RESEARCH RELATED TO THE INTERNATIONAL BACCALAUREATE
AN ANNOTATED BIBLIOGRAPHY OF 2015 STUDIES

Anna Dabrowski
The University of Melbourne
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Contents
Introduction and Overview ............................................................................................................................... 2
  Reading this Report ......................................................................................................................................... 2
  Findings .......................................................................................................................................................... 2
Reports ............................................................................................................................................................. 4
  Primary Years Programme ........................................................................................................................... 4
  Middle Years Programme ............................................................................................................................ 6
  Diploma Programme .................................................................................................................................. 7
  Continuum Studies/All Programmes ........................................................................................................ 9
Other Academic Sources ................................................................................................................................ 11
  Primary Years Programme (PYP) ........................................................................................................... 11
  Middle Years Programme (MYP) ............................................................................................................. 13
  Diploma Programme (DP) ......................................................................................................................... 17
  Continuum Studies/All Programmes ..................................................................................................... 28
Conference Proceedings .................................................................................................................................. 37
  Primary Years Programme ........................................................................................................................ 37
  Middle Years Programme ........................................................................................................................... 38
  Diploma Programme .................................................................................................................................... 39
  Continuum Studies ........................................................................................................................................ 43
Foreign Language Research ........................................................................................................................... 47
Introduction and Overview

The following list attempts to chronicle research published on the International Baccalaureate (IB) throughout 2015. This document is meant to serve IB heads of schools, coordinators, teachers, employees and others in the IB community, and also researchers in the field. Descriptions of the individual pieces of research are intended to provide a brief overview of the content of publications. In no way are they intended to present the whole background, methodological considerations, or findings found therein. The list presented in this document is intended to be as inclusive as possible, and no value judgments have been made on the validity of the findings or rigour of the studies.

Reading this Report

The document is comprised of three sections: Reports (both IB commissioned research and independent consultancy), Academic texts (including book chapters, journal articles and dissertations) and Conference Proceedings (non-IB). Each section provides an overview of 2015 sources relating to the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), IB Career-related Programme (CP) and, finally, Continuum Studies (CS), which incorporates relevance to all studies and to the IB organisation.

Under each of the above headings, relevant studies related to the International Baccalaureate and its programmes are listed. Relevant keywords have also been included to assist readers in locating these useful resources.

Findings

In 2015, 117 pieces of research that related to the IB were identified. Of these, 108 studies were written in the English language. In addition, 1 Chinese language study, 1 French language study, 4 Spanish language studies and 3 German language studies were identified as part of the review process. A translated summary of the content of these foreign language texts is provided within.

Included in this report are 35 journal articles, 25 presentations at non-IB related conferences, 22 Master's/doctoral theses/dissertations, 22 reports, 8 book chapters and 5 books.

The studies reviewed include 14 relating to the Primary Years Programme, 15 relating to the Middle Years Programme, 51 relating to the Diploma Programme, and 37 relating to Continuum Studies/All programmes or the IB as an organisation. There were no studies found that related to the Career-related Programme. Table 1 presents these figures and lists the most frequent areas of reference and types of studies identified.
Table 1: Review of focus areas, frequent areas of reference and study types within IB research, 2015

<table>
<thead>
<tr>
<th>Programme/Study Focus</th>
<th>Number of Studies</th>
</tr>
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<tbody>
<tr>
<td>Primary Years Programme</td>
<td>14</td>
</tr>
<tr>
<td>Middle Years Programme</td>
<td>15</td>
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<tr>
<td>Diploma Programme</td>
<td>51</td>
</tr>
<tr>
<td>Career-related Programme</td>
<td>0</td>
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<tr>
<td>Continuum Studies/All Programmes</td>
<td>37</td>
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</tbody>
</table>

**Frequent Areas of Reference**
- Language
- Curriculum
- International mindedness
- Global citizenship
- Assessment
- International schools
- Teacher training
- Learner profile

**Types of Studies**
- Journal articles
- Reports
- Dissertations/Theses
- Non-IB related conferences
- Book chapters
- Books

While concerted efforts were made to include every available piece of research published in 2015 relating to the IB, there may be some references that have been overlooked from this review.
Primary Years Programme


**Keywords:** PYP, science, Australia, National Curriculum

This study investigates how schools in different Australian states have incorporated the requirements of the National Curriculum into the IB Primary Years Programme (PYP) framework, focusing specifically on science teaching and learning. The findings indicate that there are no major obstacles for individual Australian primary schools incorporating the science teaching and learning requirements of the PYP into the science requirements of the Australian Curriculum.


**Keywords:** PYP, transdisciplinary approaches, integrated curriculum

The purpose of this study was to investigate how Primary Years Programme (PYP) teachers, coordinators and administrators conceptualize and apply transdisciplinary approaches to teaching and learning. The findings of the study indicate that students who experience an integrated curriculum are equal to, or more successful academically than their peers, and are able to develop the skills and values necessary to be successful in a globalized world.


**Keywords:** PYP, student outcomes, student testing, gender, Michigan, North Carolina, United States
The goal of this study is to evaluate the impacts of the PYP in regard to student performance in the American states of Michigan and North Carolina. The findings were different in each state. In Michigan, both PYP and non-PYP students performed similarly on math, reading and science achievement, while in North Carolina, the PYP appeared to negatively impact upon mathematic outcomes for learners. However, in both Michigan and North Carolina, exposure to the PYP increased reading performance for students from low socio-economic backgrounds.


Keywords: PYP, self-efficacy, self-regulation, United States

This study investigates the self-efficacy and self-regulatory skills of students enrolled in the International Baccalaureate (IB) Primary Years Programme (PYP), particularly in relation to the study of mathematics. The study also explored the extent to which teacher practices encouraged self-regulation and impacted student efficacy beliefs. Goal setting, monitoring, collaboration and reflection appeared to be beneficial self-regulatory practices that supported student learning. Additionally, findings showed that high achievers engaged in more strategic thinking before, during and after mathematical problem-solving tasks than average and low achievers.


Keywords: PYP, bilingualism, inquiry, Colombia

This study explores the perceptions of teachers, students (10-12 years) and administrators in regards to working and learning within four PYP schools in Colombia. The findings demonstrate that administrators find it challenging to employ teachers qualified to teach effectively in a bilingual, transdisciplinary and inquiry-based programme. As a result, school administrators perceive supervision, mentoring and ongoing professional development to be essential to successful implementation.

