in the primary years questionnaire.
- IB students also reported slightly higher proportions of agreement in ***Social Connectedness and Deep Learning*** at grades 8 and 9, and in *Personal Development Outcome* and *Academic Outcome Orientation* at grade 8 in the secondary years questionnaire.

Upcoming Projects



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- A longitudinal study on IB students' post secondary access, performance and persistence
- The effects of participation in the MYP on performance in the DP
- The Extended Essay and post secondary performance
- The IB Teacher Project
- Implementing the PYP in India
- PYP and MYP student performance on the ISA: Phase II
- MYP in the UK



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Quality Assurance

Schools Division



Quality Assurance

Professional Development

- Multiple data sources (WLS, FR, Observer, Participants)
- Over 40,000 participant responses in 2010
- \approx 90% of respondents rate quality as high
- Key indicators of quality: WS content and leader characteristics

School Authorization and Evaluation

- In design, implementation in 2011

School Satisfaction Survey

- Administered in April 2011
- Administered to IB school heads and IB coordinators
- Investigates satisfaction with services and support, image and communication, curriculum and assessment, among other dimensions



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Other research activities/services...



IERD (international education database)

- Dissertations & theses
- Journal articles
- Conference papers & presentations
- Reports



International Education Research Database

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Welcome Page

Welcome to the International Education Research Database website.

The Research database is an online resource for teachers and educators involved in all aspects of research in international education. It is a referencing resource, rather than an online library, and does not hold the actual publications. Nevertheless, it is a collaborative effort by a range of different parties interested in promoting the field of international education.

We are very keen to continually update this resource and we would welcome all references from you. You may wish to contribute to the growth of the research database by providing us with new references in any language.

If you would like to provide us with a new reference, please [register](#) with us first. This is a quick and free process. Registration offers a number of [benefits](#) that will allow you to use this online service much more efficiently.

Quick facts

The Research database currently contains **5268** references.

707 of our references have links directly to the journal/article webpages.

Latest resource published on **04 October 2010**.

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Jeff Thompson Research Award



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- To IB practitioners interested in conducting research
- Up to \$5000 given out twice a year
- 10 Awardees from 7 countries to date



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Find us at...

Website: <http://ibo.org/research/>

Email: research@ibo.org

Thank You