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 if 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).
Annotated bibliography of the IB-related studies in 2018
Popușoi, S. & Holman, A.
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.
Further, the published documents were categorized by the programme studied and the document type (see Figure 4).
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

North America: 23
South America: 5
Europe: 17
Asia: 28
India: 2
Australia: 13
At least two continents: 20

Legend:
- North America
- South America
- Europe
- Asia
- India
- Australia
- At least two continents
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


**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.


**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.


*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.


*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.


*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.


*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**


**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*. [Link](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.

**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**


**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.

**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**

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.


**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.

**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**


**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


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


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.

**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.


**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.


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.

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.


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.
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.

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.

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.


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.


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.

**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.


**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.

**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.


**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.

**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.


**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.

**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.


**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.

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.


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.

**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.


**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.

**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.


**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.


**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.


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.


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

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.


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.

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.


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.

**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.

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.

**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.


**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.

**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.


**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.

**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.


**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.

**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.


**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.
https://purehost.bath.ac.uk/ws/portalfiles/portal/186937945/IS61_Barratt_Hacking_et_al_article_Sep_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.


**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.

**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.


**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.


**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.


**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.


**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.

**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.


**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.

**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).*


**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.

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.


**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 online 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.


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.


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).


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.

**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.


**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.

**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.


**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.

**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.


**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.

**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.


**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.
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.


**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.

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.

**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.


**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.
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.


**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.

**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.


**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.

**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.


**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)


**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.


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.

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.


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.

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.


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.

**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.


**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’.

**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.


**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.

**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.


**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.

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**


**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.

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.


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.

**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**


**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.

**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.


**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**