



ANNOTATED BIBLIOGRAPHY OF IB-RELATED STUDIES (2018)

Abstract

This review presents an annotated bibliography of the gray literature and academic research published on the IB programmes within 2018. After an overview of this literature classified according to IB programme, document type and geographical region, we present the summary, keywords and bibliographic reference of all the publications identified, grouped according to their relevant IB programme.

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Introduction

The main objective of this research was to develop an annotated bibliography of the gray literature and academic research published on IB programmes within 2018. We searched for, accessed and categorized the studies commissioned by the IB, internal studies conducted by the IB Research department and externally conducted research published within 2018. The focus was either on individual IB programmes (the Career-related Programme (CP), the Diploma Programme (DP), the Middle Years Programme (MYP), the Primary Years Programme (PYP)), or a combination of IB programmes or on the IB organization as a whole. For each publication included in this annotated bibliography, we present its summary, keywords and reference. While we hope that this bibliographic review of the IB literature will be useful for the IB community and for researchers, it should be noted that it does not cover all the essential components of the studies (i.e. theoretical background, research methodology and data analysis, discussion of results). Furthermore, our review is not intended to make any evaluative judgment of the indexed studies.

Navigating through this report

This report is comprised of five sections:

- (1) Primary Years Programme (PYP),
- (2) Middle Years Programme (MYP),
- (3) Diploma Programme (DP),
- (4) Career-related Programme (CP) and
- (5) Cross-programme Studies, which are relevant to more than one programme or to the IB organization generally.

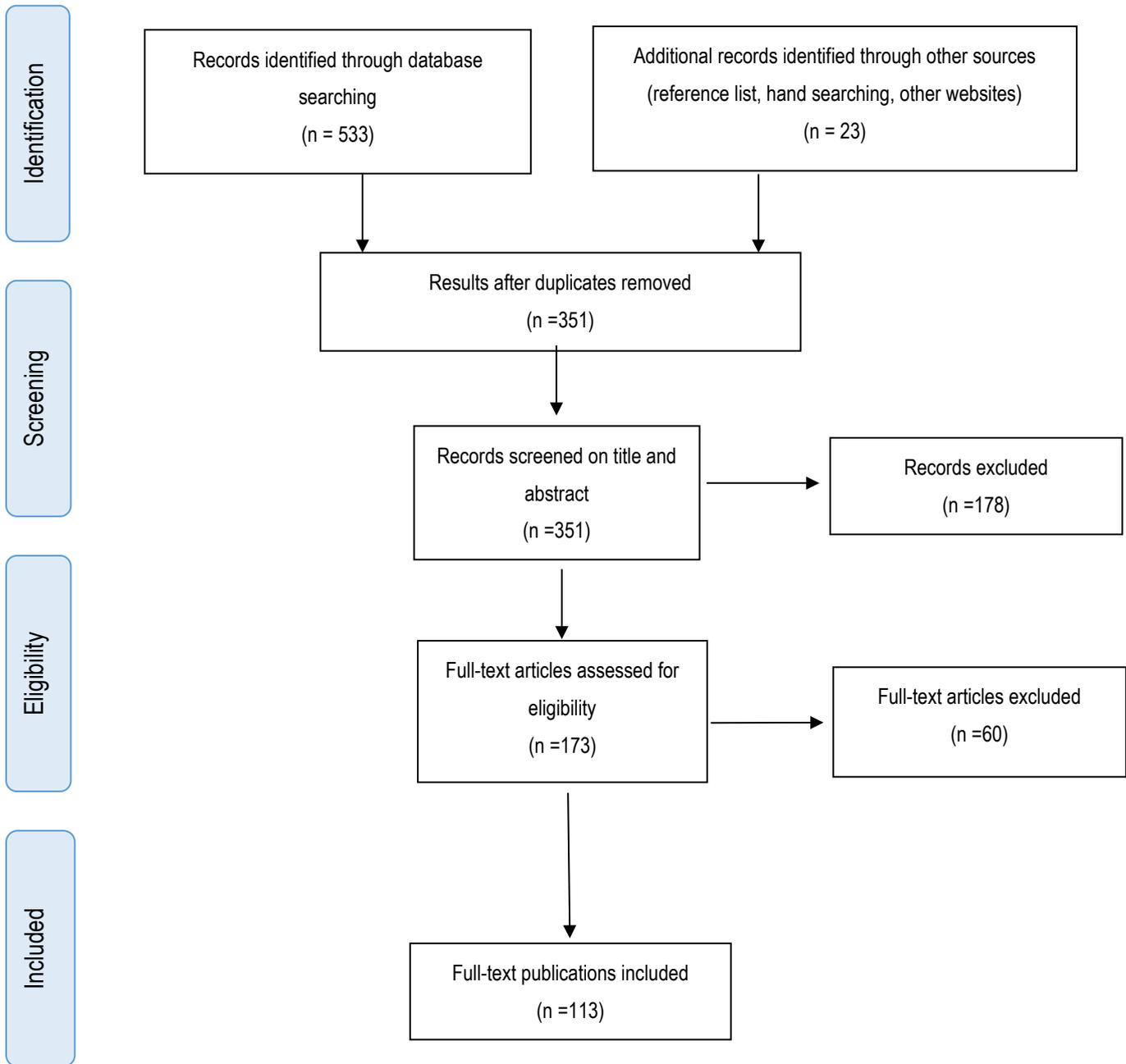
Each section provides an overview of 2018 sources including (a) Scientific documents (journal articles, dissertations, and book chapters), (b) Reports (internal IB commissioned research and independently conducted research) and (c) Conference proceedings.

Findings – screening and assessing for eligibility

This report was conducted in line with the preferred reporting items for systematic reviews and meta-analyses (PRISMA) statement (Moher, Liberati, Tetzlaff, & Altman, 2009). Studies were searched in the following databases: SPRINGER, Oxford University Press, SAGE Journals – Humanities and Social Science, ProQuest Central (including the Education Database), EBSCO - Academic Search Complete, Wiley online library, Cambridge Journals, Elsevier Scopus, Web of Science, and Google Scholar.

The search expression used was “international baccalaureate” OR “IB programme*” OR “IB school*” OR “school* programme*” OR “baccal* school*” OR “IB world school” OR “international education” OR “career related programme” OR “CP programme*” OR “diploma programme” OR “DP programme*” OR “middle years programme” OR “MYP programme*” OR “primary years programme” OR “PYP programme*”. We searched only for records published in 2018. The eligibility of each study or retrieved published document was assessed according to the criteria of being directly related to the IB or a closely associated key concept, and mentioning IB related results or conclusions at least once (See Figure 1).

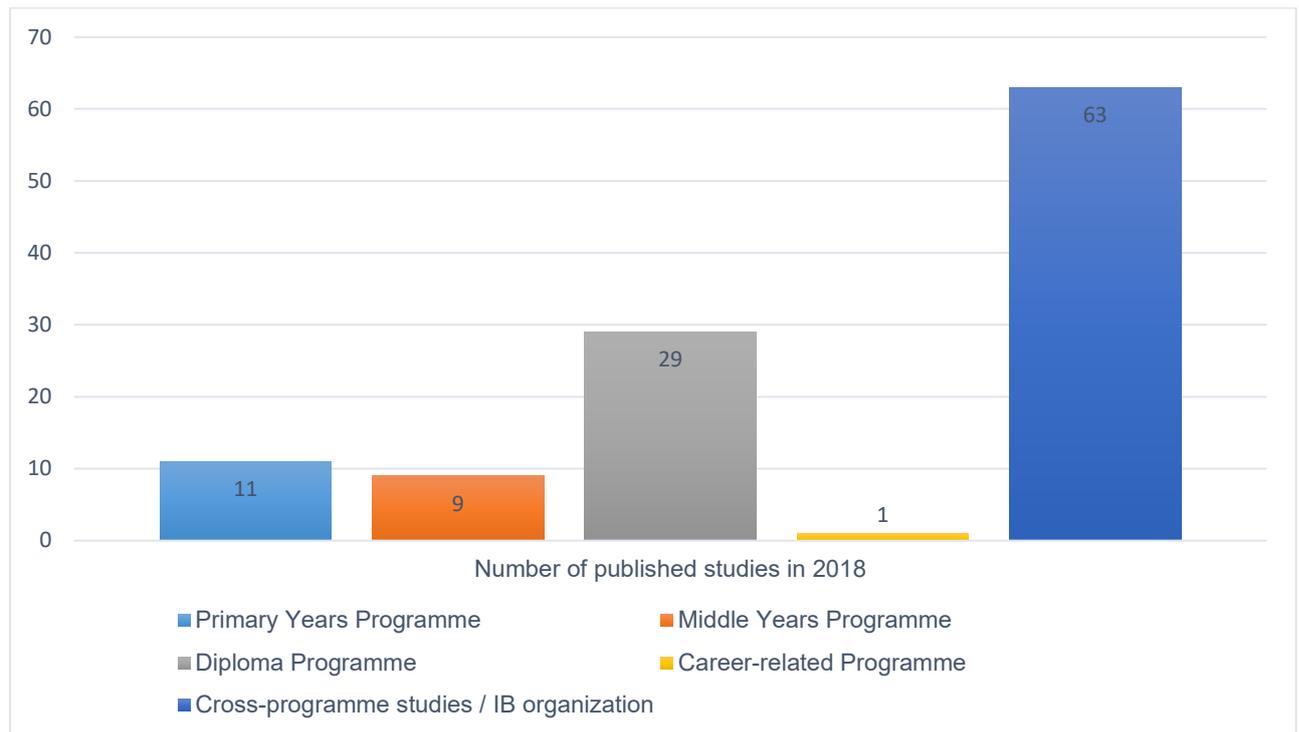
Figure 1 PRISMA flowchart



Studies overview

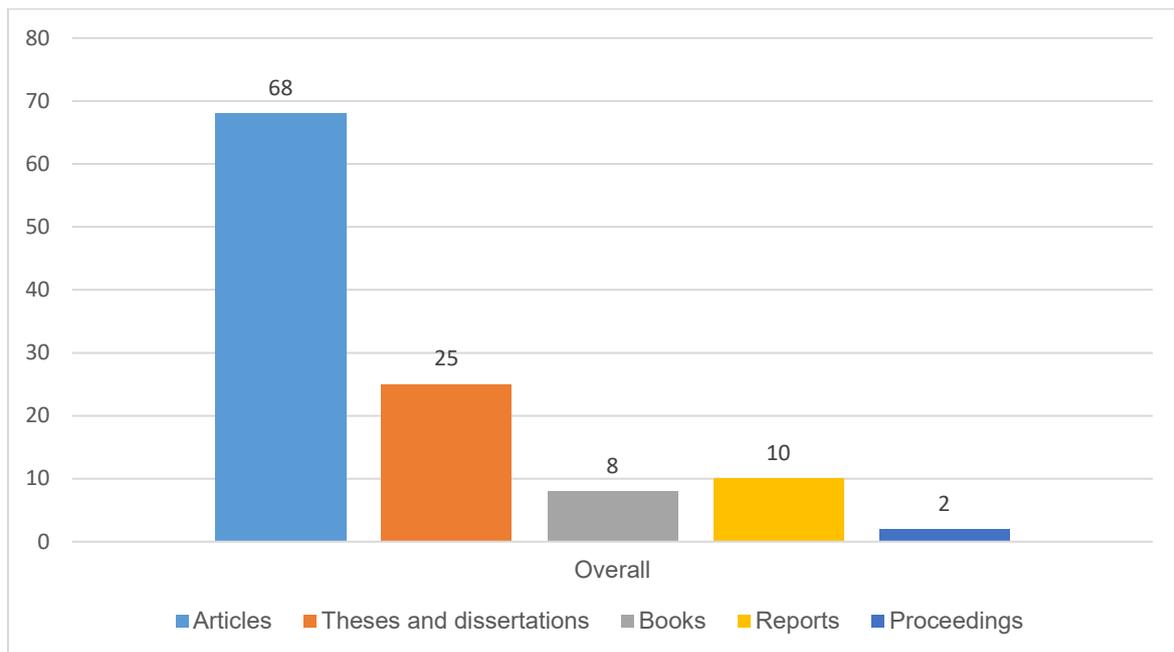
In 2018, 113 pieces of research related to the IB were identified. Of these, the largest amount of research was in the category of Cross-programme Studies, which are relevant to more than one programme or to the IB organization generally (55.75%), followed by research on the Diploma Programme (25.67%), Primary Years Programme (9.74%), Middle Years Programme (7.96%), and Career-related Programme (0.88%) (see Figure 2).

