



IB THE **CULTURE**
4-7 of **LEARNING**
OCT 2012 **MADRID**

IB Africa, Europe & Middle East
Regional Conference



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Developing the IB's Programmes through Research

Kate Lin (Research Manager for Programme Development)

Saturday 6th October 2012 - Session 6

Time: 14:00 – 15:00

Objectives of Presentation

- Overview programme development research in the IB
- Present projects and activities to approach programme development research goals
- Introduce a literature review on curriculum alignment and articulation to demonstrate how research efforts could be utilized in curriculum development

IB Global Research



Research in Programme Development

- What is research in programme development?
- What are programme development research goals and types?
- How can research outcomes be utilized?

Programme Development Research in the IB

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

Completed Projects

Literature reviews

- 1) Approaches to Learning: A Literature Review, Na Li (2012)
- 2) Curriculum Integration in the International Baccalaureate Middle Years Programme: Literature Review, Kimberley Daly, Gordon Brown and Chandra McGowan (2012)
- 3) Curriculum alignment, articulation and the formative development of the learner, Richard Watermeyer (2011)
- 4) International Baccalaureate learner profile: Literature review, Kate Bullock (2011)

Completed Projects

Discussion documents

- 1) Discussion document for the curriculum review of Creativity, Action, Service, Catherine Elliott, Cheryl Keegan and Cathryn Berger Kaye (2011)
- 2) Perspectives on a curious subject: What is IB theory of knowledge all about?, Eileen Dombrowski, John Mackenzie and Mike Clarke (2011)

Position papers

- 1) Academic honesty in the IB, Jude Carroll (2012)
- 2) Concept-based teaching and learning, H. Lynn Erickson (2012)
- 3) Learners without borders: A curriculum for global citizenship, Irene Davy (2011)
- 4) Thought, word and deed: The roles of cognition, language and culture in teaching and learning in IB World Schools, Michael Allan (2011)
- 5) East is East and West is West, George Walker (2010)
- 6) Concurrency of learning in the IB Diploma Programme and Middle Years Programme, Roger Marshman (2010)
- 7) Holistic education: An interpretation for teachers in the IB programmes, John Hare (2010)

In-progress Projects

- **Evaluation of the success of the PYP**

Aiming to investigate: 1) schools' definitions of the 'success' of the programme, 2) how they identify, analyse and utilise evidence supporting those indicators of the 'success' and 3) stakeholders' perspectives on future development of the programme to ensure the continued success.

- **Additional language teaching and learning in the PYP: case studies**

Aiming to understand: 1) how PYP schools implement inquiry-based instructional approaches in their additional language programs in response to their specific sociocultural realities, 2) what scaffolding techniques they have in place in supporting its implementation and 3) how their approaches to implementation impact the teachers and the students.

Looking into 2013

Areas of focus

- Efficacy studies in the PYP
- Assessment in primary education
- Assessment *of* and *for* thinking
- Development of collaboration skills
- Language and learning e.g. limited language proficiency
- International mindedness

Use and Sharing of Project Outcomes

- Providing theoretical and empirical evidence to support curriculum decisions
- Used for curriculum review meeting discussions
- Encouraging dialogues between IB staff and external experts
- Reports adapted as curriculum support material for difference programmes
- Reports shared on the OCC and position paper blog

Strengthening Research Capacity in Programme Development

- Ongoing methodological support
- Online modules and in-person research training workshops in:
 - 1) Literature review
 - 2) Case study in education
 - 3) Survey research and questionnaire design
 - 4) Qualitative data analysis e.g. Nvivo
- To enhance essential knowledge and skills to carry out systematic investigation with different goals and create dependable evidence from various perspectives to inform curriculum decisions

Curriculum Alignment, Articulation and the Formative Development of the Learner: a Literature Review

- Project timeline: 2011
- Half-day session organised to encourage dialogues between curriculum staff and the author
- Topics covered:
 - ✓ Meanings, processes, approaches and consequences of curriculum alignment and articulation
 - ✓ Impacts of credentialism, assessment and marketization of education
 - ✓ Implications for the continuum of an IB education

Reflection & Discussion

- What is horizontal alignment? Why is it important and how can it be approached?
- What are implications of horizontal alignment in curriculum development?

Horizontal Alignment: What

- Horizontal alignment of curriculum carefully positions and choreographs the provision of learning across subjects and instigates an integrated curriculum where ideas are cross-fertilized, co-informing and interrelated.
- Curriculum therefore moves beyond bite-sized and seemingly unconnected pieces of knowledge to a holistic knowledge narrative.

Horizontal Alignment: How Beneficial

- *“Where cross-curriculum linkage is made, learners may more efficiently blend learning styles indigenous to specific subject disciplines and begin to cultivate themselves as more rounded and holistic learners able to competently enter a multitude of different learning and future professional settings.”*
- *“Where curriculum is successfully horizontally aligned, learners may also more successfully elucidate how skills learned in one subject discipline do not occur or develop in isolation, and that subject disciplines are in multiple ways co-constructing or at least co-informing.”*

Applications in Curriculum Development

- Reconsider conditions of alignment: scope, sequence, continuity and balance
- Examine curriculum frameworks and alignment of standards that demonstrate key skills across different curriculum domains
- Review breath and depth of knowledge, key skills, pedagogical differences and learning approaches and types and forms of support enhancing teaching and learning of and across subject areas
- Indicate what disablers or inhibitors impede knowledge integration and key skill development
- Identify effective practices of horizontal alignment and obstacles to those practices and strategies for solutions

Working with the Best



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Research Support

- International Education Research Database (IERD)
- Jeff Thompson Award
- Providing resources and material
- IB Journal of Teaching Practice
- Tracking and communicating research



Thank you for listening!

Q & A

Where to find research

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

<http://www.ibo.org/research/policy/programmevalidation/index.cfm>

<http://www.ibo.org/research/resources/>

<http://research.ibo.org>

<http://blogs.ibo.org/positionpapers/>

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