Middle Years Programme


Keywords: MYP, student outcomes, Asia, China, Hong Kong, India, Indonesia, Japan

This study investigates the impact and influence of the MYP on later student outcomes in the DP across 22 schools in China, Hong Kong, India, Indonesia and Japan. Findings from the study demonstrated that the MYP students performed significantly better than the non-MYP students in terms of overall diploma points achieved, and in courses in language and literature, language acquisition, individuals and societies, and mathematics. Furthermore, the MYP students applied higher-order thinking skills, such as critical thinking, more often than the non-MYP students.


Keywords: MYP, DP, enrollment, student outcomes, AP, United States

This study examines the impact of participation in the Middle Years Programme (MYP) on high school course enrollment and student achievement. The study used data collected in a large, socio-economically diverse school district in the United States. Findings indicated that students previously enrolled in the MYP were 34% more likely to take at least one Advance Placement (AP) or IB Diploma Programme (DP) exam in high school. Moreover, MYP enrollment significantly increased the likelihood of achieving at least one “college-ready” score on a college preparatory exam.

Diploma Programme

Ateşkan, A., Onur, J., Sagun, S., Sands, M., & Çorlu, M. S. (2015). *Alignment between the DP and MoNEP in Turkey and the effects of these programmes on the achievement and development of university students.* International Baccalaureate.

**Keywords:** DP, MoNEP, Turkey, university success, curriculum alignment

This study compares the IB’s Diploma Programme (DP) and the Ministry of National Education Programme (MoNEP) in Turkey. It also explores the effect of each programme on graduates’ university success. Generally speaking, the DP was found to be more cognitively demanding than the MoNEP. Further results indicated that former DP students graduated at a higher rate than former MoNEP students.


**Keywords:** DP, districts, programme implementation, United States

This study explores International Baccalaureate implementation in two school districts in the United States, focusing on outcomes within the Diploma Programme (DP). Based on the data collected, the findings show that DP students often rate themselves higher on key non-academic attributes, such as cultural awareness, study habits and college readiness, when compared to non-DP students.


**Keywords:** DP, graduation rates, college enrollment, retention, United States

This study examines college enrollment and graduation rates of Diploma Programme (DP) students who graduated in 2008 from state and independent high schools in the United States. Results indicated that 78% of 2008 DP graduates enrolled in college immediately after high school, while 92% enrolled at some point between 2008 and 2014. Furthermore, the average six-year college graduation rate for all DP students was found to be 83%, a rate significantly higher than the national average of 56%.

**Keywords:** DP, low-income, postsecondary

This study examines the postsecondary trajectories of low-income International Baccalaureate Diploma Programme candidates and course-takers from public schools in the United States, from 2008–2014. Findings indicated that, while the participation of low-income students in the DP had increased, overall student performance in the DP had remained fairly constant. Additionally, although DP course-takers tended to perform less well than DP candidates, graduation rates were higher than low-income students nationally.


**Keywords:** DP, United Kingdom, technology, mathematics, science

This study explores how educators in International Baccalaureate World Schools in the United Kingdom use technology to support learning in DP mathematics and science curricula. The findings suggested that the use of technology and related policies that aim to promote inquiry-based learning are beneficial.


**Keywords:** DP, Germany, gymnasium, national curricula, history, geography, science, mathematics, Berlin, Baden-Wuerttemberg

This report compares and contrasts the curricula offered to DP students and *Oberstufe* students (upper secondary students) in the Gymnasium (the academic track of schooling that supports students’ entry to university) in the German states of Baden-Wuerttemberg and Berlin. The report considers four curriculum areas in the DP, comparing content, demand and philosophical and historical relevance of the content offered. The findings
illustrated that, in the areas of biology and mathematics, there was a high-level of alignment between the IBDP curriculum and the curriculum offered, in both German states, with little variation between the states. However, in the area of the social sciences (in particular History and Spanish), there was less alignment.


**Keywords:** DP, Switzerland, gymnasium, national curricula, Geneva, Zurich,

This report focuses on DP students and students studying in the Swiss Gymnasium, in the cantons of Geneva and Zurich. The study compared and contrasted mathematics, Spanish, geography, history and biology, with consideration afforded to the content, demand and philosophical underpinnings of the relevant subject areas. Findings demonstrated that there was a high-level of alignment and little variance between the DP curriculum and the curriculum of both Geneva and Zurich, in the areas of biology and mathematics. However, there was limited alignment between the DP Spanish language curriculum and either of the Swiss canton curricula.


**Keywords:** DP, low-income, minority students, college enrollment, United States

This study identifies trends in Title I schools in the United States offering IB programmes, and explores issues of access to the IB and postsecondary pathways of students. The findings indicated that Diploma Programme (DP) students from Title I schools, including low-income and minority students, enroll in college at rates at a rate higher than the national average.


Continuum Studies/All Programmes

**Keywords:** Outcomes, higher education, critical thinking, international mindedness

This study investigates long-term outcomes of participation in International Baccalaureate programmes on the lives of former IB students. The study explores IB alumni perceptions of their professional pathways, involvement in community service activities, attitudes towards lifelong learning, and the ways in which the IB can shape the personal values of IB graduates, as well as their beliefs about diversity and worldview. The findings from this study suggested that the experience of undertaking the IB can be profound, and impacts academic outcomes and career pathways, and fosters an internationally minded worldview and positive attitudes toward lifelong learning.

Other Academic Sources

Primary Years Programme (PYP)

Cook, S. (2015). *A study of the perceptions of International Baccalaureate Primary Years Programme teachers on factors influencing their development as PYP educators*. International Baccalaureate (Jeff Thompson Award).

**Keywords**: PYP, professional development, Africa, collaborative learning

The aim of this paper is to examine the experiences of PYP teachers in regard to their professional development opportunities. The paper analyses the elements of professional development that PYP educators find most influential, and explores the ways in which the views and practices of teachers change over time. Findings demonstrated that many educators find the PYP challenging, and that time and adequate support through professional development is needed to assist educators to feel confident in delivering the PYP.


**Keywords**: PYP, inquiry, collaboration, curriculum, standards and practices, curriculum design, curriculum alignment

This study investigates the ways that PYP teachers use collaborative approaches in order to structure the delivery of the curriculum. Based in two schools, the study specifically examined the ways in which teachers plan their program of inquiry. Findings demonstrated that collaborative planning can pose many challenges for educators, and can be influenced by both educators’ assumptions and external structures, as well as teachers’ abilities to handle conflict situations. Further, the study revealed the ways in which teachers perceive their roles to enact the processes and strategies for PYP curriculum delivery in schools, with an overview of the barriers and enablers to collaborative planning and curricula alignment.

[http://search.proquest.com/docview/1728035527](http://search.proquest.com/docview/1728035527)

This study examines how high, average, and low achieving elementary students engage in self-regulation in mathematics, based on data collected from students involved in IB curricula. Results revealed that high achievers surpass average achievers in terms of self-regulation, and average achievers exceed low achieving students in regard to self-regulation.