Figure 2 Studies distribution according to the studied programme



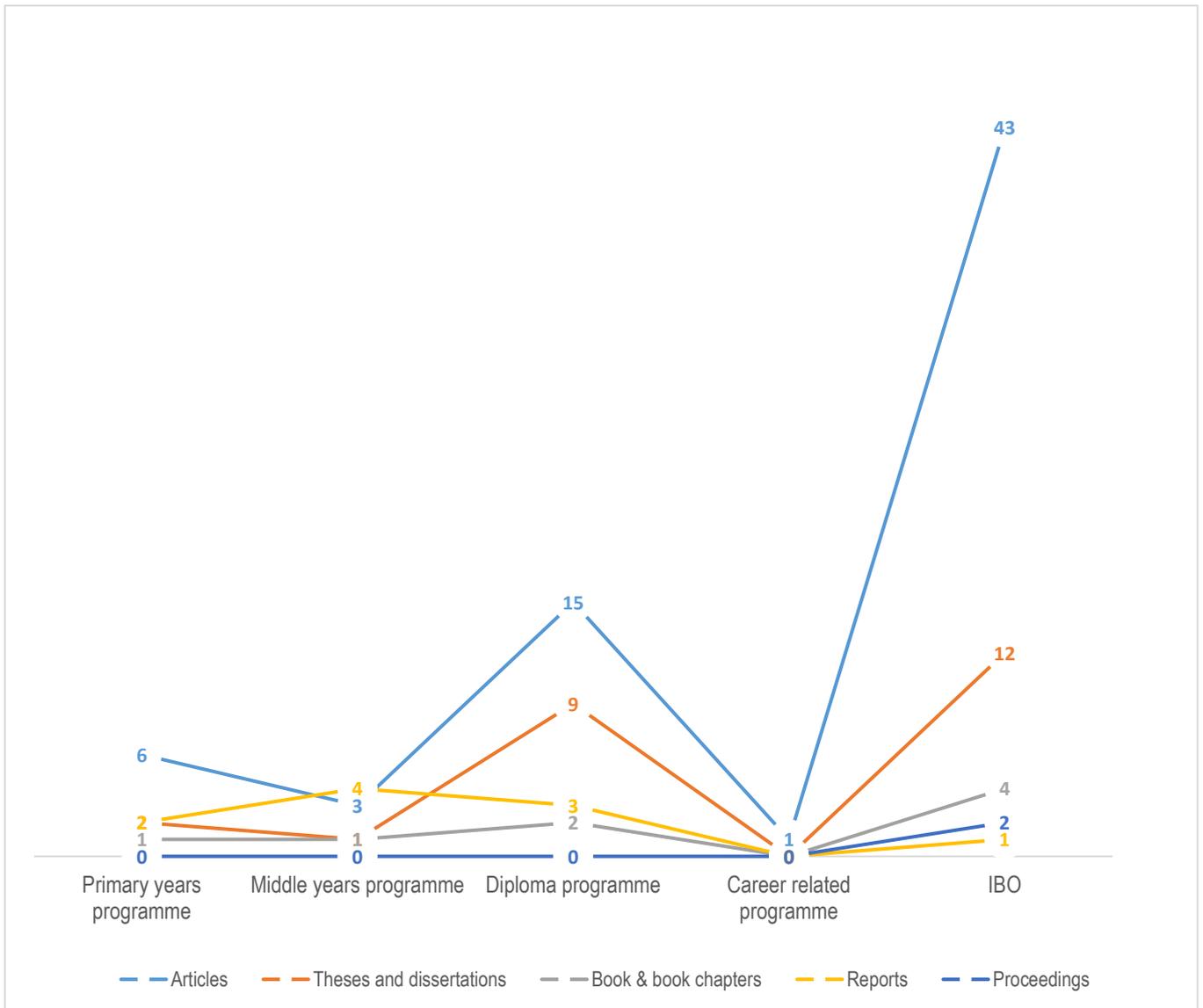
This report includes 68 peer-reviewed articles published in scientific journals, 8 book chapters, 10 reports, 25 Master's/doctoral theses/dissertations, and 2 conference proceedings. Figure 3 depicts studies' distribution according to the document type. Moreover, of the documents, 45 studies were qualitative, 36 approached mixed methods (both qualitative and quantitative methods), 13 were quantitative and 19 were theoretical.

Figure 3 Studies distribution according to document type



Further, the published documents were categorized by the programme studied and the document type (see Figure 4).

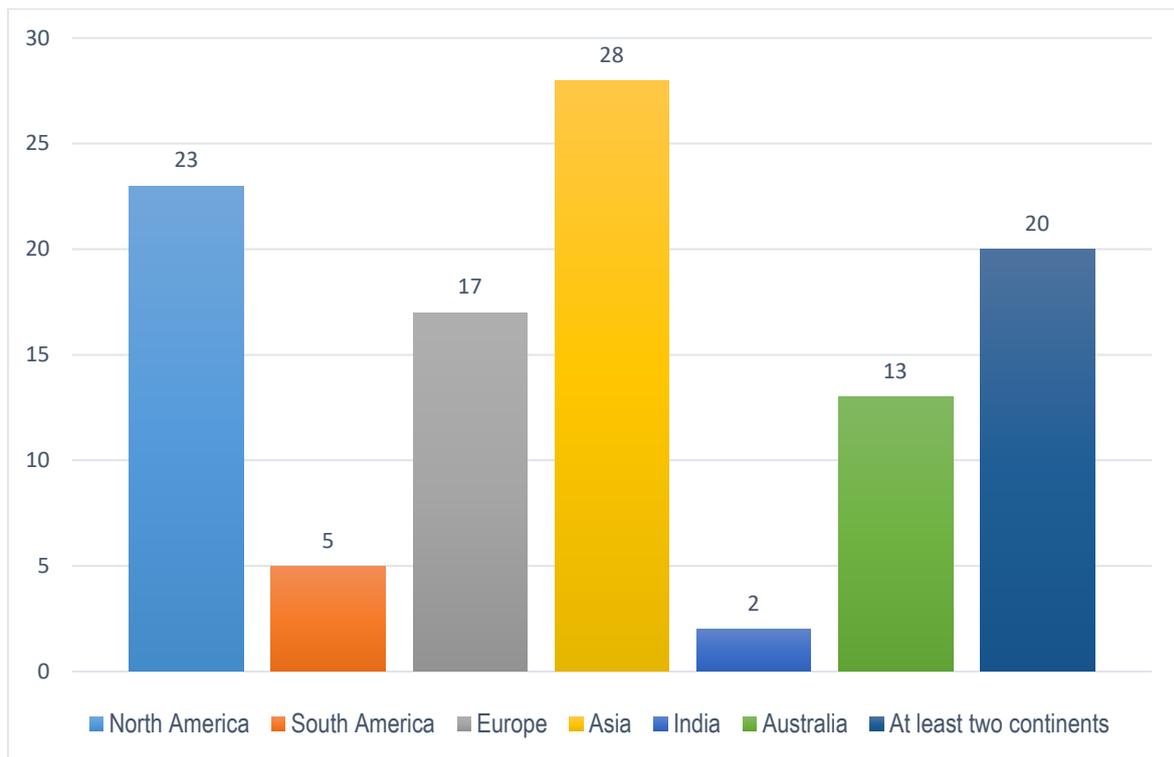
Figure 4 Studies distribution according to document type and programme



According to the geographical region, most of the published papers reported on studies conducted in Asia (25.93%), followed by studies presenting data from North America (21.30%) and studies presenting data from at least two continents (18.52%). See Figure 5 for study distribution by geographical region¹.

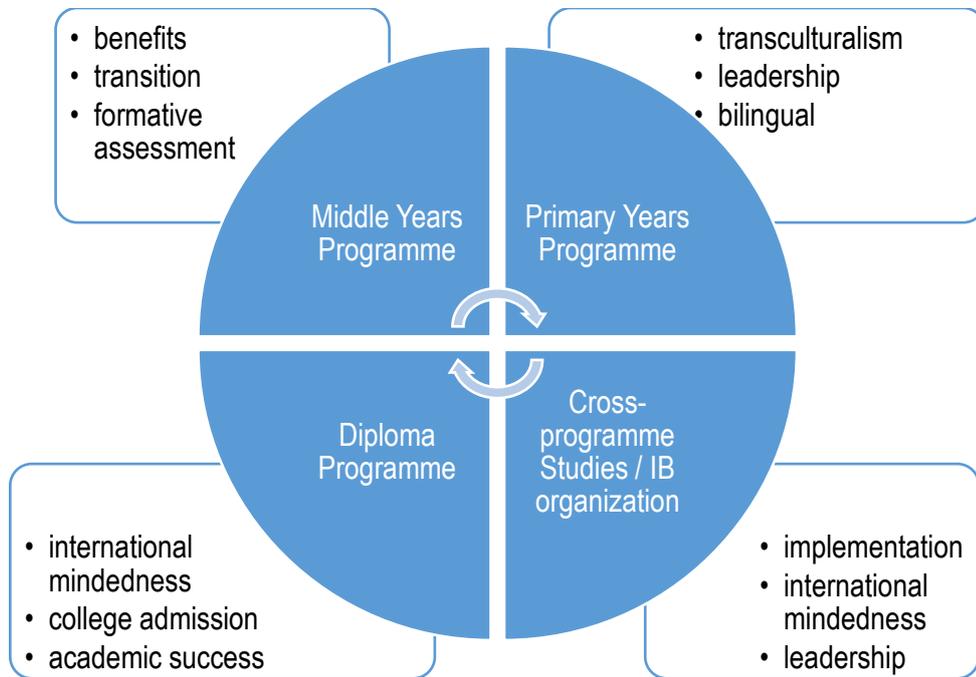
¹Five entries were theoretical and did not report any empirical findings. The figure shows the geographical distribution of 108 entries.

Figure 5 Study distribution according to geographical region



Overall, the most frequent areas of reference were (1) international mindedness, (2) leadership, (3) college admission. Figure 6 presents the most frequent areas of reference by study programme.

Figure 6 Area of interest by study programme.



Primary Years Programme (PYP)

Scientific documents

Journal articles

Lau, C., Kitsantas, A., Miller, A. D., & Rodgers, E. B. D. (2018). Perceived responsibility for learning, self-efficacy, and sources of self-efficacy in mathematics: a study of international baccalaureate primary years programme students. *Social Psychology of Education, 21*(3), 603-620. <https://link.springer.com/article/10.1007/s11218-018-9431-4>

Keywords: Self-regulation, self-efficacy, sources of self-efficacy, developmental and gender differences, mathematics, elementary students

Summary: This study assessed the interrelationship of elementary students' perceived responsibility for learning, self-efficacy, and sources of self-efficacy in mathematics, and differentiation as a function of gender and grade level. The main results suggested that students in third grade reported lower levels of mathematical self-efficacy and perceived responsibility than those in the fifth grade, and lower levels of perceived responsibility for learning than those in the fourth grade. Further, students' mathematics self-efficacy was significantly predicted by social persuasion, mastery experience, vicarious experience, social persuasion, and physiological state.

Walsh, L., & Casinader, N. (2018). Investigating the moral territories of international education: a study of the impact of experience, perspectives and dispositions on teachers' engagement with difference in the international Baccalaureate Primary Years Programme. *International Research in Geographical and Environmental Education, 1-15*. <https://doi.org/10.1080/10382046.2018.1529715>

Keywords: International Baccalaureate, moral geography, Primary Years Programme, dispositions of thinking, transculturalism

Summary: This paper examined the moral geographies of PYP teachers to highlight the relationships between inclusion and exclusion of difference in the PYP schools with respect to transculturalism. Results indicated that the majority of PYP teachers were transcultural, although one school presented a higher percentage of more individualistic thinkers and a lower ratio of transcultural teachers. PYP teachers in all

four schools tended to demonstrate a general transcultural mindset characterized by openness to difference and aligned with the PYP principles of tolerance and international-mindedness.

Steffen, V., & Bueno-Villaverde, Á. (2018). Perceived difficulties between early years and primary teachers in International Baccalaureate Primary Years Programme implementation. *Journal of Research in International Education*, 17(2), 116-133. <https://journals.sagepub.com/doi/abs/10.1177/1475240918791244>

Keywords: International education, International Baccalaureate, Early Years Programme, Primary Years Programme, programme assessment

Summary: The main objectives of this study were to explore whether the IB PYP meets the needs of early childhood (3-5 years old) learners, and to assess the perceived difficulty of alignment to IB Standards and Practices (philosophy, organization, curriculum and assessment). Results indicated that Early Years and Primary teachers agreed in their perceptions of ease or difficulty for all sections except for the section related to teaching. Both groups of teachers considered IB philosophy, PYP and infrastructure as easier to implement, whereas the written/planned and assessed curriculum were considered more difficult. The overall results for teaching show that Early Years teachers perceived it as significantly more difficult than Primary teachers.

