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IB AFRICA, EUROPE & MIDDLE EAST
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Extending access to an IB education: The IB Open World Schools pilot project

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IB Access

George Walker, former IB Director General, 2005

“Under the present model the IB will remain a dream for the majority of young people and their parents...The present structure...excludes far more than it can ever admit.”

“I do not underestimate the challenge of fulfilling the IB mission statement ‘at a distance’ but ... it must be capable of achievement through more than one learning medium.”





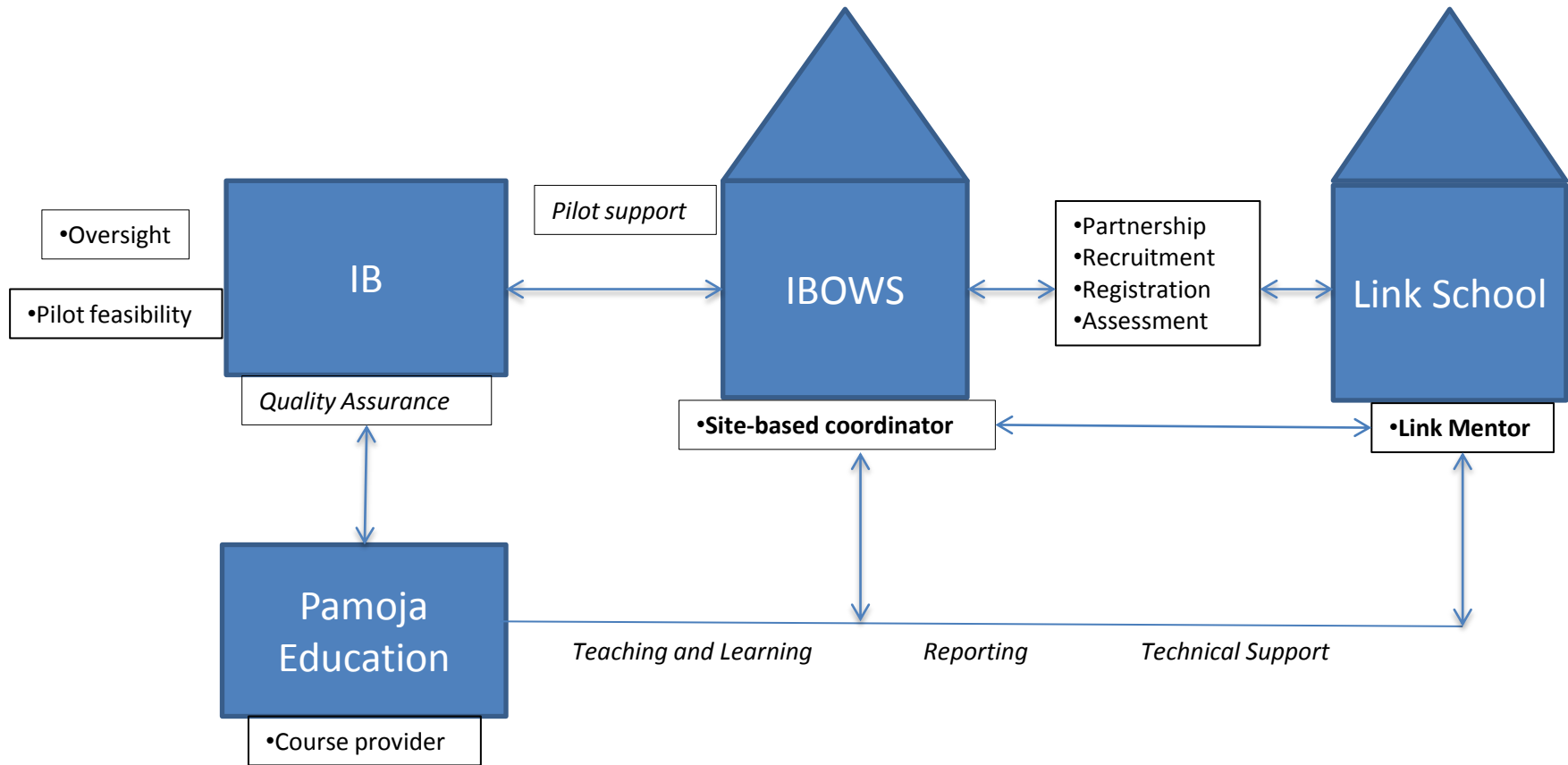
Open World Schools pilot

extending access to an IB education

The Open World Schools pilot project from the International Baccalaureate (IB) is exploring how an authentic IB Diploma Programme (DP) experience can be extended to students who would otherwise be unable to access an IB education.