Keywords: PYP, curriculum, policy, international education, remote education, Indonesia

This paper examines curriculum policy processes in schools that are both remote and international. It considers curriculum policy processes in three remote international schools in Indonesia, and considers the processes of adopting the International Baccalaureate Primary Years Program. After the data was analysed, the results informed the development of a model that aimed to capture the dynamics of curriculum policy processes at both global and local levels.

http://link.springer.com/article/10.1007/s40299-014-0222-1


Keywords: PYP, philosophy, educational authenticity, curriculum planning

This article explores the concept of educational authenticity (EA). It discusses three modern concepts of EA and investigates how these concepts do or do not align with the Primary Years Programme’s (PYP) curriculum. The author ultimately argues that while certain aspects of the PYP curriculum are grounded in the philosophical understanding of EA, the concept of EA must expand before it aligns completely with the PYP curriculum.

http://www.tandfonline.com/doi/abs/10.1080/00131857.2015.1041012

**Keywords:** PYP, MYP, global education, immigrant, refugee

This article examines how teachers prepare students for citizenship at schools that offer IB programmes (including those schools with large numbers of immigrant and refugee youth). The study suggested that the use of International Baccalaureate programmes does not guarantee a global education connected to the experiences of a diverse student body. Modifications in teacher practice and school structures are reportedly necessary in order to make global education relevant to diverse youth.


**Keywords:** PYP, Ministry of National Education (MoNE), Turkey, mathematics, fractions

This thesis compares the misconceptions of fractions among both fourth grade International Baccalaureate Primary Years Programme (PYP) students and fourth grade Ministry of National Education (MoNE) students in Turkey. Findings reveal that only seven of the 27 administered fraction test questions were answered statistically differently by PYP and MoNE students. In six of these seven questions, PYP students had more correct answers, and less misconceptions, than their MoNE peers.


**Middle Years Programme (MYP)**


**Keywords:** MYP, PYP, global citizenship, cultural exchange programs, Catholic schools

This study evaluates one Catholic school’s efforts to develop its students as ‘global citizens’, with a focus upon the middle years of study (the school examined offers both PYP and MYP). The study found that students gain an increased appreciation for other cultures through their exposure to culturally diverse students. As a result, the research demonstrated that respect for, and awareness of, other cultures is key to developing a global perspective.
Chatlos, E. (2015). *The Relationship of Middle Years Programme Teachers’ Beliefs and Practice to the International Baccalaureate Learner Profile.* International Baccalaureate (Jeff Thompson Award).

**Keywords:** MYP, learner profile, Texas, United States

This study seeks to understand what Middle Years Programme (MYP) teachers believe about IB learner profile traits, and how these beliefs translate into practice. The study revolved around five middle school teachers working in an independent school in Dallas, Texas implementing the MYP. The study found that teachers seemed to prioritise certain terms, both in beliefs and practice, and were more likely to use explicit strategies for terms with which they felt comfortable. The author emphasized the importance of more research into teachers’ beliefs about the terms and the use of the IB learner profile in practice.


**Keywords:** MYP, mathematics, culture, diversity, Turkey, AEM, international school

This study examines the relationship between mathematics and culture in an international school that has implemented the IB’s Middle Years Programme (MYP). The authors provide an overview of the positionality of international schools before focussing on the MYP mathematics curriculum. In so doing, the study provides insights from a number of culturally-diverse classrooms.

http://scholarship.claremont.edu/jhm/vol5/iss1/13/?utm_source=scholarship.claremont.edu%2Fjhm%2Fvol5%2Fiss1%2F13&utm_medium=PDF&utm_campaign=PDFCoverPages


**Keywords:** MYP, DP, multilevel modeling

This paper focuses on the relationship between performances in two IB programmes: The Middle Years Programme (MYP) and the Diploma Programme (DP). Using data provided by
the International Baccalaureate (IB), the authors investigate the use of multilevel modeling, modeling decisions and certain applications of level two residual file, in order to increase understanding about the ways that linear and logistic multilevel models function as a means to construct meaning between the two programmes.

http://www.sciencedirect.com/science/article/pii/S0049089X14002002


**Keywords:** MYP, United States, experiential learning, after school program, social-emotional development, at-risk students

In this thesis, the author outlines the development and provision of a special after-school program designed to engage at-risk students as members in a global community. The program, undertaken by Middle Years Programme (MYP) students in one US high school, aims to engage students in experiential learning activities that connect components of the International Baccalaureate (IB) curriculum with practical learning.

http://digitalcollections.sit.edu/capstones/2761/


**Keywords:** MYP, curriculum, framework development, learning objectives

This article focuses on the new MYP curriculum framework and provides a brief review of the influences behind the framework's development. The author examines four important developments: the specification of concept-driven education; the elevation of global contexts; an expanded notion of learning skills; and provided a more theoretically-robust and practical understanding of what it means to be interdisciplinary. The article describes the MYP’s learning objectives as an expression of these changes.

http://search.proquest.com/openview/835bb8fef5adb6fd910c42a1d8c7515c/1?pq-origsite=gscholar


**Keywords:** MYP, bullying, learner profile, Sweden

This paper presents the results of a study conducted in a Swedish IB International School with MYP students. The researcher used the learner profile (LP) as a means to support a
program to discuss and prevent bullying in the MYP. Employing a mixed methods approach, the applicability and impact of using the LP as a model to support anti-bullying measures are examined and discussed.


Keywords: MYP, high ability students, science, Qatar

This article presents an analysis of the International Baccalaureate’s Middle Years Programme to determine the extent to which it is suitable to address the learning needs of gifted students in the educational context of Qatar, as influenced by neighbouring Arab countries.


Keywords: MYP, DP, Germany, social values, history education, identity formation, agency

This thesis examines the experiences of IB students in Germany in order to understand the extent to which social values are transmitted through history education. The findings suggest that IB students exercise notable independence in encountering, interpreting, and making sense of history.

https://lra.le.ac.uk/handle/2381/31994


Keywords: MYP, DP, Asia, secondary school, English language education

This book offers an overview of the current state of secondary school English language education in 11 Asian countries, with several chapters exploring the prevalence of international curricula, such as the International Baccalaureate programmes. The book's chapters explore the policies, theories, and practices informing the implementation of
English language education in Asia, and highlight the challenges and future direction of such education in the countries profiled.