Menéndez, M. P. M., & Manso, J. (2018). The International Baccalaureate primary years programme in Spain: A complementary curriculum framework. *Journal of Supranational Policies of Education*, 7, 105-130. <http://dx.doi.org/10.15366/jospoe2018.7>

Keywords: International Baccalaureate (IB), Primary Years Programme, key competences, primary education, curriculum

Summary: This exploratory study set out to investigate how the IB Primary Years Programme (PYP) is being implemented in Spanish schools, given that the current education law (LOMCE) has increased the level of school autonomy and therefore schools have the opportunity to pursue other educational frameworks. This research aimed to understand how schools might integrate the programme while

complying with Spanish regulations. The authors applied a comparative method based on seven parameters that allow the comparison between the Spanish national curriculum and the PYP framework. The main results suggested a clear possibility for any school to offer both curriculums, a scenario recommended by the fact that the PYP covers aspects not addressed by the national educational curriculum, which are important in relation to international standards of current and future education.

Lash, M. J. & Kroeger, J. (2018). Seeking justice through social action projects: Preparing teachers to be social actors in local and global problems. *Policy Futures in Education*, 1-18, DOI: 10.1177/1478210317751272.

<https://journals.sagepub.com/doi/abs/10.1177/1478210317751272>

Keywords: Social action, justice, preservice teachers, early childhood, teacher education

Summary: The main objective of this study was to propose an educational program for early childhood teachers by applying the social action process. The authors examined the program transformations, expanding the social justice framework to include a global perspective, such as the International Baccalaureate Primary Years Programme. The study's main conclusions suggested that social action projects in primary grades help teachers to understand current issues, express varied emotions, and increase their connectedness to their students, programs, schools and communities.

Villaverde, A. B., Steffen, V., & van Vooren, C. (2018). Enseñanza de lenguas adicionales mediante indagación en colegios internacionales con el programa de escuela primaria. *Porta Linguarum*, 117, 129. <http://hdl.handle.net/10481/54042>

Keywords: Additional languages, inquiry, Primary Years Programme, dual immersion, CLIL

Summary: The aim of this paper was to analyze the organizational strategies characterized by school leadership and pedagogical strategies, concept based learning and dual immersion that contribute to the teaching of additional languages. By examining case studies of two bilingual schools, the results indicated that successful teaching and leadership are important characteristics that foster intercultural understanding.

Theses and dissertations

Murphy, O. (2018). *The Practice and Challenges of Social Justice Instructional Leadership In International Baccalaureate Primary Years Programme Schools.* Dissertation, Georgia State University. https://scholarworks.gsu.edu/eps_diss/187

Keywords: Instructional leadership, International Baccalaureate, Primary Years Programme, social justice leadership

Summary: This research investigated leaders' social justice instructional leadership practices, and found that PYP leaders perceive such practices as positively influencing students' social-emotional and academic growth, as they help develop a culturally responsive environment, provide access to learning in diverse and inclusive settings, foster relationships, build a data driven culture and educate stakeholders. A series of challenges and barriers that they experience in their implementation of this type of leadership were also identified.

Bell, A. (2018). *Inquiry-Based Methods in the International Baccalaureate Primary Years Program Art Room.* <https://scholarscompass.vcu.edu/etd/5378/>

Keywords: Primary Years Programme, International Baccalaureate, student centeredness, program assessment

Summary: This thesis explores how IB PYP art teachers define and implement inquiry-based instructional methods in their art classrooms. The respondents described their classroom practices and provided examples of how they make use of inquiry-based methods in their art classes. The representations of these practices were analyzed and evaluated through a coding scheme that included four phases of inquiry and three degrees of student-centeredness. Results reveal the large variability in the understandings of these instructional methods.

Book chapters

Van Deur, P. (2018). **Case Study: The Relationship Between Curriculum Focus on Inquiry and Self-Directed Learning**, in *Managing Self-Directed Learning in Primary School Education: Emerging Research and Opportunities: Emerging Research and Opportunities*. IGI Global.

Keywords: Self-directed learning, international school, International Baccalaureate, Primary Years Programme

Summary: This chapter reports a case study concerning the assessment of self-directed learning (SDL) in three schools implementing the local curriculum, and three IB PYP schools. The findings of the study revealed the connection between the curriculum and students' knowledge of, and response to, instruction about SDL. The implications of curriculum emphasis on inquiry for students' SDL and the manners in which the assessment of SDL can be used with local curriculum documents promoting effective learning in primary schools are also discussed.

Reports

The American Councils for International Education (2018). **Bilingual education in the International Baccalaureate Primary Years Programme**. International Baccalaureate Organization.
<https://ibo.org/globalassets/publications/ib-research/pyp/pyp-bilingual-education-research-summary-2018-en.pdf>

Keywords: Bilingual education, Primary Years Programme

Summary: This report presented the results and implications of the implementation of bilingual education programs in schools that offer the International Baccalaureate (IB) Primary Years Programme (PYP), focusing on forms, models and strategies used in bilingual PYP implementation. Using data from both quantitative and qualitative approaches, the main conclusions of this report indicate that bilingual instruction is particularly appropriate for the PYP's educational model and serves diverse student populations.



Walsh, L., & Casinader, N. (2018). *Transcultural capability and the Primary Years Programme*. Bethesda, MD, USA. International Baccalaureate Organization. <https://ibo.org/globalassets/publications/ib-research/pyp/pyp-transcultural-capability-full-report-en.pdf>

Keywords: International Baccalaureate, Primary Years Programme, dispositions of thinking, transculturalism

Summary: This study investigated a dimension of PYP teachers' transcultural capability, namely their cultural dispositions of thinking. Teachers in four schools participated in the research. Results indicated that the majority of the PYP teachers are characterized by a transcultural approach. Additionally, findings highlight the changes in personal attitudes that are necessary for teachers' transcultural capability.



Middle Years Programme (MYP)

Scientific documents

Articles

Storz, M., & Hoffman, A. (2018). Becoming an International Baccalaureate Middle Years Program: Perspectives of Teachers, Students, and Administrators. *Journal of Advanced Academics*, 1932202X18770171.

<https://journals.sagepub.com/doi/abs/10.1177/1932202X18770171>

Keywords: International Baccalaureate, middle school, change process, urban schools, voice

Summary: This study explored the process of experiencing a curricular change, using the perspectives of key administrators, teachers and students. Through a mixed method approach, the authors interviewed personnel and students in the first year of implementation. In the second year, teachers were surveyed regarding the changes over time that they had been experiencing. The main results suggested that administrative support is a key factor in the successful implementation of the new program.

Smith, S., & Talley, K. (2018). “Lend a Hand” Project Helps Students: Improved Spatial Visualization Skills Through Engaging in Hands-On 3-D Printed Prosthetics Project During a 9th Grade Engineering Course. *Journal of Pre-College Engineering Education Research (J-PEER)*, 8(1), 2. <https://docs.lib.purdue.edu/jpeer/vol8/iss1/2/>

Keywords: spatial visualization, Revised PSVT:R, high school engineering education

Summary: The article reports on a study on a sample of ninth grade students enrolled in an MYP school that investigated the changes in spatial visualization skills through engagement in a nine-week collaborative 3-D printed prosthetics project. Results suggested that all students' spatial visualization skills improved overall throughout the project. Higher levels of project involvement significantly correlated with students' spatial visualizations skills and with semester course grades. Female students had lower spatial visualizations skills than their male peers before and after the project.

Buniel, M. J. R., & Ravichandran, P. (2018). A journey from IB primary years programme to middle years programme: transition and alignment in the science context. *European Journal of Education Studies*, (4), 118-129. <https://oapub.org/edu/index.php/ejes/article/view/1526>

Keywords: Transition, student challenge, teacher challenge, curriculum challenge

Summary: The present article evaluated various transition strategies that were found to be effective in aiding students during the transition from the Primary Years Programme to the Middle Years Programme. The authors examined the causes of middle year students' poor laboratory skills, essay writing in science and referencing skills in order to identify the effectiveness of the science transition strategies in addressing the student challenges identified. The main results suggested that the differences between the primary years and middle years, in terms of the nature of the learning process, are seen as a curricular challenge. Further, the proposed activities enhanced students' familiarity with the middle year science criteria and prepared them for the science requirements of the middle years.

Theses and dissertations

Oladimeji, C. E. (2018). *Distributed Leadership in International Baccalaureate Middle Years Program Implementation* (Doctoral dissertation, Walden University). <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6673&context=dissertations>

Keywords: Leadership, implementation, International Baccalaureate, Middle Years Programme

Summary: The objective of this dissertation was to explore how distributed leadership influenced the implementation of the International Baccalaureate Middle Years Programme (MYP) in a public middle school. The findings suggested that distributed leadership had a positive influence on the implementation of the MYP. Through a qualitative approach, the themes revealed included effective distributed leadership practices of positional and informal leaders; collaboration amongst faculty members; positive relationships between administrators and others; shared academic vision; effective organizational structures, routines, and tools; shared learning; and students' behavioral challenges.

Book chapters

Altan, S., Bruce Ozdemir, L., & O'Dwyer, J. (2018). *Classroom-based formative assessment practices in English language learning*, in Aksit, T., Isil Mengü, H., & Turner, R. *Bridging Teaching, Learning and Assessment in the English Language Classroom*, Cambridge Scholars Publishing.

<https://www.cambridgescholars.com/bridging-teaching-learning-and-assessment-in-the-english-language-classroom>

Keywords: Formative assessment, curriculum design, International Baccalaureate

Summary: This book chapter focused on classroom-based assessments with a formative aim in English language classes in the Middle Years Program. The authors clarify the principles and understandings of formative assessment practices in the IB curriculum and present practical examples in which these principles are applied. In addition, the authors exemplify how formative assessment practices may be employed in different language learning settings and emphasize formative assessment as being essential in achieving the broader education objectives necessary for lifelong learning.

Reports

Perry, L. B., Ledger, S., & Dickson, A. (2018). *What are the benefits of the International Baccalaureate Middle Years Programme for teaching and learning? Perspectives from stakeholders in Australia*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/globalassets/publications/ib-research/myp/myp-in-australia-final-report-2018-en.pdf>

Keywords: Benefits, teaching, learning, International Baccalaureate, Middle Years Programme

Summary: This report examined perspectives from teachers, coordinators and principals on the benefits of the International Baccalaureate (IB) Middle Years Programme (MYP) for learning and teaching in Australia. The results indicated that, in general, participants approved of the philosophy of the MYP, and recommended the MYP as a high-quality framework, being academically rigorous, engaging for students, authentic and holistic. In addition, participants valued the promotion of student inquiry, critical thinking and other academic and non-scholastic skills.



Ryan, A. M., Tocci, C., Ensminger, D., Rismiyati, C. & Moughania, A. (2018). *The incorporation of the International Baccalaureate learner profile in Chicago Public Schools' Middle Years Programmes*. Bethesda, MD, USA. International Baccalaureate Organization. <https://ibo.org/globalassets/publications/ib-research/myp/myp-learner-profile-cps-full-report-2018-en.pdf>

Keywords: Learner profile, International Baccalaureate, Middle Years Programme

Summary: The aim of this report was to examine how teachers understand the learner profile and integrate it into their teaching practice. Findings suggested that teachers reported a high level of familiarity with the learner profile, expressed confidence in their ability to incorporate learner profile attributes into teaching, and believed they were able to influence students' development of learner profile attributes. In addition, participants indicated that three types of support were used most frequently, and were found to be the most useful for teachers: authored guides and materials, workshops and meetings, and coaching.

Rizvi, F., Lo Bianco, J., Wang, C., Hay, T., Barron, R., & Khan, A. (2018). *Emerging technologies and the potential and challenges of peer learning of Chinese and English in transnational learning spaces*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/contentassets/a7bc64e18f3a4a5493d4213f648f8b18/peer-learning-full-report.pdf>

Keywords: Teaching, cultural background, International Baccalaureate, Middle Years Programme

Summary: This study investigated the benefits of a new language-learning programme in Australian and Chinese schools, focused on teaching Modern Standard Chinese and English. The programme involved the creation of a "virtual learning space", in which students with different backgrounds assisted each other in their learning process while meeting in virtual spaces. The study surveyed teachers' perspectives and investigated the linguistic progress of three cohorts of Australian and Chinese students who participated in the programme.

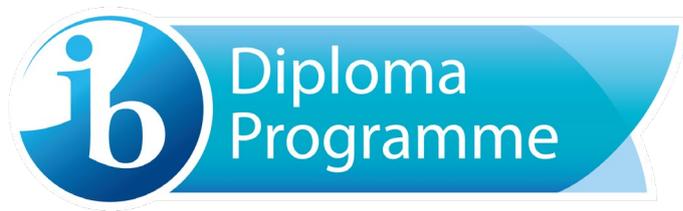


Azzam, T., Mason, S., Swope, M., Rykaczewska, A., & Mansfield, M. (2018). *A study of the implementation and impact of the MYP: Next chapter (Summary report II)*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/contentassets/e2052c9b58b348cda508b7358a9139f3/cec-summary-report-en.pdf>

Keywords: Implementation, Middle Year Programme, International Baccalaureate.