By digitally linking with an IB World School, students have the opportunity to undertake a two-year DP course online that meets the challenging academic standards and rigorous assessment for which the IB is renowned. Students collaborate worldwide with their peers while developing essential skills and expanding their global perspectives in a secure, teacher-facilitated environment.

Linking schools and students



IBOWS Pilot schools

Year 1: 2012

- Adrian High School, USA
- International School of Berne, Switzerland
- Riverview High School, USA
- Yokohama International School, Japan

New schools: 2013

- British School of Warsaw, Poland
- Dwight School New York, USA
- Dwight School London, UK

Y1 Students = 18

Y2 Students = 7

October 2013



One school's journey



Riverview: Research & Development

Part of access & equity promotion

Non-Negotiable for 'link' with Riverview = Affiliation

Forms of affiliation: Year 1

1. Riverview IB teacher mentoring;
2. Regular visits from IB DPC;
3. Visit/Collaboration with IB DP students;
4. Visit to IB core class at Riverview

'Findings' from Riverview Experience, Year 1

1. Global connection is significant
2. Positive effect on self-esteem due to standards is evident
3. Pamoja course is high quality
4. Orientation to IB is necessary
5. Time and space are imperative
6. 'Personnel' time is a consideration
7. Funding questions are always hovering overhead

Case Study: June 2013

Adrian/Hudson

Riverview/Booker

The IBOWS



Adrian High School			Riverview High School				
	Type of School	%free/reduced lunch	Total students	Total students DP	DP % of grades 11/12	Total certificate students	Total online students
Adrian	Open	34%	900	36	8%	70	14
Riverview	Selective	15%	2700	233	24%	Few	0

The Link Schools



Booker High School

Hudson High School

	Type of School	%free/reduced lunch	Total students	% minority	Total online students
Hudson (Adrian)	Open	53%	350	8%	2
Booker (Riverview)	Open with magnet	33%	1000	60%	10

Motivations for IBOWS

- Access to an IB education for non-IB students
 - Any student can benefit from participating in a course that is more rigorous and requires deeper thinking than other high school courses
- Students interacting with students throughout the world
- “authentic” IB experience
- Opportunity to get a more diverse body of students involved in IB
- Integrate IB DP students with different types of students

Motivations for Link Schools

- Expanded opportunity for rigorous coursework
- Experience the IB
- Development of global thinking skills and global interactions
- Increase graduation rate and reduce drop-out rate by changing the culture
- Attract new students
- Meet parental demands for challenge

Link logistics

- Both Link Mentors guidance counselors
- All students with assigned school time for online course
- Regular monitoring by Link Mentor
- Single student versus many
- Financial model – special funding versus district funding

2 of many potential models

- IB DP course
 - Every student taking at least 1 IB course
 - “some IB is better than...”
- IB DP course with additional elements
 - ‘Authentic’ IB experience
 - Enhancements beyond the online course
 - What makes an IB course an IB education?

Reflections from the case study

- All Link students struggling with same issues –
 - Time management/Course rigour/Online environment
 - What can we do to minimize their challenges?
- IB = “rigorous”, “difficult”, “international”
 - How can we prepare link schools for the IB?
- Early days – evolution leading to new models
 - What models are feasible?
- Sustainability & scalability
 - What resources and returns are required?

IB DP course with additional elements

- Question 1: Is this model sustainable/scalable (financially/personnel)?
- Question 2: Do elements beyond the online course experience have to be conducted face-to-face?
- Question 3: What elements should be included?

Questions of structure

- Question 1: Who should lead the IBOWS initiative at the IB school?
- Question 2: Who should lead the IBOWS initiative at the link school?
- Question 3: How much support does the link mentor need?
- Question 4: How many student should there be at each link school?

Next Steps...

Riverview: Year 2

- a) Working toward successful completion of Year 2 studies and exams
- b) Introduce 2 new link schools
- c) Further definition of 'affiliation'

Regional Developments

- IBAEM/IBA
 - Exploring geographic separation between IBOWS and link schools
- IBA
 - Multiple link school partnerships
- IBAEM/IBA
 - Global SBC role – groups of affiliated schools
- IBAP/IBAEM
 - The role of independent students

Pilot Focus

- Exploring a ‘distance’ model (IBOWS + link schools)
 - Does a ‘physical’ separation change the relationship?
- The role of independent students
- How can we raise the profile of IBOWS?
- Is the IBOWS concept a sustainable/scalable model?

Closing thoughts

- What is an authentic IB experience? How could we make the Learner Profile more explicit?
 - Within courses, as individual modules?
 - TOK (blended, modules)
 - CAS (course or exchange)
- When does an IB DP course become just a ‘course’?

Thank You

To view the video presentation go to:

<https://vimeo.com/user10708324/review/69945346/11e596fc3c>