Diploma Programme (DP)


Keywords: DP, language, literature, Language A1, Turkey

This study compares the objectives, content, teaching-learning process, and evaluation dimensions of the International Baccalaureate Diploma Program (DP) Language A1 program against the Turkish national literature curricula. The authors argue that the DP Language A1 course had a greater impact upon the development of students’ critical thinking skills when compared to those of the Turkish literature program.


Keywords: DP, Chicago, Latino students' experiences, perspectives, interviews, qualitative research

This thesis examines the experiences of Latino students participating in the International Baccalaureate Diploma Programme in Chicago. By looking at Latino/a students’ separately, the study captures the strengths, challenges, and needs of this group, with the goal of informing the future of curriculum reform.

http://ecommons.luc.edu/luc_diss/1246/


Keywords: DP, Netherlands, world-mindedness, geography, global education

This study examines the findings of a questionnaire administered to students in conventional Dutch schools, and to students undertaking the IB Diploma Programme in Dutch schools, in order to understand the level of ‘world-mindedness’ exhibited by
students in each group, as well as the students’ evaluation of their geography education. The findings demonstrate that in general, students in DP schools were more world-minded than students in mainstream Dutch schools.

http://www.ingentaconnect.com/content/ioep/ijdegl/2014/00000006/00000003/art00002


Keywords: DP, United Kingdom, recognition

This paper examines the rise and fall of the IB in the United Kingdom (UK). The findings revealed that in the UK, particularly in England, there has been a decrease in the prevalence of the IB Diploma Programme within schools. This paper offers some key explanations for this phenomenon, and discusses a number of implications, both for the IB and for education in the UK.

http://opus.bath.ac.uk/43250/


Keywords: Social sciences, education, autonomy, end-of-course exam, responsiveness, GPA

This study describes the relationship between outcomes and parenting behaviours, as compared between Asian American and Caucasian students studying the IB. The findings suggested that Asian American IB students earned significant higher GPAs than White IB students, while there was no difference in performance on end-of-course exams between the two groups. White and Asian American IB students perceived different average levels of parenting behaviours. Specifically, White IB students reported perceiving higher levels of parental responsiveness and autonomy, while Asian American IB students perceived higher levels of demandingness.

http://search.proquest.com/docview/1667091446


Keywords: DP, Theory of Knowledge (TOK), critical thinking, Australia
This article offers a review of literature into effective teaching of critical thinking, before focusing on the Theory of Knowledge subject in the International Baccalaureate Diploma Program, as an example of a subject that aims to develop critical thinking and learning. It focusses on an Australian study into the teaching and learning of TOK, before providing an overview of outcomes for both secondary and tertiary students.

http://aed.sagepub.com/content/59/3/247.short


**Keywords:** DP, Turkey, science, instructional leadership

This thesis examines the instructional leadership of nine heads of science departments in Ankara's International Baccalaureate Diploma Programme (DP) schools. Findings indicated that the heads of science departments in Ankara's DP schools understand their instructional leadership role and, in general, enact principles of leadership well.


**Keywords:** DP, attitudes to school, gifted children

This article examines and evaluates the School Attitude Assessment Survey–Revised (SAAS-R). The findings presented are based on based students in year 9-12 studying pre-International Baccalaureate (IB) and IB Diploma programmes. The results show that the revised survey offers potential as a mechanism by which to examine and understand the psychological factors associated with pre-IB and IB students' academic achievement.

http://gcq.sagepub.com/content/59/1/38.short


**Keywords:** DP, intercultural communicative competence, intercultural communication
The study explores the opinions and attitudes of International Baccalaureate Diploma Programme (DP) English language teachers from Turkey, the USA, the UK, New Zealand and Spain on intercultural language teaching. The findings demonstrated that DP English language teachers from Turkey, the USA, the UK, New Zealand and Spain find intercultural language teaching highly significant, particularly in an increasingly globalized world.


**Keywords:** DP, academic stress, high school, adolescence, high-achieving

This study examines the results of a study delivered to high-achieving high school students (including IB students) in order to examine their stress level and their behavioural responses to stress. Students were found to have a high prevalence of both physical and psychological correlates of stress, and reported engaging in unhealthy behaviours associated with high stress levels.


**Keywords:** DP, university recognition, admissions officer perception, comparative education, international education, Canada

This article presents the results of the first phase of a research project on the perceptions of the International Baccalaureate Diploma Programme in Canadian universities in order to reveal how admissions officers in Ontario universities perceive the DP in relation to other curricula. Findings demonstrate that admissions officers are consistent in their perceptions of the IB when compared to other curricula. The IBO is seen to play an important role in informing officer perceptions of the DP.


**Keywords:** DP, social capital, college, preparatory

This study focuses on the construct of social capital and college preparatory frameworks, and the positive impact that such frameworks have on post-secondary educational
opportunities for socioeconomically disadvantaged students. The results confirmed that
college preparatory frameworks provide students with resources needed to access post-
secondary opportunities, which improves students’ social capital.

http://fisherpub.sjfc.edu/education_etd/223/

Programme. *Current Issues in Comparative Education, 17*(1).

**Keywords:** DP, human rights, student advocacy

This paper considers the implementation of the DP human rights course and analyzes the
program’s efficacy in achieving the goals of human rights education. To do this, the study
compares the IBDP’s human rights syllabus (2008 revision) against Article 2.2 of the
United Nation’s Universal Declaration on Human Rights Education and Training. The
author finds that although the DP program provides sufficient content, it lacks pedagogical
practices grounded in human rights principles and does not support the development of
student advocacy.


**Keywords:** DP, engagement, Global Politics, curriculum

This study examines the ways in which students engage in classroom simulations in
relation to the assigned learning outcomes of the “Power, Sovereignty, and International
Relations” unit of IB Global Politics. The findings show that students report high levels of
engagement and connection to key concepts in the curriculum.

http://digitalcommons.nl.edu/ie/vol7/iss1/6/

Bilingual Diploma: Global trends, pathways, and predictors of attainment. *International

**Keywords:** International education, bilingual education, English as a global language

This study examines the International Baccalaureate’s Bilingual Diploma (BD) in order to
understand trends, student pathways and predictors of achievement for enrolled and
graduating students in 139 countries. The findings demonstrate that the variable of student
native language was most impactful in informing the trajectories associated with the IB,
with the chances of completing the BD 17.7 times higher for non-native English speaking students than for those who speak English as a first language.


Hearon, B. V. (2015). *Stress and Coping in High School Students in Accelerated Academic Curricula: Developmental Trends and Relationships with Student Success* (Doctoral dissertation (University of South Florida)).