Summary: This document reports on the second phase of a study on the implementation and effects of a curriculum change in the Middle Years Programme (MYP), focused on the implementation of nine MYP curriculum components in a sample of 19 schools. Results show that although in some cases schools do not implement the full array of changes in the MYP curriculum, most schools meet overall expectations. The main factors that drive the expected MYP implementation are teachers' understanding of the curriculum and their confidence in its value in terms of guiding learning.



Diploma Programme (DP)

Scientific documents

Articles

Sanders, J., & Ishikura, Y. (2018). Expanding the International Baccalaureate Diploma Programme in Japan: The Role of University Admissions Reforms. *Journal of Research in International Education*, 17(1), 17-32.

<https://journals.sagepub.com/doi/abs/10.1177/1475240918765528>

Keywords: International Baccalaureate, Diploma Programme, Japan, higher education, admission

Summary: This article explored the relationship between the growth of the IB Diploma Programme and the university admissions reform in Japan. The authors examined data on DP student matriculation and interviewed university admissions officers. Results suggested that private universities lead the educational reform and admitted more DP students.

Suldo, S. M., Shaunessy-Dedrick, E., Ferron, J., & Dedrick, R. F. (2018). Predictors of Success Among High School Students in Advanced Placement and International Baccalaureate Programs. *Gifted Child Quarterly*, 0016986218758443.

<https://journals.sagepub.com/doi/abs/10.1177/0016986218758443>

Keywords: Accelerated curricula, high school students, risk and resiliency factors, student success

Summary: The aim of this study was to examine the individual and social factors associated with students' success in AP and IB programs. Results suggested that success was represented by five characteristics that relate to two domains, namely mental health and academic success. Better outcomes in both domains were positively associated with achievement motivation and cognitive engagement, and negatively associated with parent-child conflict, stress, and avoidance coping strategies. Positive mental health outcomes, but not academic outcomes, were predicted by affective engagement, approach coping and authoritative parenting.

Outhwaite, D. (2018). Identifying the research process to analyse the adoption of the International Baccalaureate's Diploma Programme in England. *Management in Education*, 32(1), 13-18.

<https://journals.sagepub.com/doi/abs/10.1177/0892020617748142>

Keywords: Curriculum change, educational leadership, International Baccalaureate, methodology

Summary: This paper critically discusses the educational research process that examined the expansion of the International Baccalaureate's Diploma Programme in England. The analysis focuses on the main elements of this process, specifically the research question and problem addressed by this research process, its aims and its research method.

Parish, K. (2018). Logic hybridity within the International Baccalaureate: the case of a state school in Poland. *Journal of Research in International Education*, 17(1), 49-66.

<https://journals.sagepub.com/doi/abs/10.1177/1475240918768986>

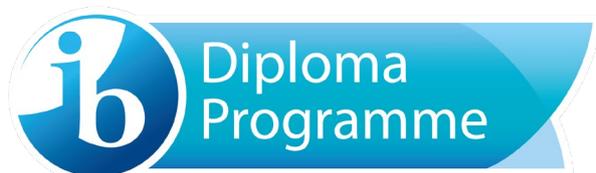
Keywords: International education, human rights education, institutional logics, International Baccalaureate

Summary: The aim of this study was to investigate how human rights logic is being implemented in a school offering the Diploma Programme in Poland. The study explored how human rights logic was experienced and adhered to by students. The main findings indicated that adherence to human rights logic is strongly dependent on factors within the school learning community, such as formal curriculum and specific subjects taken, extra-curricular activities, teachers as role models, and the lived experience of diversity.

Poonosamy, M. (2018). Third culture kids' sense of international mindedness: Case studies of students in two International Baccalaureate schools. *Journal of Research in International Education*, 17(3), 207-227.

<https://journals.sagepub.com/doi/abs/10.1177/1475240918806090>

Keywords: Third culture kids, identity, international mindedness, International Baccalaureate, socio-cultural contexts, grounded theory



Summary: This study examined the factors of IB students' sense of self and engagement with international mindedness. Students in two International Baccalaureate schools participated in the research. The cross-cultural comparisons between students and schooling contexts were guided by socio-cultural theory and investigated through a qualitative methodological approach. Results suggest that IB schools, at least those included in this study, need to develop a stronger attachment to and understanding of the host culture of their students.

Coles Hill, J. (2018). Measuring college success for International Baccalaureate Diploma and certificate candidates, *Journal of International Studies*, 8(1), 21-3.
<https://files.eric.ed.gov/fulltext/EJ1166755.pdf>

Keywords: College admission, graduation rates, International Baccalaureate, international students

Summary: The aim of this study was to identify the differences between International Baccalaureate Diploma Programme (DP) candidates and Non-Diploma Programme students with regard to college acceptances, college persistence, and graduation rates. Results indicated that the DP candidates graduated faster than the non-DP students. Nevertheless, the mean percentage of college acceptances did not differ across the two groups of students.

Cutts, R. (2018). Astronomy Student Research in the International Baccalaureate. *RTSRE Proceedings*, 1(1), 303-319. <https://rtsre.net/ojs/index.php/rtsreconfproc/article/view/43>

Keywords: Student research, astronomy, International Baccalaureate

Summary: This article examines the match between student research and the International Baccalaureate curriculum. It focuses on presenting the results obtained with "Our Solar Siblings", equipment that promotes inquiry-based learning using robotic telescopes. The author designed a Moodle course for students, which contained all of the documents the students required as well as an open-ended forum to allow discussion. The program ran for four years and increased the number of students selecting Physics for their senior studies. Many of the students went on to pursue Science courses at tertiary institutions.

Azzi, I. (2018). Reading the “international” through postcolonial theory: A case study of the adoption of the International Baccalaureate at a school in Lebanon. *International Education Journal: Comparative Perspectives*, 17(1), 51-65.
<https://openjournals.library.usyd.edu.au/index.php/IEJ/article/view/12765>

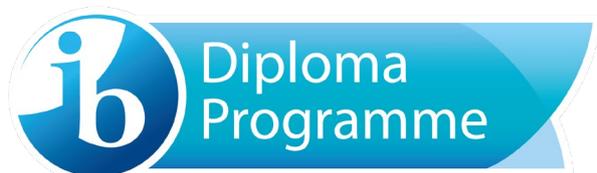
Keywords: International education, international schools, International Baccalaureate, Lebanon, methodological nationalism, postcolonial theory

Summary: This study uses a qualitative case study of a school in Lebanon in examining the place of methodological nationalism in the IB’s approach to international education. Guided by postcolonial theory, the study highlights the differences between states and the dominance of the national perspective in the IB’s approach.

Carthy, M., & Lynch, R. (2018). A Correlational-Comparative Study of Grades 9, 10, 11 and 12 Students’ Motivation for Learning Biology and Their Biology Achievement at Pan-Asia International School, Thailand. *Scholar: Human Sciences*, 10(2), 280.
<http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/2879>

Keywords: Motivation, biology, achievement, science, high school, International Baccalaureate Diploma Programme

Summary: The aim of this study was to examine the differences in student motivation level for learning biology, comparing students enrolled in a “Pre-IB” Programme to those enrolled in the Diploma Programme. The main findings suggested that, for both groups, students’ motivation was high and there was a positive correlation between students’ motivation and achievement. Further, results suggested that grade 12 students had the lowest level of motivation for learning biology.



原和久. (2018). Localisation of Educational Innovations: The Case of the International Baccalaureate Diploma Programme. <http://trail.tsuru.ac.jp/dspace/handle/trair/868>

Keywords: International Baccalaureate, Diploma Programme, diffusion of educational innovations, localization

Summary: The objective of this study was to examine how localization of educational innovations occurs by examining the adoption and implementation of the International Baccalaureate Diploma Programme in local school contexts. This study used a qualitative approach to analyze the documents of selected schools, such as school websites, promotional materials, and curriculum documents. The findings of the study suggested that school leaders modified the educational programs in terms of educational content and curriculum delivery. In addition, the study indicates that there were significant organizational variations among international schools with regard to the modification of curriculum delivery structures.

Гłówka, D. (2018). Congruence of strategies to manage causes and effects of test anxiety among international baccalaureate students before taking their final exams. *Порівняльно-педагогічні студії*, (1). <http://pps.udpu.edu.ua/article/view/140221>

Keywords: Test anxiety, strategies managing test anxiety, the International Baccalaureate Diploma Programme

Summary: The aim of this study was to identify the causes and effects of test anxiety and the strategies used by IB students before taking their final exams. The main causes of test anxiety identified were related to peer pressure and negative self-talk before the exam. The consequences of exam anxiety were related to physical, emotional, and cognitive functioning. Further, results indicated that students used various strategies for managing anxiety, including physical and intellectual activities.



Sahin, F. (2018). Gifted Students' Perception of the IBDP and National Programme, and the Effects of These Programmes on Their Academic Achievement: A Review within the Context of Turkey. *International Journal of Progressive Education*, 14(4), 52-69.
<https://eric.ed.gov/?id=EJ1193489>

Keywords: International Baccalaureate, gifted, Turkish national programme, GPA, achievement

Summary: The aim of this study was to investigate the perceived advantages and disadvantages of the national curriculum and the IB Diploma Programme (DP) for gifted students, and to examine the effects of the two programmes on academic achievement. The results indicated that DP students' English scores and grade point averages were significantly higher than those of the students enrolled in the national curriculum. Furthermore, IB students mentioned many advantages of the DP, including enhancing creative and critical thinking ability and developing awareness of responsibility.

Vulperhorst, J., Lutz, C., de Kleijn, R., & van Tartwijk, J. (2018). Disentangling the predictive validity of high school grades for academic success in university. *Assessment & Evaluation in Higher Education*, 43(3), 399-414.

<https://www.tandfonline.com/doi/abs/10.1080/02602938.2017.1353586>

Keywords: Comparing curricula, selective admission, academic success, prior achievement

Summary: The objective of this study was to investigate the predictive power of prior achievement for academic success in university, specifically in a liberal arts programme. A sample of students who graduated from the Dutch pre-university (VWO) and a sample who graduated from the International Baccalaureate (IB) Diploma Programme participated in the study. Prior achievement was measured both at the overall level, through the high school grade point average (GPA), and at the specific level of three core high school subjects. Results showed differences in the set of significant predictors between the two schooling environments, with core subject grades being more important than high school GPA for the IB graduates' academic success, while the opposite was found for VWO graduates.

Hayden, M., & McIntosh, S. (2018). International education: the transformative potential of experiential learning. *Oxford Review of Education*, 44(4), 403-413.
<https://www.tandfonline.com/doi/abs/10.1080/03054985.2017.1402757>

Keywords: International education, International Baccalaureate, experiential learning, creativity; activity, service (CAS)

Summary: This article presents the results of a literature review focused on the distinction between experience and experiential learning. The previous findings reviewed and synthesized highlight the role that the latter can play in students' personal development when integrated into Creativity, Activity, and Service projects.

Dulun, Ö., Lane, J. F., & Ateşkan, A. (2018). Student perceptions of successful learning support for an international high school programme: a comparative case study in Turkey. *Compare: A Journal of Comparative and International Education*, 1-19.
<https://www.tandfonline.com/doi/abs/10.1080/03057925.2018.1471343>

Keywords: Affective domain, cognitive domain, International Baccalaureate Diploma Programme, international education, student perceptions

Summary: Through a comparative case study methodological approach, this research examined student perceptions of the personal benefits gained from approaches designed to prepare them for the challenges of the International Baccalaureate Diploma Programme. Results from questionnaires and interviews showed that students acknowledge the support they received from pre-DP preparation in developing proper learning strategies, especially with regard to their metacognitive skills.

Gonzalez, R. Y. (2018). Choosing the International Baccalaureate Diploma Programme: Transnational Students creating Social Differentiation through School Choice in the Swedish Education Market.

https://www.edu.su.se/polopoly_fs/1.406168.1539354927!/menu/standard/file/RYGonzalez_MUppsats_FinalManuscript_Revised.pdf

Keywords: Bourdieu, International Baccalaureate, school choice, Sweden, symbolic capital

Summary: The aim of this study was to examine the decision-making process of students in choosing the International Baccalaureate Diploma Programme over national programmes. The results indicated that students have similar motivations and decision-making strategies, regardless of social or educational background. Further, results suggested that similar ideals of self-identity and class determine and legitimize students' choice.

Mukherjee, E. C. (2018). *Going Global in Costa Rica: A Mixed Method Study Examining Teachers of the International Baccalaureate Diploma Program and Its Growth in a Developing Country* (Doctoral dissertation, Florida Atlantic University).

<https://search.proquest.com/openview/145564431cf4a0707158f3e0a090e4a3/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: Global mindedness, critical pedagogy, International Baccalaureate, Diploma Programme

Summary: The aims of this dissertation were to examine the growth of IB programmes in Costa Rican public and private schools, to explore teachers' global mindedness and perceptions of the IB, as well as to analyze the IB's Creativity, Activity, and Service (CAS) component in its global education potential. The researcher used interviews and questionnaires assessing IB teachers' global mindedness.



Horn, S. (2018). **Critical thinking efficacy and transfer at an International Baccalaureate Diploma Programme school in Finland.** <http://www.utupub.fi/handle/10024/145975>

Keywords: Critical thinking efficacy, critical thinking transfer, International Baccalaureate, Diploma Programme

Summary: The objective of this research was to examine critical thinking, both efficacy and transfer, in students. Using a quantitative approach, the researcher explored critical thinking by replicating several tasks developed by the Stanford History Education Group. In order to consider the extent that the DP fosters growth in critical thinking skills, the tasks were administered to a pre-IB cohort preparing to enter the DP and an IB cohort preparing to graduate from the DP. Results suggested that those preparing to graduate obtained higher scores in critical thinking. Further, results suggested that the DP approach on developing critical thinking skills by explicitly teaching it as a separate course is more effective in enhancing critical thinking.

Brodie, C. (2018). ***The effects of the implementation of the International Baccalaureate Diploma Program on schoolwide pedagogy in a Long Island high school*** (Doctoral dissertation, St. John's University (New York), School of Education and Human Services). <https://search.proquest.com/openview/6390222cb7c1d65bb2b3a324d40757df/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: Implementation, change theory, systems thinking, International Baccalaureate, Diploma Programme

Summary: This study investigated the extent to which changes in school pedagogy after implementing the International Baccalaureate Diploma Programme reflect the principles of Change Theory and Systems Thinking. The author investigated the perceptions of teachers within the program, in the same grades as the program, and teachers in the lower grades.

May, J. (2018). *A Narrative Study of High-Quality Teachers of the International Baccalaureate Diploma Programme*. ProQuest LLC. <https://eric.ed.gov/?id=ED588031>

Keywords: Narrative approach, teachers' qualifications, International Baccalaureate, Diploma Program

Summary: Through a qualitative approach, the research aim was to document the course delivery and teaching experience of International Baccalaureate teachers. The research methodology consisted of semi-structured interviews with teachers of French, Spanish and History. The results suggested that IB teachers are generally satisfied with the programme and their role in the programme. Further, they reported that they have the freedom to make educational decisions within the curricular framework, and they benefit from collaboration with colleagues.

Ang, D. (2018). *The implementation of blended learning in International Baccalaureate Diploma Programme (IBDP) English A curriculum in Singapore: an exploratory design-based research* (Doctoral dissertation, Lancaster University). <http://eprints.lancs.ac.uk/124285/>

Keywords: Blended learning, implementation, student experience, International Baccalaureate, Diploma Programme

Summary: The objective of this research was to examine students' experiences and perception of the effectiveness of blended learning in an international school in Singapore. Findings indicated that students were concerned with their academic performance and were not always digitally literate. Still, they reported enjoying blended learning and found it useful as a bridge between the curriculum and the world.

Metli, A. (2018). *Forms of support for and challenges to fostering international-mindedness: perspectives about the International Baccalaureate Diploma Program from different school contexts* (Doctoral dissertation, Bilkent University). <http://repository.bilkent.edu.tr/handle/11693/47575>

Keywords: Global engagement, International Baccalaureate, intercultural understanding, international education, international-mindedness, multilingualism

Summary: This study examined the ways forms of support for and challenges to international-mindedness are perceived by International Baccalaureate Diploma Programme students, teachers and coordinators. The sample included three schools in Istanbul. The perceptions of international-mindedness were investigated through mixed methods. The results highlighted several manners through which intercultural understanding and global engagement are fostered, as well as factors that undermined the implementation of international-mindedness. Three core components of international-mindedness were identified, namely global knowledge, intercultural issues and community service.

Applewhite, L. R. (2018). *Teachers' and Principals' Perspectives on Leadership during International Baccalaureate School-Wide Transformation* (Doctoral dissertation, Concordia University – Chicago).

<https://search.proquest.com/openview/caa4550a9e67b9adc5327d799685b387/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: School change, transformation, leadership, coaching, International Baccalaureate, Diploma Programme

Summary: This paper examined principals' leadership perceptions, strategies of support for school change, and perspectives on leadership practices while implementing the International Baccalaureate Diploma Programme. Results suggested that participants described leadership as a function of values, character, motives, habits, traits, competencies, style, behavior, and skills.

Gazdik, K. B. (2018). *A Mixed Methods Study of the Impact of Advanced Placement, International Baccalaureate, and Dual Enrollment Courses on College Transition and Success* (Doctoral dissertation, University of North Dakota).

<https://search.proquest.com/openview/6e1b49e007f8cf533ab94a1cb99511c3/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: International Baccalaureate, Diploma Programme, Advanced Placement, dual enrollment, post-secondary education

Summary: This study examined the effects of enrolment in advanced courses on college transition and academic success. Results suggested no statistically significant differences between those in advanced classes and those who had not taken advanced coursework concerning academic success. Further, both groups of students reported experiencing similar challenges in college transition.

Books chapters

Lam, T. F. (2018). Learner as participatory agent of material adaptation: Strategy for enacting international mindedness in Mandarin B. In *Researching Chinese Language Education* Routledge.

<https://www.taylorfrancis.com/books/e/9781317210016/chapters/10.4324/9781315618128-9>

Keywords: International mindedness, material adaptation, International Baccalaureate

Summary: This study reports how Chinese teachers used strategies to adapt materials in order to enact the notion of international mindedness (IM) in the context of the Mandarin B course of the International Baccalaureate Diploma Programme. The results suggested that the teachers perceived learners with multicultural backgrounds as participatory agents for material adaptation. Their strategy employed modalities to activate the learner's own cultural resource through a comparison task.

Gu, M. (2018). Text-based language teaching methodology in an IB diploma Chinese class. In *Researching Chinese Language Education* (pp. 171-192). Routledge.

<https://www.taylorfrancis.com/books/e/9781317210016/chapters/10.4324/9781315618128-10>

Keywords: Teaching methodology, reading, International Baccalaureate.

Summary: This study investigates the implementation of text-based teaching methods in a high school setting. The study revealed that text-based language teaching method provided students with opportunities to be exposed to Chinese in action by observing the teacher's speech and reading authentic texts. Students learned to analyze the social functions and contexts of the texts and to compose their own original texts through their experience with authentic texts.

Jacovidis, J. N., Chadwick, K. L., Fukuda, E., Todd, J., & Thier, M. (2018). *Study of International Baccalaureate Diploma Programme and Career-Related Programme School Readiness for and Perceptions of On-screen Examinations*. International Baccalaureate Organization. <https://www.ibo.org/globalassets/publications/ib-research/dp/dp-cp-onscreen-assessment-final-report-2018-en.pdf>

Keywords: Perceptions, on-screen examinations, implementation, International Baccalaureate

Summary: The aim of this study was to identify the perceptions, potential challenges, and implementation needs of IB World schools as they plan for the transition to on-screen examinations. Overall, results suggested that respondents had positive attitudes toward on-screen examinations. While results indicated that students and school leaders were more receptive to this transition, school personnel had some concerns about the potential loss of student work, lack of user-friendliness of the examination interface, and costs.

The National Recognition Information Centre for the United Kingdom (2018). *The International Baccalaureate Diploma Programme (DP): Alignment with Swedish Upper Secondary Education*. International Baccalaureate Organization.

<https://ibo.org/contentassets/d1c0accb5b804676ae9e782b78c8bc1c/dp-sweden-final-report.pdf>

Keywords: International Baccalaureate (IB) Diploma Programme (DP), Swedish upper secondary qualification, educational objectives, alignment

Summary: This report compares the International Baccalaureate (IB) Diploma Programme (DP) to the Swedish upper secondary qualification in terms of their objectives and educational practices. Results reveal clear similarities between the two qualifications, especially with regard to their aims related to approaches to learning and students' personal and ethical development. Moreover, the comparative analyses of a sample of science and mathematics courses further highlight the alignment between the DP and the Swedish system.



Beech, J., Guevara, J., del Monte, P., (2018). *Diploma Programme implementation in public schools in Latin America: The cases of Costa Rica, Argentina (Buenos Aires) and Peru.* International Baccalaureate Organization. <https://ibo.org/globalassets/publications/ib-research/dp/dp-in-latin-america-full-report-en.pdf>

Keywords: Implementation, International Baccalaureate, Diploma Programme

Summary: The aim of this study was to examine the implementation of the International Diploma Programme in public schools in Latin America. Results suggested that officials' motivations to implement the Diploma Programme were related to providing equity for students in receiving opportunities and promoting innovation in secondary schools.



Career-related Programme (CP)

Scientific documents

Articles

Mack, L. C., Halic, O., & Burd, E. (2018). Career oriented and university bound: higher education outcomes of IB Career-related Programme graduates in the US. *Journal of Vocational Education & Training*, 1-23.

<https://www.tandfonline.com/doi/abs/10.1080/13636820.2018.1481449>

Keywords: International Baccalaureate, postsecondary outcomes, college and career readiness, higher education, career technical education, vocational education

Summary: The aim of this study was to examine patterns of higher education outcomes of CP graduates in the United States. Results indicated that CP graduates enroll in university at higher rates than high school students nationally. The number of IB exams and the completion of the CP certificate significantly predicted postsecondary enrollment. Further, higher mean IB exam scores positively predicted higher odds of a student attending a 4-year institution compared to a 2-year institution.

Cross-programme Studies / IB organization

Scientific documents

Articles

Hacking, E. B., Blackmore, C., Bullock, K., Bunnell, T., Donnelly, M., & Martin, S. (2018). International Mindedness in Practice: The Evidence from International Baccalaureate Schools. *Journal of Research in International Education*, 17(1), 3-16. <https://journals.sagepub.com/doi/abs/10.1177/1475240918764722>

Keywords: International mindedness, International Baccalaureate, promising practice, stakeholder perspectives, critical global citizenship education

Summary: The objective of this study was to explore how international mindedness is conceptualized, developed and assessed in schools offering International Baccalaureate programmes. The study suggested that international mindedness need not be culturally based in Western traditions, and should promote an inclusive school environment by including and valuing individuals from the community, regardless of background, language or culture.

Gardner-McTaggart, A. (2018). Leadership of international schools and the International Baccalaureate learner profile. *Educational Management Administration & Leadership*, 1741143217745883. <https://journals.sagepub.com/doi/abs/10.1177/1741143217745883>

Keywords: International Baccalaureate, IB leadership, IB learner profile, educational leadership, global citizenship education, IB directors, Bourdieu.

Summary: This paper reports on the findings of a two-year study on IB directors guided by the paradigm of critical phenomenology and focused on the degree to which directors use the IB learner profile and Global Citizenship Education (GCE) in leadership. Results suggest that the IB learner profile is attributed a minor status in practice, while directors mostly adhere to GCE, due to its correspondence to their personal values.

Calnin, G., Waterson, M., Richards, S., & Fisher, D. (2018). Developing Leaders for International Baccalaureate World Schools. *Journal of Research in International Education*, 17(2), 99-115. <https://journals.sagepub.com/doi/abs/10.1177/1475240918790703>

Keywords: Educational leadership, international education, leadership development, leadership intelligences, culturally diverse communities

Summary: This theoretical paper describes the contexts, studies and theories that have contributed to the IB's leadership professional development programme. The IB leadership development programme aims to provide learning experiences that support the development of a set of interdependent intelligences most closely aligned with effective educational leadership. The major conclusions draw on the effectiveness of leadership in IB World Schools.

Dickson, A., Perry, L. B., & Ledger, S. (2018). Impacts of International Baccalaureate programmes on teaching and learning: A review of the literature. *Journal of Research in International Education*, 17(3), 240-261.

<https://journals.sagepub.com/doi/abs/10.1177/1475240918815801>

Keywords: International Baccalaureate, teaching, learning, challenges, benefits

Summary: This literature review examined the impact of IB programmes on teaching and learning. Findings of the review revealed that stakeholders' perspectives or self-reported experiences of IB programmes were most frequently studied. Stakeholders frequently reported that IB programmes develop research and critical thinking skills, intercultural appreciation and global awareness, and cultivate collaborative working cultures and creative pedagogical practices among teachers.

Lin, W., & Lee, M. (2018). Linking Network Learning Capacity (NLC) to professional community and organizational learning in an International Baccalaureate (IB) school in Taiwan. *Journal of Educational Administration*, 56(6), 620-642.
<https://www.emeraldinsight.com/doi/full/10.1108/JEA-10-2017-0150>

Keywords: Organizational learning, Taiwan, professional community, social network analysis, International Baccalaureate, network learning capacity

Summary: The objective of this study was to examine the Network Learning Capacity (NLC) in teachers' professional networks. Results suggested that network positions were extremely important in forming NLC on instruction, and that a key component in establishing learning in this case study school was the efficiency of reflective dialogue.