**Keywords**: MYP, DP, AP, stress, coping strategies

This study explores the degree to which high school students in the International Baccalaureate (IB) programme and the Advancement Placement (AP) program experience stress, the strategies they employ to cope with academic stress, and the stressors and coping strategies most associated with student success. While the findings indicated that IB and AP students report frequent academic-related stress, this stress did not appear to lower their life satisfaction.

http://scholarcommons.usf.edu/etd/5495/


**Keywords**: DP, AP, gender, United States

The researchers in this study analysed gender, and the related likelihood of taking advanced coursework (IB or AP), across Texas high schools in the United States. The findings demonstrate girls were more likely to be enrolled in advanced coursework than boys.


**Keywords**: DP, non-Chinese speaking secondary school students, Chinese as a second language, drama in education, differentiation, Language B

This study explores the use of drama in education for elevating non-Chinese speaking IB students’ motivational levels in language learning as a means of enhancing their language proficiency. Results indicated that the students’ Chinese proficiency had improved
significantly upon completion of the drama-integrated Chinese as a Second Language (CSL) curriculum. Students also reported greater motivation and better attitudes toward learning.

http://hub.hku.hk/handle/10722/217291


Keywords: DP, Turkey, culture, Language B, English courses

This study explores the cultural elements of two literary texts studied in Turkey's Language B English course: "Fahrenheit 451" and "The Catcher in the Rye". These texts are analysed in order to examine the extent to which IB English courses expose students to elements of different cultures. The findings revealed that American and British cultures were most frequently represented in the selected sample texts. Given the IB’s emphasis on intercultural understanding, the author suggests that there is a need to re-evaluate the literary texts studied in DP Language B English courses.


Keywords: DP, Sweden, inclusion, knowledge, leaders, students, teachers

This thesis investigates the concept of inclusion in one International Baccalaureate (IB) Diploma Programme (DP) school in Sweden. Emphasis is placed on the exploration of the school’s inclusive practices, the barriers to inclusion experienced by students and teachers, and the differences perceived by students and teachers between the DP and the school’s national programmes. Select findings indicated that teachers’ would like more guidance about how to adapt teaching to students’ different needs, and that students want to receive more academic assistance in the DP.

http://muep.mah.se/handle/2043/18986


Keywords: DP, inequity, low-income, migrant, minority, United States
This study examines the extent to which students from low-income families and racial/ethnic minority groups are offered opportunities to participate and benefit from the International Baccalaureate Diploma Program in the United States.

http://epx.sagepub.com/content/29/2/402


**Keywords:** DP, Creativity, Action, Service (CAS), reflection, experiential learning, Turkey

This study examines how student reflection in Creativity, Action, Service (CAS) program was implemented in six International Baccalaureate (IB) Diploma Programme (DP) schools throughout Turkey. Results indicated that most of the schools in the study relied on simplistic rather than authentic reflection, and that some aspects of reflection implementation at the examined schools did not align with recommendations from previous research.

http://repository.bilkent.edu.tr:8080/xmlui/handle/11693/17006


**Keywords:** DP, Creativity, Action, Service (CAS), reflection, experiential learning, Turkey

This study examines the ways in which reflection within the CAS component of the DP was implemented at six DP schools in Turkey. The findings demonstrated that the schools involved in the study employed varied forms of reflection, with only some examples of authentic reflection evident in the enactment of the curricula.

http://www.ibo.org/contentassets/4ccc99665bc04f368f6957ee197c13855/stirling_perry_executive_summary.pdf


**Keywords:** DP, international-mindedness, self-study, teaching, China, Singapore, Philippines, Azerbaijan

This study explores how Canadian expatriate educators, in International Baccalaureate Diploma Programmes (DP) abroad, could use personal history self-study to understand their development of international-mindedness. The study also considers the ways in
which participants use this knowledge to make pedagogical based decisions about supporting students in the development of IB learner profile characteristics.

http://theses.ucalgary.ca/handle/11023/2614


**Keywords:** DP, international mindedness, tensions, local context

This article explores how international mindedness is developed by two students at an IB school in an Indian Ocean Island nation. The findings demonstrate that students' backgrounds, cultures and local identities are key to promoting a sense of engagement and empathy with the notion of 'international mindedness'.


**Keywords:** Spanish speaking countries, global comparative approach, actor-network theory, assemblages

This paper considers the emergence and development of International Baccalaureate (IB) schools in four different countries – Argentina, Chile, Spain, and Ecuador. To analyse the connections between the IB and local stakeholders, the paper draws upon two different theoretical positions regarding the IB organisation: considering the IB as an institution that promotes and funds the DP, and as a mode for informing curriculum alignment between the DP and national curriculum in each nation.

http://www.tandfonline.com/doi/abs/10.1080/14767724.2015.1051951?journalCode=cgse20#.VoMm9xV97jY


**Keywords:** DP, accountability, assessment, policy, magnet schools

This paper examines why some magnet schools in the United States are incorporating the International Baccalaureate. The study tracked the growth of the IB since the 1980s, focusing on the changes in education attributable to magnet schools, and the incorporation
of the IB Diploma Programme (DP) into US schools as a means of improving academic success. The study also considers the ways in which the DP was integrated into schools, and the extent to which this was influenced by school, state and district policies and processes.

http://www.ingentaconnect.com/content/jnp/epd/2015/00000037/00000002/art00006


Keywords: DP, AP, stress, academic performance

This study examined 15 successful and 15 struggling high school students taking college-level courses (through either the AP or the DP). The study aimed to identify the students' sources of stress, their coping strategies, and other factors that the students perceived as influencing their academic performance during college-level courses.

http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/high_school_journal/v098/98.2.shaunessy-dedrick.pdf


Keywords: DP, MoNEP, Turkey, university preparedness, stress

This thesis compares the perspectives of undergraduate college students who graduated from both the International Baccalaureate Diploma Programme (DP) and Turkey's Ministry of National Education Program (MoNEP), with students who graduated from MoNEP alone. It was found that the DP graduates scored better than their counterparts on preparedness, benefits to the student experience and satisfaction factors, while the MoNEP graduates had better results on stress and detriment factors.


Keywords: DP, curricula, selective admission, academic success, grades
This thesis compares the predictive validity of grades for three high school core subjects to the achievement of all high school grades, in a liberal arts program at a university for two diplomas – the International Baccalaureate diploma and the Dutch VMO (in English, the extended general adult diploma). The findings demonstrate that for VMO graduates, high school GPA explained more variance than core subject grades in the first year. However, the converse was true for the IB graduates.

http://dspace.library.uu.nl/handle/1874/322176


**Keywords:** DP, international mindedness, learner profile, post school trajectories, France

This study examines the perspectives of educators and alumni in an international school in France to investigate whether past DP students display the attitudes and dispositions related to international mindedness in their post school trajectories. The results suggested that former alumni almost unanimously perceived the DP as influencing the development of international mindedness. This study supports findings from previous research that the benefits of the DP are more highly appreciated later in life.

http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/joanne-walker.pdf


**Keywords:** DP, stratification, intercultural understanding, China

This book presents an ethnographic study of an International Baccalaureate Diploma Programme within a school in mainland China, serving Chinese students and staffed by teachers from a variety of origins. It offers in-depth descriptions of the ways in which students and staff develop intercultural understanding, with a focus on the practices and policies of Chinese schools.