Gardner-McTaggart, A. (2018). Birds of a Feather: Senior International Baccalaureate International Schools Leadership in Service. *Journal of Research in International Education*, 17(1), 67-83. <https://journals.sagepub.com/doi/abs/10.1177/1475240918768295>

Keywords: International schools, International Baccalaureate, educational leadership, Bourdieu, globalizing education, Habermas

Summary: The objective of this article was to examine the characteristics of International Baccalaureate school directors in Western Europe. The main findings suggested that successful leadership in this context responded to market demands through a commodification of Anglo identity. Additionally, results indicated female participants to be more successfully balanced directors, and also suggested service to be central to leadership.

Menéndez, M., & Valle, J. M. (2018). Academic Honesty in K-12 education: The case of the International Baccalaureate. *Journal of Supranational Policies of Education (JoSPoE)*, (7). <https://revistas.uam.es/index.php/jospoe/article/view/9803>

Keywords: Honesty, International Baccalaureate, learner, ethic, dishonesty, misconduct

Summary: This paper reviewed how academic honesty is understood and implemented at schools offering IB programmes. The main conclusions suggested that the International Baccalaureate has structured, developed and implemented a policy of academic honesty by enforcing it through its programmes' standards and practices. Regardless of cultural differences, IB World Schools design academic honesty policies to meet international standards, beyond national ones.

Ishikura, Y. (2018). The International Baccalaureate in Japan and Asia. *International Higher Education*, (96), 19-21. <https://ejournals.bc.edu/ojs/index.php/ihe/article/view/10778>

Keywords: International education, implementation, International Baccalaureate

Summary: This article aimed at presenting how IB programmes expanded in Asia, more specifically in Japan, by addressing challenges and opportunities that the implementation of the IB programme has brought to Japanese higher education. The study indicated that for IB students to succeed in the national examination, they need to prepare in a completely different manner than for IB examinations. The general Japanese curriculum accentuates knowledge-based learning, whereas the IB emphasizes inquiry-based learning and critical thinking.

Hacking, E. B., Bullock, K., & Martin, S. (2018). Incorporating international mindedness into everyday learning. *International School Magazine*, 21(1), 7-9.
https://purehost.bath.ac.uk/ws/portalfiles/portal/186937945/IS61_Barratt_Hacking_et_al_article_Sept_2018_1_.pdf

Keywords: International mindedness, international school, International Baccalaureate

Summary: The aim of this article was to investigate the key aspects of schools' philosophies and initial strategies to implement international mindedness (IM) concepts. Schools in this study interpreted international mindedness as relating to interconnectedness and interdependency. Further, there was a widespread view from staff that the IB curriculum promotes IM, and teachers described opportunities to embed IM in their planning.

原和久. (2018). The Reasons Why Schools Adopt the International Baccalaureate Programmes: A Review of the Literature. <http://trail.tsuru.ac.jp/dspace/handle/trair/851>

Keywords: International Baccalaureate, IB programmes, adoption of international curriculum

Summary: The purpose of this paper was to review previous findings on the motives for implementing International Baccalaureate programmes, as perceived by school leaders. The main findings suggested that there are significant variations among IB schools regarding the reasons for implementing IB programmes. Results suggested that reasons for implementing IB programmes include fostering internationalism within a school community, being accountable to stakeholders and local authorities, and gaining a competitive advantage in an education market.

Suldo, S. M., O'Brennan, L., Storey, E. D., & Shaunessy-Dedrick, E. (2018). Supporting High School Students in Accelerated Courses. *Communique*, 46(6). <https://eric.ed.gov/?id=EJ1172633>

Keywords: High school students, acceleration, advanced placement programs, student records, grade point average, achievement tests

Summary: This study investigated the variability in AP/IB students' mental health and academic performance and the factors related to these outcomes. Results show that a sizable percentage of students have low emotional well-being and/or low academic performance, which highlights the need to develop supportive interventions for students in accelerated curricula.

Gardner-McTaggart, A. (2018). The promise of advantage: Englishness in IB international schools. *Perspectives: Policy and Practice in Higher Education*, 1-6. <https://srhe.tandfonline.com/doi/abs/10.1080/13603108.2018.1456491#.XDR66YxR2Mo>

Keywords: International schools, educational leadership, International Baccalaureate, educational policy, Englishness, cultural laundering

Summary: This paper reports on an investigation of senior leadership in IB schools. Results suggest that IB leaders use their own societal values in their narrative of leadership, and that they define global-mindedness through an 'Inner Circle English' advantage, a power-narrative of middle-class 'Englishness', which further infuses the school's mission and vision.

Coxhead, A., & Boutorwick, T. J. (2018). Longitudinal Vocabulary Development in an EMI International School Context: Learners and Texts in EAL, Maths, and Science. *TESOL Quarterly*, 52(3), 588-610. <https://onlinelibrary.wiley.com/doi/abs/10.1002/tesq.450>

Keywords: Vocabulary knowledge, international school, International Baccalaureate

Summary: The study aimed to track the vocabulary development of learners in an English-medium instruction international school, and to complement these results with a lexical analysis of learning materials and representative textbooks. Longitudinal testing was carried out using the Vocabulary Levels

Test (VLT). Learners with the lowest scores on the high frequency words of the VLT in Grade 6 were non-native speakers, so they were given English as an additional language support. Non-native speakers with higher scores on the VLT and native speakers had mastery of the 2,000 level from Grade 6, and all three groups scored similarly at the 3,000 level and academic sections of the test by Grade 10.

Moriguchi, Y. (2018). Impact of Educational Practice According to the Context Unique to Japan through Introduction of International Baccalaureate. *International Journal for Infonomics (IJI)*, 11 (3), 1796 – 1803. <https://infonomics-society.org/wp-content/uploads/iji/published-papers/volume-11-2018/Impact-of-Educational-Practice-According-to-the-Context-Unique.pdf>

Keywords: Educational programs, education curriculum, international schools, International Baccalaureate

Summary: This study compares Japan's public/private IB (and non-IB) schools with international schools that offer IB programmes, aiming to highlight the changes in local educational practices brought by IB programmes. The peculiarities of the Japanese educational system are described, especially those that may hinder the introduction of IB programmes. Additionally, the problems associated with these peculiarities that occur in IB schools in Japan are analyzed.

Lin, Moosung Lee & Geoff Riordan (2018): The Role of Teacher Leadership in Professional Learning Community (PLC) in International Baccalaureate (IB) Schools: A Social Network Approach, *Peabody Journal of Education*, DOI: 10.1080/0161956X.2018.1515833. <https://doi.org/10.1080/0161956X.2018.1515833>

Keywords: Teacher leadership, professional learning community, International Baccalaureate

Summary: The aim of this study was to investigate how professional interactions among teachers develop different types of teacher leadership. Further, the authors were interested in examining if these interactions shape different levels of teachers' involvement in activities related to their professional learning community (PLC). The main conclusions suggest four conceptually different types of teacher leadership.

Kidson, P., Odhiambo, G. & Wilson, R. (2018). The International Baccalaureate in Australia: trends and issues, *Compare: A Journal of Comparative and International Education*, DOI: 10.1080/03057925.2017.1415751. <https://doi.org/10.1080/03057925.2017.1415751>

Keywords: International Baccalaureate, Australia, international education, curriculum, government and nongovernment schools

Summary: This article provided an analysis of International Baccalaureate programmes in Australia. Further, it outlined the trends in growth across the various IB programmes over the last decade and compared these to international trends. The profile generated was compared with the profile of research that has been conducted into the IB in Australia during this same period.

Bailey, L., & Cooker, L. (2018). Who Cares? Pro-social education within the programmes of the International Baccalaureate. *Journal of Research in International Education*, 17(3), 228-239. <https://journals.sagepub.com/doi/abs/10.1177/1475240918816405>

Keywords: International schooling, International Baccalaureate, pro-social education, character education, curriculum

Summary: This article investigated students' pro-social development, which is an aspect of the character education offered by schools that implement the curriculum of the International Baccalaureate. The sample included nine case-study international schools following this curriculum across three continents. The study examined the pro-social curriculum practice enacted by these schools. Its findings suggest that the International Baccalaureate programmes effectively encourage pro-social behavior, although a somewhat patrician version of caring is enacted in many contexts.

Haynes, C. A., & Shelton, K. (2018). *Beyond the Classroom: A Framework for Growing School Capacity in a Digital Age*. *Journal of Research on Technology in Education*, 1-12.

<https://www.tandfonline.com/doi/abs/10.1080/15391523.2018.1451791>

Keywords: ICT framework, school capacity, K-12 international schooling, digital learning leadership, Delphi method, D-LIFE, International Baccalaureate

Summary: This paper presents the development of a new framework designed to guide K-12 school leaders in building and evaluating digital-age school capacity. The Digital Learning Implementation Framework for Education (D-LIFE) was based on a Delphi study involving learning experts with 5 years or more of experience teaching or leading in an IB world school context and focused on 148 essential criteria for technology implementation and digital learning in schools. The comparisons between D-LIFE and other prominent frameworks indicate that the former has higher alignment with ISTE Essential Conditions.

Halligan, J. (2018). *Introducción al número 7. 50 años de una educación IB*. *Journal of Supranational Policies of Education (JoSPoE)*, (7).

<https://revistas.uam.es/index.php/jospoe/article/viewFile/9801/9968>

Keywords: Opportunities, International Baccalaureate, professional guidance

Summary: This paper presents the opportunities, student achievements and the main principles of the educational activities in the International Baccalaureate. The main conclusions suggest that students and graduates need new skills to thrive and succeed both in their future education and in their professions. The IB promotes new approaches, such as the program related to professional guidance to prepare students for future professional careers or electronic assessments evaluating new skills through digital assessment and online learning.

Mishra, S. (2018). The World in the Classroom: Using Film as a Pedagogical Tool. *Contemporary Education Dialogue*, 15(1), 111-116.

<https://journals.sagepub.com/doi/abs/10.1177/0973184917742250>

Keywords: Collaborative learning, children and technology, film and art, India, subjective, self-expression

Summary: The objective of this paper was to present the impact of using the experience of teaching film in the International Baccalaureate programme on intellectual and emotional learning. The article also presents the possibilities of using film as a pedagogic tool for the collaborative construction of knowledge.

Harshman, J. (2018). Developing global citizenship through critical media literacy in the social studies. *The Journal of Social Studies Research*, 42(2), 107-117.

<https://www.sciencedirect.com/science/article/pii/S0885985X17300025>

Keywords: Critical literacy, films, global citizenship, mediascapes

Summary: This article examined how global educators use film to teach about colonialism, capitalism, conflict, citizenship, and conscientious consumerism through a study utilizing on-line discussion forums in which 120 IB teachers in 36 countries exchanged ideas. The author discusses the means through which global educators can enhance internationally minded, critical media literacy in their classrooms with an emphasis on the resources needed to teach about media perspectives.

Metli, A., Martin, R. A., & Lane, J. F. (2018). Forms of support and challenges to developing international-mindedness: a comparative case study within a national and an international school in Turkey. *Compare: A Journal of Comparative and International Education*, 1-19.

<https://www.tandfonline.com/doi/abs/10.1080/03057925.2018.1490889>

Keywords: Intercultural understanding, international education, international-mindedness, multilingualism

Summary: This paper used mixed methods to explore perceptions of international-mindedness within two case study schools in Istanbul, Turkey. The authors analyzed the pillars of international-mindedness: multilingualism, intercultural understanding, and global engagement. Findings suggested that the national school was striving to overcome limitations of homogeneity, while the international school struggled to address its assumptions that a heterogeneous population alone would be enough to encourage intercultural understanding. No clear conceptual links among multilingualism, intercultural understanding, and global engagement were found at the case study schools.

Dvir, Y., Shields, R., & Yemini, M. (2018). Three faces of global citizenship education: IB Schools' self-representations in four local contexts. *British Journal of Educational Studies*, 66(4), 455-475. <https://www.tandfonline.com/doi/abs/10.1080/00071005.2018.1533102>

Keywords: Global citizenship education, International Baccalaureate, websites

Summary: This research analyzed the websites of IB schools in four geographical locations in order to investigate their self-representations. Findings reveal three general dimensions of schools' image: globally acknowledged quality, moral global citizenship, and neoliberal global citizenship, which are discussed in terms of the concept of global citizenship education (GCE).

Savva, M., & Stanfield, D. (2018). International-Mindedness: Deviations, Incongruities and Other Challenges Facing the Concept. *Journal of Research in International Education*, 17(2), 179-193. <https://journals.sagepub.com/doi/abs/10.1177/1475240918793954>

Keywords: International-mindedness, international schools, international education, globalization of education

Summary: This paper analyzes two general definitions of international-mindedness as they emerge in the developing discourse and the theoretical background. The first one focuses on character development, while the second is more concerned with opportunities of social and global mobility. The specificities of international-mindedness in comparison to those of more established frameworks, such as interculturalism, multiculturalism and cosmopolitanism, are also discussed.

Taylor, J. L., & Yan, R. (2018). Exploring the outcomes of standards-based concurrent enrollment and Advanced Placement in Arkansas. *Education policy analysis archives*, 26, 123.
<https://epaa.asu.edu/ojs/article/view/3647>

Keywords: College access, college retention, concurrent enrollment, Advanced Placement, quality, policy, NACEP

Summary: This study investigated the effect of different accelerated programs, such as those offered by the International Baccalaureate, on students' enrolling in and being retained in an Arkansas college. Results show that college access and retention can be predicted on the bases of participation in concurrent enrolment and Advanced Placement, while no effect on students' participation in a NACEP-accredited concurrent enrolment program was found.

Kronborg, L., & Cornejo-Araya, C. A. (2018). Gifted educational provisions for gifted and highly able students in Victorian schools, Australia. *Universitas Psychologica*, 17(5), 1-14.
[https://revistas.javeriana.edu.co/files-articulos/UPSY/17-5%20\(2018\)/64757336003/](https://revistas.javeriana.edu.co/files-articulos/UPSY/17-5%20(2018)/64757336003/)

Keywords: Gifted educational provisions, gifted students, highly capable students, professional development

Summary: This paper presents the main educational options implemented in Victoria, Australia for gifted and highly able students. It differentiates between the educational provisions based on accelerated learning (one of which being the International Baccalaureate) and those based on high ability grouping. The study also highlights the importance of teachers' knowledge and attitudes for the successful implementation of these options.

Castro, G. R. M., Solórzano, J. V. M., Loor, M. G. M., Laz, P. E. M., & Carvajal, G. D. S. (2018). Las fortalezas del bachillerato internacional frente al modelo de ingreso a la educación superior. *unesum-Ciencias. Revista Científica Multidisciplinaria*. ISSN 2602-8166, 2(2), 145-154. <http://www.runachayecuador.com/refcale/index.php/unesumciencias/article/view/2860>

Keywords: International mentality, innovation, pedagogy, research, cognitive level, evaluation models

Summary: The aim of this paper was to examine the connection between the cognitive level acquired in the International Baccalaureate and its status and assessment in university admissions. Results suggested that the national universities in Ecuador do not valorize the cognitive potential of students from the International Baccalaureate Programme.

Palmer, N. (2018). Emergent constellations: Global citizenship education and outrospective fluency. *Journal of Research in International Education*, 17(2), 134-147. <https://journals.sagepub.com/doi/abs/10.1177/1475240918793963>

Keywords: Global citizenship education, international mindedness, constructivist grounded theory, outrospection, empathy, theory of communicative action, Habermas

Summary: This study focused on the activation of Global citizenship education (GCE) in an IB school. The dominant framework in participants' perspective, as emerged in the results, is one in which GCE reconciles the individual learner and the learning community. Results also pinpoint several IB elements that reflect GCE, such as the IB Diploma Creativity Activity Service (CAS) and Theory of Knowledge components or the PYP exhibition.

Holloway, J., & Keddie, A. (2018). 'Make money, get money': how two autonomous schools have commercialised their services. *Discourse: Studies in the Cultural Politics of Education*, 1-13. <https://www.tandfonline.com/doi/abs/10.1080/01596306.2018.1451305>

Keywords: Commercialisation, autonomous schools, marketisation, privatisation

Summary: This study analyzes the transformation of two autonomous public schools in Australian for-profit producers through various commercialization initiatives. By adopting Foucault's theoretical paradigm, it highlights the possibilities created by the current marketised articulation of education in what regards schools' abilities to create market solutions in order to acquire resource. The potential dangers of this endeavor for the current and future identities of the schools are also discussed.

Swan, A. K., Inkelas, K. K., Jones, J. N., Pretlow, J., & Keller, T. F. (2018). The Role of High School Research Experiences in Shaping Students' Research Self-Efficacy and Preparation for Undergraduate Research Participation. *Journal of The First-Year Experience & Students in Transition*, 30(1), 103-120.

<https://www.ingentaconnect.com/contentone/fyesit/fyesit/2018/00000030/00000001/art00006>

Keywords: Student research, high school students, self-efficacy, undergraduate students, student participation, student experience

Summary: This study explored the role of an IB Diploma Programme research project (extended essay) in students' development of research self-efficacy in high school. Further, the authors examined how this project influenced students' participation in undergraduate research. Results suggested that students' pre-college research experiences enhanced their research self-efficacy. This experience led to interest in and confidence with conducting research during college.

Tolosa, C., Biebricher, C., East, M., & Howard, J. (2018). Intercultural language teaching as a catalyst for teacher inquiry. *Teaching and Teacher Education*, 70, 227-235.
<https://www.sciencedirect.com/science/article/pii/S0742051X17313823>

Keywords: Teacher inquiry, intercultural language teaching, foreign language learning, self-reflection

Summary: This study examined the development of practices in intercultural language teaching of two language teachers (one in the IB programme). The study used a qualitative case study approach, and its results highlight a significant change in these practices in terms of developing students' intercultural communicative competence, mainly as a result of opportunities for teachers to inquire into their own practices.

Yemini, M., & Furstenburg, S. (2018). Students' perceptions of global citizenship at a local and an international school in Israel. *Cambridge Journal of Education*, 1-19.
<https://www.tandfonline.com/doi/abs/10.1080/0305764X.2017.1418835>

Keywords: Global citizenship education, students, Israel, schools' agency, conflict-ridden societies, soft global citizenship education

Summary: This study compared students from two educational settings in Israel (one local and one implementing IB programmes) on their perceptions and definitions of global citizenship. Results highlighted four major themes describing students' perspectives on this topic: the criteria for defining a 'global citizen', the conflicting dimensions of global citizenship, its role in conflict resolution and the school's contribution in educating for global citizenship.

Tissot, F. (2018). A migration industry for skilled migrants: the case of relocation services. *Migration Letters*, 15(4), 545-559.

<https://journals.tplondon.com/index.php/ml/article/view/4>

Keywords: Migration industry, skilled migration, international work, meso-level

Summary: The aim of this paper is to clarify the role of the organizations that support skilled migrants after a relocation, using the analytical concept of migration industry. One of the factors supporting relocation or migration of parents with children is the presence of an International Baccalaureate school in the district.

Varadarajan, B. (2018). Branding Strategies of a Private International School. *The Qualitative Report*, 23(4), 932-948. <https://nsuworks.nova.edu/tqr/vol23/iss4/15/>

Keywords: Branding, schools, administration, social media, case study method

Summary: This study examined the branding strategies used by private international schools, including IB schools, in India to promote their organizations. A case study method was used, involving interviews with school leaders, teachers and parents. Results highlighted various internal approaches employed by schools in order to develop their brand, mostly focused on the schools' vision, mission and values.

Mahfouz, J., Sausner, E., & Kornhaber, M. (2018). US international schools overseas and the Common Core. *International Journal of Leadership in Education*, 1-15.

<https://www.tandfonline.com/doi/abs/10.1080/13603124.2018.1481529>

Keywords: Implementation, international schools, International Baccalaureate

Summary: The aim of this study was to examine how international schools overseas implement the Common Core State Standards. Results indicated that leaders of international schools reported that implementation of the Common Core enhanced the building of U.S. culture within their institutions. Further, the implementation of the Common Core supported students' transitions between international and U.S. schools.

Keskin, Ö., Çorlu, M. S., & Ayas, A. (2018). Voicing Mathematics Teachers: A Holistic Overview of Their Early Career Challenges. *Educational Sciences: Theory & Practice*, 18(2). <http://www.estp.com.tr/wp-content/uploads/2018/08/estp.2018.2.0025.pdf>

Keywords: Beginning teachers, mathematics teacher education, mathematical knowledge for teaching, beliefs and expectations, challenges.

Summary: The aim of this study was to examine novice mathematics teachers' perception of the challenges in their careers. The participants were teachers who worked in schools which offer the International Baccalaureate Diploma Program (DP) in addition to the national curriculum. Results indicated that mathematical knowledge for teaching, classroom management and organization, students' assessment, and the context of teaching are the main challenges novice teachers reported. Further, teachers reported a general lack of awareness, and oversimplified and unrealistic beliefs about the teaching profession.

Suldo, S. M., Storey, E. D., O'Brennan, L. M., Shaunessy-Dedrick, E., Ferron, J. M., Dedrick, R. F., & Parker, J. S. (2018). Identifying High School Freshmen with Signs of Emotional or Academic Risk: Screening Methods Appropriate for Students in Accelerated Courses. *School Mental Health*, 1-18. <https://link.springer.com/article/10.1007/s12310-018-9297-9>

Keywords: Screening, teacher nominations, high school, accelerated courses, gifted students

Summary: The aim of this study was to identify students at risk mid-year in terms of stress, affective engagement and academic performance, by comparing the reported experiences of students with teachers' evaluations. Results indicated that overall, teachers correctly identified students at risk, their sensitivity in this identification being higher for academic risk than for emotional risk.

Hammad, W., & Shah, S. (2018). Dissonance Between the “International” and the Conservative “National”: Challenges Facing School Leaders in International Schools in Saudi Arabia. *Educational Administration Quarterly*, 54(5), 747-780.

<https://journals.sagepub.com/doi/abs/10.1177/0013161X18785864>

Keywords: International schools, conservative society, school leadership, Saudi Arabia, cultural dissonance

Summary: The objective of this study was to investigate leadership challenges in international schools (including IB schools) in Saudi Arabia by examining the dissonance between liberal and conservative approaches to education. Results indicated a number of obstacles that international school leaders may face when implementing a new education strategy, namely sex segregation, Saudization, and parental expectations. Further, coping strategies commonly used by school leaders when dealing with these obstacles are compliance and circumvention.

Homer, M. S. (2018). Measuring mathematical affect in an international context: influences on pre-university attainment and degree choice. *Teaching Mathematics and its Applications: An International Journal of the IMA*. <https://academic.oup.com/teamat/advance-article-abstract/doi/10.1093/teamat/hry003/4938807>

Keywords: Mathematical self-efficacy, mathematical self-concept, International Baccalaureate, alumni

Summary: This study investigated mathematical self-efficacy in former IB students who had studied higher level pre-university mathematics. Two types of mathematical self-efficacy were assessed: current and retrospective (i.e. on completion of the IB course). Students from 64 countries who had studied higher level pre-university mathematics participated in the research. Results reveal distinct patterns of influence relating to mathematical self-efficacy and attainment, as well as differences by gender and country.

Doherty, C. (2018). Keeping doors open: transnational families and curricular nationalism. *International Studies in Sociology of Education*, 27(2-3), 200-216.
<https://www.tandfonline.com/doi/abs/10.1080/09620214.2017.1415162>

Keywords: Transnationalism, curriculum, mobility, nation, citizenship

Summary: The objective of this study was to review previous research literature in order to explore the transformation of nation-based curriculum as a function of transnational populations. The International Baccalaureate educational programme is discussed as a rare example of curriculum that is not anchored in curricular nationalism, in line with its principle of 'international-mindedness'. Also, the paper examines how national curriculum may affect the education of children who belong to transnational populations.

Forrest, S. (2018). Can CPD enhance student-centered teaching and encourage explicit instruction of International Baccalaureate Approaches to Learning skills? A qualitative formative assessment and summative evaluation of an IB school's in-house CPD programme. *Journal of Research in International Education*, 17(3), 262-285.
<https://journals.sagepub.com/doi/abs/10.1177/1475240918816401>

Keywords: Teachers' CPD, formative assessment, self-regulated teaching, student-centered teaching, Approaches to Learning

Summary: This research examined the effects of a continuing professional development (CPD) programme involving IB teachers. The CPD was focused on the 'Approaches to Learning' (ATL) element of the IB curriculum. Results highlight the difficulties in the teachers' development from CPD and differences in the CPD development between teachers with a Postgraduate Certificate in Education (PGCE) and those without a PGCE. The study also explores student-related variables that support teachers' development in these respects.

Sabina, M., Kyosuke, S., Masaya, I., Katsumi, T., Ichiro, U., Ichiro, I., & Makoto, T. (2018). Creating an International Baccalaureate Student-friendly National University in Japan. *Advances in Social Sciences Research Journal*, 5(11), 354-360.

<http://scholarpublishing.org/index.php/ASSRJ/article/view/5594>

Keywords: International Baccalaureate, Japanese national university, admission policies

Summary: This study examined Japanese IB students' decisions to choose foreign universities over Japanese universities or choosing private universities over national universities. These decisions were analyzed from the perspective of college counselors, as well as their perceptions of Japanese national universities and of the IB education system. Results highlight the need for multiple changes in the Japanese university system, especially in national universities, in order for them to become more IB-friendly, as well as the importance of understanding the differences between the IB and Japanese education systems.

Sihotang, H., & Datrix, S. (2018). Character education in schools implementing national curriculum and international baccalaureate. *TERAPUTIK: Jurnal Bimbingan dan Konseling*, 1(3), 192-201. <https://core.ac.uk/download/pdf/154366915.pdf>

Keywords: Self-concept, self-management, social service, character, evaluation

Summary: This study examined the degree of success in the implementation of a character education program in schools implementing the national Indonesian curriculum and the International Baccalaureate. Students were assessed on several dimensions pertaining to character education, and results show significant variations in the degree of implementation of the various values evaluated.