Keywords: DP, Israel, internationalization, schools, local-global nexus, globalization, education

This study presents an overview of current power dynamics in the Israeli public education system. Through analysis of the implementation of the International Baccalaureate Diploma Programme in Israel, the findings demonstrate that the Israeli education system is facing pressures from both global and national influences that have the potential to disrupt the education system.

http://www.tandfonline.com/doi/abs/10.1080/01596306.2015.1023700

Continuum Studies/All Programmes

This section includes works related to continuum studies, all programmes, and the International Baccalaureate as an organization.


Keywords: Language, international education, Saudi Arabia

This study compared Arabic language and social studies courses at different levels of education in Saudi Arabia, to the general education curricula in the United States and the UK, in order to assess the prevalence of issues of international education among Saudi Arabian schools, and to identify the most important issues of international education that can be implemented in the public education curricula of Saudi Arabia. The author argues for the incorporation of different issues of international education, including human rights and multiculturalism, at all levels of Saudi Arabia’s public education system.


Keywords: International schools, global identity, national identity, cosmopolitanism, multiculturalism

This book examines responses from students attending international schools, in six different countries, to explore issues of student identity and belonging in the international school context. In so doing, the book draws on recent qualitative research to highlight the concerns of students in international schools. In one of its major takeaways, the book suggests that students in international schools tend to develop a global, rather than national, identity.

**Keywords:** International schools, teachers, globalisation

This chapter seeks to explore what the authors consider an ‘over-looked global educational development’—the exponential growth of ‘international schools’. As the authors explain, as of 2014, international education involved almost 350,000 educators, in over 7000 English-medium schools in non-English-speaking countries. However, international schools are still not considered a system and, as a result, the setting continues to remain unmonitored, which poses a number of concerns for educators.


**Keywords:** DP, bilingualism, China, cosmopolitanism, international education, international schools

This article investigates the aims and philosophy of a ‘model’ of international education designed to educate and transform the worldview of students as both ‘Eastern’ and ‘Western’. The paper also considers the “Yew Chung” model, and its relevance to the IB Diploma Programme, before offering a discussion of the DP as a model for dual culturalism, and the manner to which the two programmes may align or inform the development each other.


**Keywords:** Global engagement, intercultural understanding, international mindedness

This article presents an effort to explore and define the concept of ‘international mindedness’, a term used across International Baccalaureate programs and contexts. The research process involved an analysis of official IB documents, and a literature review of concepts related to the term, to reveal differences in their interpretations.

**Keywords:** Intercultural competence, teaching, teacher education, internationalizing

This study examines a number of pre-service teacher candidates during their student teaching experience overseas. The paper discusses the growth of teaching in international settings, with brief mention of the growth of the IB in the United States, before examining intercultural competence among pre-service teachers as realised through their overseas placements. The findings of the study suggested that foreign student teaching experience alone is not sufficient to develop intercultural competence.

http://www.tandfonline.com/doi/abs/10.1080/14675986.2015.1040326#.VnjSoY9OLic


**Keywords:** DP, international schools, colonialism, equity, power

This thesis explores colonial tendencies in service-learning within the context of international schools. With reference to the International Baccalaureate Diploma Programme and international schools as elite forms of education, the thesis explores relations of power and attempts to illuminate the presence of colonial power structures.

https://unbscholar.lib.unb.ca/islandora/object/unbscholar%3A6901


**Keywords:** Elite schooling, international schooling, Germany

This chapter offers an overview of research into ‘elite’ education practices in Germany. The development of elite systems of schooling is outlined, in addition to a discussion of academic grouping and future implications for elite systems of schooling in Germany, including the value of internationally recognised completion certificates.

http://www.taylorandfrancis.com/books/details/9781138799615/

**Keywords:** International schools, third culture kids, transnationalism, cosmopolitanism, identity, Singapore

This book chapter examines the life trajectories of migrants' children, or Third Culture Kids (TCKs), who have been raised in several countries and educated in international schools (a number of which offer curricula such as the International Baccalaureate). It discusses the participants' perceptions of education and identity, and describes some impacts of being raised transnationally.


**Keywords:** Global citizenship, education, international education, teacher agency, Israel

This article examines perceptions of global citizenship among teachers at an international school, and teachers at a local public school in Israel. Discrepancies between theory and practice in global citizenship education (GCE) are discussed. The findings demonstrate that teachers perceive global citizenship differently along three major axes: boundaries of global citizenship, practical aspects of GCE, and the Israeli context.


**Keywords:** DP, critical thinking, citizenship, theory of knowledge, civic education, intersubjectivity, democracy

This thesis reviews the wide range of definitions pertaining to critical thinking to assess and understand the potential of critical thinking to promote learning. It argues that traditional views of critical thinking are often restrictive, and aligned with theories of rationality and individualism. The paper also argues that the International Baccalaureate Diploma Programme has the potential to meaningfully incorporate critical thinking as a form of ‘democratic criticality’, as the programmes’ educational focus and philosophy closely aligns with this way of thinking.


**Keywords:** Global citizenship education, literary studies, literature, Canada
This thesis examines the role of literary studies in critical global citizenship education (GCE) within the context of a Canadian high school. It explores the implementation of critical GCE in the concrete lessons and practices of English literature classrooms, and proposes a new framework for global citizenship education through critical and reflexive engagement with marginalized narratives.

https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.0165763


**Keywords:** Mathematics, self-efficacy, gender, developmental differences

This study examines differences in elementary students’ self-regulation, self-efficacy, and sources of self-efficacy, and attempts to evaluate whether these variables differ because of gender. The findings demonstrate that different experiences incurred by students, rather than gender itself, result in variance in students’ mathematics self-efficacy.

http://digilib.gmu.edu/xmlui/handle/1920/9737


**Keywords:** International mindedness, international schools, intercultural understanding

This book provides an overview of some of the issues facing educators working in international settings. In particular, the authors in the text focus on issues relevant to teachers in international schools, such as developing international mindedness, intercultural understanding, and approaches to educating a diverse student body.