Theses and dissertations

House, K. (2018). *The subject beyond culture: An examination of change in educator subjectivity (s) on becoming 'international'*. (Doctoral thesis– University of Bath)

<https://researchportal.bath.ac.uk/en/publications/the-subject-beyond-culture-an-examination-of-change-in-educator-s>

Keywords: Educator subjectivity, international education, International Baccalaureate

Summary: This paper examines the hypothesis that the IB curriculum promotes 'emotivism', which undermines its delivery of the humanitarian values that it claims. It also proposes a process of reflexive practice that would revitalize the IB's value-based model, and discusses the role of technology in removing subjectivism in IB teachers' moral considerations and in challenging emotivism.

Aoki, S. (2018). *The Effects of Critical Thinking in International Baccalaureate Classes in Japan* (Doctoral dissertation, Union University).

<https://search.proquest.com/openview/ac87212431cf0aa8708e573eb09dd5fd/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: Critical thinking, social attitudes, International Baccalaureate

Summary: The aim of this study was to investigate the effects of critical thinking teaching methods on students' critical thinking, language skills, social issues involvement, and social attitudes. Results suggested that those in the IB classes used more critical thinking teaching methods as compared to those in the non-IB classes. Further, students in IB classes reported higher scores on critical thinking dispositions and Japanese language skills as compared to those in the non-IB classes.

Brock, B. (2018). *Master's Project: Relationship With and Within the Land at a Preschool - Grade 12 School*. Rubenstein School Leadership for Sustainability Project Publications. 13.
<https://scholarworks.uvm.edu/rslspp/13>

Keywords: Collective responsibility, individual awareness, school campus

Summary: This paper examines the influence of students' relationships with and within a place on their environmental and community ethics. Participants were members of an IB school community in Idaho. Both teachers and students participated in the research, each carrying out a specific task related to the place or to the environment. Results show that these interventions strengthened participants' awareness of responsibility, which led to further improvements in relationships and environmental behaviors within the school campus.

Petersson-Lundgren, H. (2018). *Academic and General Stress among Students: The Role of Implicit Theory of Intelligence and Gender*. Thesis. <http://hdl.handle.net/2077/58111>

Keywords: Academic stress, general stress, International Baccalaureate

Summary: The aim of this study was to examine the relationship between the implicit theory of intelligence and stress, both academic and general. The moderating role of gender was tested. Entity theory significantly predicted higher levels of both academic and general stress. No significant differences between males and females regarding entity thinking were found, but female students experienced more academic and general stress.

Gardner-McTaggart, A. C. (2018). *The International Baccalaureate and globalisation: implications for educational leadership* (Doctoral dissertation, University of Nottingham).
<http://eprints.nottingham.ac.uk/53671/>

Keywords: Educational leadership, international schools, International Baccalaureate, Bourdieu, neo-liberal, transactional, transformational

Summary: The objective of this thesis was to examine IB directors' perspectives on the IB Learner Profile (IBLP) and Global Citizenship Education (GCE). Six IB directors of Western European schools participated in this multi-phase research over two years. Findings suggested that IB directors attribute the IBLP as useful in teaching at the junior and middle school level, and for new IB teachers. They also indicated a higher loyalty to (loosely defined) GCE due to personal Christian values among IB directors.

Newton-Woods, C. (2018). *Tale of two schools: a phenomenological case study of culture in a high school with an international baccalaureate program* (Doctoral dissertation, University of Missouri-Columbia).
<https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/66178/research.pdf?sequence=1>

Keywords: Culture, impact, implementation, International Baccalaureate

Summary: This dissertation examined the influence of the implementation of the IB on the culture of a high school on the basis of an empirical study in which teacher and student perspectives on this topic were assessed in a retrospective manner, twenty years after the introduction of the IB. Participants' answers indicate the role of the IB in encouraging diversity within the school, but also the potential for creating division.

Ilyassova, F. (2018). *Exploration of intensification and its influence on teacher's work and life in International Baccalaureate school in Astana* (Doctoral dissertation, Nazarbayev University Graduate School of Education). <https://nur.nu.edu.kz/handle/123456789/3680>

Keywords: Intensification, secondary education, International Baccalaureate, Astana, Kazakhstan teachers' health

Summary: The purpose of this qualitative study was to examine the nature of 'intensification' and its impacts on teachers' work and life. The study findings indicated that school climate is an important factor relating to intensification. Several facets of school climate that increase intensification were also highlighted. Additionally, intensification was found to influence teachers' well-being, professional development, and actions both positively and negatively.

Davies, A. (2018). *The Effects of International Curriculum on Students' Worldview*. Thesis. <https://digitalcommons.liberty.edu/honors/761/>

Keywords: Education, globalization, international school, multicultural education, International Baccalaureate, curricula

Summary: This thesis examines the school-related factors that foster, in students enrolled in international schools, the development of the skills necessary for becoming 'citizens of the world'. The development of students' communicative, technological and cognitive skills, the emphasis on the importance of diversity, and the encouragement that international students receive from their schools are identified as key factors supporting the development of a 'citizen of the world'.

Dabrowski, A. (2018). *Dilemmas of global citizenship education in Australian International Baccalaureate schools* (Doctoral dissertation). <https://minerva-access.unimelb.edu.au/handle/11343/218098>

Keywords: International mindedness, global citizenship, international school, International Baccalaureate

Summary: This thesis analyzed the interpretations of global citizenship within two International Baccalaureate (IB) schools in Australia and the dilemmas they face in implementing the practices aimed at developing students' global citizenship. The study used a qualitative approach and highlighted various discourses on this topic, anchored in moral and political aspirations, as well as a set of dilemmas that schools face in enacting these aspirations.

Javadi, V. (2018). *Middle leadership in Malaysian international secondary schools: the intersection of instructional, distributed and teacher leadership* (Doctoral dissertation, University of Nottingham). <http://eprints.nottingham.ac.uk/48613/>

Keywords: Leadership, responsibilities, instructional engagement, international school

Summary: This thesis analyzed the main topics related to middle leadership within international schools, such as roles, responsibilities, role relationships, leadership involvement and instructional engagement. The study involved middle leaders in four international secondary schools in Malaysia. Results highlight several problems that middle leaders face in exerting their leadership, mostly due to a lack of clarity about their roles, which can negatively impact their relationships.

Londot, G. L. (2018). *High School Stem Teacher Perceptions of Female Student Success: A Descriptive Case Study* (Doctoral dissertation, University of Phoenix). <https://search.proquest.com/openview/cbc9aa27adb042306bdd69a2ea196bbd/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: Perception of success, STEM teachers, International Baccalaureate

Summary: This thesis examined the perceptions of teachers in high school offering STEM courses, such as those in the IB curricula, of the female high school STEM students who do not select a pathway into a STEM degree program in a post-secondary institution. The study used both questionnaires and focus groups, and results highlight various themes that underline these perceptions, all connected to the theme of culture and its influence on female career choices.

Nouens, L. (2018). *Interculturalidad y sensibilización de género en las clases de español: el caso de la Malinche* (Master's thesis). <https://dspace.library.uu.nl/handle/1874/364805>

Keywords: International Baccalaureate, cultural diversity, sensitization towards gender differences, conquest of México, inductive grammar, teaching proposal, lesson series

Summary: This thesis investigated whether five textbooks for teaching Spanish in International Baccalaureate schools tap into the intercultural component of gender equality. After a qualitative analysis of the textbooks, the author proposed an action of design, implementation and evaluation of a lesson series, developed especially for the Diploma Programme of the International Baccalaureate, with a special focus on the image of La Malinche.

Lash, M. J., & Kroeger, J. (2018). Seeking justice through social action projects: Preparing teachers to be social actors in local and global problems. *Policy Futures in Education*, 1-18, DOI: 10.1177/1478210317751272.

<https://journals.sagepub.com/doi/abs/10.1177/1478210317751272>

Keywords: Social action, justice, preservice teachers, early childhood, teacher education, Primary Years Programme

Summary: The main objective of this study was to propose an educational program for early childhood teachers by applying the social action process. The main findings suggested that social action projects should contribute to teacher education for an interdependent world and offer a gradient of social action for justice in early childhood education.

Book chapters

Shrimpton, B., & Ramos, M. E. (2018). Instrumental and enlightenment use of research findings in Asia. *Routledge International Handbook of Schools and Schooling in Asia*, 307. <https://www.routledge.com/Routledge-International-Handbook-of-Schools-and-Schooling-in-Asia-1st/Kennedy-Lee/p/book/9781138908499>

Keywords: Research programme, international school, International Baccalaureate

Summary: This book chapter offers insight into the International Baccalaureate's research programme. The main conclusions suggest that the utilization of knowledge from commissioned research provides useful ideas for organizational improvement.

Prosser, H. (2018). Elites Go Public? International Baccalaureate's Decolonising Paradox in Ecuador. In *Elite Education and Internationalisation* (pp. 229-245). Palgrave Macmillan, Cham. https://link.springer.com/chapter/10.1007/978-3-319-59966-3_14

Keywords: Ecuador, elite education, International Baccalaureate, internationalisation

Summary: This chapter analyzes, through a sociological frame, the implementation of the IB in over 200 public secondary schools in Ecuador since 2007. This reform, encouraged by the government, is interpreted as a paradox. On the one hand, it was intended as a rejuvenation of the country's educational system, alongside other changes that form an overall 'citizens' revolution', and on the other it is guided by Ecuador's elite schools, which reflects the ongoing colonial nature of elite education.

Bailey, L. (2018). Exploring the tensions and opportunities offered by international schools in Asia for local students. *Routledge International Handbook of Schools and Schooling in Asia*, 272. <https://www.routledge.com/Routledge-International-Handbook-of-Schools-and-Schooling-in-Asia-1st/Kennedy-Lee/p/book/9781138908499>

Keywords: Opportunities, international school, International Baccalaureate

Summary: The aim of this chapter was to examine the opportunities and challenges offered by international schools in Asia. The main conclusions indicated that the rising number of host country nationals' attending international schools is one of the most significant changes currently affecting international education in Asia.

Lam, T. F. (2018). Learner as participatory agent of material adaptation: Strategy for enacting international mindedness in Mandarin B. In *Researching Chinese Language Education* (pp. 154-170). Routledge. <https://www.routledge.com/Researching-Chinese-Language-Education-Functional-Linguistic-Perspectives/Shum-Mickan/p/book/9781138669611>

Keywords: International mindedness, international school, International Baccalaureate

Summary: This chapter explored a case study of a textbook-free strategy in which the teacher utilized the experiences of his students from different cultural backgrounds to enact the International Baccalaureate philosophy. The described strategy used the student-centered approach to teaching promoted by the IB, with the aim of contributing to the development of international mindedness. In the strategy, the subjectivity of learner as participatory agent in the pedagogic discourse was successfully affirmed.

Reports

Center for Program Evaluation (2018). A study on the impact of the International Baccalaureate's professional development. International Baccalaureate Organization. <https://ibo.org/globalassets/publications/ib-research/continuum/impact-of-pd-interim-report-2018-en.pdf>

Keywords: Professional development, International Baccalaureate

Summary: This document, based on an interim report, examines the impact of the IB professional development model. Teachers attending IB professional development workshops were surveyed in order to investigate the effects of these workshops on their general, context-specific and collective self-efficacy. Results show a positive influence of IB professional development workshops on teachers' self-efficacy and teaching practice.

Conference proceedings

Leung, K. Y., Lee, A. M. S., & Cheng, M. M. W. (2018). The making of a Master of Education (Teaching Science in International Contexts) programme-alignment with IB philosophy. In *IB Educator Certificate University Conference*. <https://hub.hku.hk/handle/10722/258190>

Keywords: Implementation, teacher education, International Baccalaureate

Summary: This paper describes the development of a new master programme for IB science teaching – Master of Education (Teaching Science in International Contexts, TSIC) in Hong Kong. The design of its curriculum took into consideration the needs of the local IB teachers, which offered insights and challenges concerning science teaching and learning.

Petrozzi, I. (2018). Assessing music lessons through the neuroeducational lens: experience in an international school in Lima, Peru. In *33rd World Conference on Music Education* (p. 141). http://isme2018.org/2018_Isme_Conference_Proceedings.pdf#page=147

Keywords: Music teaching assessment, neuroeducation, general education, music learning cycle, musical brain

Summary: This study examined the practices used in music lessons in an IB school in Lima, Peru. Music lessons were observed and analyzed in relation to a checklist of best practices for music education previously developed based on the literature. Three areas of music learning were assessed: feeling, doing and integrating. Results show that all lessons included several best practices, but also variations in practices pertaining to these three areas.

References

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *Annals of internal medicine*, 151(4), 264-269.