**Keywords:** PYP, MYP, DP, educational leadership, education

This thesis examines the challenges perceived and leadership strategies enacted during the adoption of IB programmes. It uses Kaiser Complex Schools as a case study for analysis, with findings suggesting that previous research of implementation challenges continue to
be reflected and that successful strategies can mitigate costs and promote communications and efficacy.

http://search.proquest.com/docview/1728322630


**Keywords:** Globalisation, mobility, international schools, Germany

This chapter presents a case study from Germany relating to varying levels of perceived "internationality". Before discussing international school communities, the author considers the marketing strategies of international schools, including the use of the International Baccalaureate programmes to support marketing processes. The author then examines the international school setting in Germany with regard to mobility.


**Keywords:** DP, reading comprehension, English as a foreign language (EAL), Buenos Aires, Argentina

This study explores the development of reading comprehension in English B lessons in Buenos Aires IB World Schools. The results demonstrated that lessons are organised around pre-, while-, and post-reading stages that focus on theories of interaction as a means to promote reading comprehension among English language learners. However, the author argues that it is necessary to support current English language teaching strategies with global discourse theories that develop linguistic skills and communicative competencies.


**Keywords:** DP, equity, low-income, migrant, minority, United States
This paper offers an overview of testimony provided to the subcommittee on higher education and workforce training, with the aim of helping low-income and first generation students in the United States to attend college. The paper considers the accessibility of college preparatory programs, as a provisional pathway to college entry.


**Keywords:** Elite education, emerging markets

This chapter examines “elite” education systems, with a focus upon the export of curriculum standards and programs (including the International Baccalaureate), as well as a discussion of examination and assessment practices, and the production of social capital.

http://www.taylorandfrancis.com/books/details/9781138799615/


**Keywords:** English language learners, international schools

This book aims to provide teachers of second language students in English-medium classrooms a way to effectively support students from many linguistic and cultural backgrounds. An overview of the development of the IB in international schools, and the structures of its four programs, are provided for teachers working in IB schools. The text is targeted to support English language learners by suggesting pedagogies, resources, and approaches to supporting student learning.

http://www.multilingual-matters.com/display.asp?K=9781783093274


**Keywords:** Thailand, principal, leadership model, transformational leadership, instructional leadership, principal responsibilities

This study aims to identify principal leadership responsibilities at International Baccalaureate (IB) schools in Thailand in order to develop a principal leadership model. Quantitative results from a sample of 145 IB teachers indicated that there were significant differences between current and desirable practices of principals among Thailand’s IB
schools. Results suggest that student academic achievement is closely tied to the leadership of principals in Thai schools.


**Keywords:** Mobility, marketization, international schools

This book chapter explores the mobile professionalism of teachers working outside of their local and national education systems. It aims to theorise the concept of mobility, as it applies to teaching professionals, as they shape their professional and private spaces to construct mobile professional identities, knowledge, and practices. To do this, the chapter explores case studies of eight mobile educators, with an aim to capture their mobility trajectories, and including two IB schools in Melbourne, Australia.


**Keywords:** Learner profile (LP), survey questionnaire, instrument development, validation

This study articulates the development of an instrument to measure the IB learner profile, and validates the instrument through a series of psychometric procedures (the IBLP questionnaire). Results indicated solid construct validity and measurement reliability, alongside content validity from Delphi studies and cross-validation with different samples. Given the current absence of systematically designed and tested survey instruments to measure the LP, it was expected that the questionnaire would become a key initial resource for a wide range of stakeholders.

http://www.tandfonline.com/doi/abs/10.1080/01443410.2015.1045837


**Keywords:** Inquiry, social constructivism, roles, role theory, role diversification
This article expands on existing research that considers the role of classroom participants in inquiry-based education, and proposes a framework applicable to both students and educators. The paper considers the importance of the IB programmes as a model for inquiry-based learning. The authors argue that inquiry-based learning can expand on current education theory, adding new insights to a topic that has not been fully explored, with implications for students, teachers, and researchers.

http://sgo.sagepub.com/content/5/4/2158244015607584.abstract


Keywords: College, preparedness

This chapter profiles six programmes designed to foster students' transition to college. In so doing, it describes the International Baccalaureate (IB) programmes; presents a case study of a successful IB school; and demonstrates what the IB does well to prepare students for their university studies.

Conference Proceedings

Primary Years Programme


**Keywords:** PYP, learner profile, student achievement, curriculum comparison, New Zealand

This presentation provides an overview of the Evaluation of the PYP in New Zealand, considering three core elements in the evaluation: a curriculum comparison; a review of student achievement and progress data; and school case studies.

https://az659834.vo.msecnd.net/AttendeeApp/iceaustralia/?id=97bb79e5f3f84289b0f76a587c46e3fd&eventSlug=aare2015&slug=program&attendeeAppToken=&blobUri=https:,%2f%2faz659834.vo.msecnd.net%2feventsairseasiaprod%2fproduction-iceaustralia-public


**Keywords:** PYP, Australian curriculum, Australia

This research provides an evaluation of the International Baccalaureate Primary Years Programme (PYP) and its impact on student outcomes, pedagogical practice and school culture, in Victorian Government PYP primary schools. The study also examines the elements that support Australian schools to implement the PYP and considers the impacts ‘on the ground’. The paper also offers a discussion of the barriers and enablers associated with PYP implementation against a backdrop of curriculum based reform.

Middle Years Programme


**Keywords:** MYP, global citizenship, student diversity, Australia

This paper provides an examination of the role of Australian schools and teachers in contributing to the development of global citizenship. In so doing, the paper considers the role of the teacher and the construct of student discourse in Australian schools that offer the IB Middle Years Programme in order build a better understanding of the ways in which policy, curricula and teacher discourse influence students in Australia to develop global understandings.

https://az659834.vo.msecnd.net/AttendeeApp/iceaustralia/?id=97bb79e5f3f84289b0f76a587c46e3fd&eventSlug=aare2015&slug=program&attendeeAppToken=&blobUri=https%3A%2F%2Faz659834.vo.msecnd.net%2Feventsairseasiaprod%2Fproduction-iceaustralia-public


**Keywords:** MYP, mathematics, Spain, curriculum

In the Spanish context, there are two national educational reforms that aim to support the development of mathematics skills: LOE (Organic Law of Education) and LOMCE (the new Organic Law on Education). This paper compares the MYP mathematics curriculum with the Spanish national system to examine outcomes of the IB, in order to facilitate greater acceptance of the IB from the Spanish educational community as a curricular choice.

http://www.eera-e cer.de/ecer-programmes/conference/20/contribution/35669/


**Keywords:** PYP, MYP, testing, literacy and numeracy, Australia

This paper provides a baseline of performance for all IB World Schools in Australia, using a national assessment score based on the national literacy and numeracy test (NAPLAN). It illustrates both PYP and MYP students’ skills in literacy and numeracy, and offers insights
into student achievement trends. In addition, this paper identifies some of the strengths and challenges faced by schools.


**Keywords:** MYP, learner profile, urban schools, United States

This paper examines a district decision in a school that had recently adopted the International Baccalaureate Middle Years Programme. The decision was examined from the perspectives of teachers, students and administrators, during the candidacy phase. The impact on both pedagogical practices and student and teacher experiences are outlined in this presentation.

Diploma Programme


**Keywords:** DP, MoNEP, curriculum, Turkey

This study outlines the similarities and differences in philosophical curricular coverage of the DP and the MoNEP, to understand how the DP written curriculum aligns with the national curriculum (the MoNEP), in Turkey. The study focussed on 1) philosophical underpinnings, 2) content and 3) cognitive demand, and how the intended non-scholastic attributes, if any, of international-mindedness, civic-mindedness, engagement, and motivation compared between the DP and Turkish curricula. The results indicated that the distribution of the four ideologies is more balanced in the DP than in the MoNEP.

**Keywords:** DP, achievement, outcomes, Turkey

This paper explores the effect of an international high school programme on the achievement and development of university students in Turkey, and to examine how the combination of international and national curricula helped Turkish students to prepare for university education. Analysis of data revealed that the main difference between the IBDP and non-IBDP graduates seemed to be the IBDP graduates’ desire for an academic challenge.


**Keywords:** DP, language, English language learners, Australia

This paper provides an overview of the extent to which students learning English as an additional language or dialect (EAL/D) are recognised in the policy and practice of the International Baccalaureate (IB) and the Australian schools that offer its programmes.


**Keywords:** DP, testing, examiners, validity

This paper analyses International Baccalaureate examiners of varying levels of experience and cultural background in order to understand what examiners expect to see in Diploma Programme level student work (age 16-19), when awarding a mark for performance in psychology and history DP courses. The results demonstrate themes and observable indicators that examiners use in order to establish student performance by criterion and level, and provides an overview as to possible sources of examiner disagreement.


**Keywords:** DP, African American students, AP

This study examines the experiences of high achieving African American male high school students enrolled in urban high schools. Considering the experiences of students pursuing the IB, the findings bring to light the challenges such students face, and the facilitating elements of academic and social resources that mitigate such challenges. The authors conclude by offering recommendations that support African American students pursuing academic programs such as Advanced placement (AP) and the Diploma Programme.


**Keywords:** DP, educational realities, neoliberalism, Australia

This paper outlines the ways that Australian schools present and represent their educational being, using the case of Australian schools offering the International Baccalaureate Diploma Programme (DP) to illustrate mechanisms of construction of educational reality within a neoliberal context.

https://az659834.vo.msecnd.net/AttendeeApp/iceaustralia/?id=97bb79e5f3f84289b0f76a587c46e3fd&eventSlug=aare2015&slug=program&attendeeAppToken=&blobUri=https%3A%2F%2Faz659834.vo.msecnd.net%2Feventsairseasiaprod%2Fproduction-iceaustralia-public


**Keywords:** DP, neoliberal, economic capital, cultural capital, Australia

This paper uses the case of the International Baccalaureate Diploma Programme in order to argue that endowment in economic and cultural capitals has come to function as a social closure mechanism in Australian education. It also outlines the ways in which economic capital and cultural capital are twin requirements for accessing this valuable educational site.

**Keywords:** DP, assessment, grading systems, Spain

This paper examined the use of multiple assessment techniques as a reliable grading system for students, with a focus on the DP. In order to compare and understand assessment practices within the DP versus the national system, survey and case studies were used to identify the differences and perception of the DP among students and teachers in Spain.


**Keywords:** DP, social justice, African American students, United States

This study examines a predominantly African-American high school in an urban, Midwestern city, offering the DP in order to understand the ways in which high school teachers support learners. The data reveals a complex picture of teachers’ beliefs about justice for African-American student success, and the actions taken within the classroom to enact those beliefs of justice.


**Keywords:** DP, citizenship education, communities, globalization

This paper examines ways in which schools can implement “global citizenship”, in order to provide a deeper understanding of what is meant by an education for cosmopolitan citizenship. The authors offer an analysis of the curriculum guidelines being used to foster global civic education within the DP in 24 Spanish IB high schools.


**Keywords:** DP, differentiation, autonomy, Spain

Although the implementation of school based autonomy is often linked to the private school sector, this paper presents 24 cases of how state funded and state run high schools have taken advantage of their autonomy by offering the globally prestigious Diploma Programme.

http://www.eera-ecer.de/ecer-programmes/conference/20/contribution/35583/

**Continuum Studies**


**Keywords:** Equity, inequality, marginalization, IB schools, United States

The IB programme has expanded rapidly in the past 10 years. However, African Americans, Latino and low-income students continue to be underrepresented in this programme. To examine gaps in participation, this paper examines whether expansion of the programme is a means of ‘status closure’ and reinforced inequity. This paper examines the growth of the IB programme in the United States, comparing school characteristics, and census tract demographics of IB schools to non-IB schools, to understand where these programmes have emerged in the US, and if there are underlying inequalities related to its expansion.


**Keywords:** Language policy, multilingualism

This paper examines language policy development and implementation through exploration of how eight schools’ cultural and linguistic context was influential in the multiple facets of policymaking that occurs in IB schools. By bringing school language
policy into focus, this project aimed to support schools as they navigated language policy development and implementation, as well as highlight its omnipresence in learning environments.


**Keywords:** PYP, community partnerships, Nicaragua, pre-service/in-service teachers

This presentation explores the cooperative efforts of an International Baccalaureate PYP school and a faculty from a local university, to expand the perceptions and world-views of students and teachers at both elementary and post-secondary levels. The goal of this session was to discuss best practices relating to global education initiatives.


**Keywords:** Professional development, IB teachers

This paper discusses the process of becoming an IB certified teacher. Through a discussion of the challenges facing teachers, the paper focused on the need for lifelong professional development, illuminating the benefits of the IB community as a means to support the construct of professional learning communities.


**Keywords:** Global mindedness, Islamic schools, United States

This study examines the challenges that US Islamic schools face to acquire IB Programmes as more Islamic schools move to gain IB accreditation. The research examined responses to four questions relating to challenges to enactment, with participants employed by three Islamic schools in different geographical locations. Recommendations were suggested to overcome the foreseeable challenges in the process of becoming an IB world school.

**Keywords:** Global mindedness, Islamic schools, community, curriculum development

This paper seeks to understand and define what ‘global education’ or ‘global minded students’ means to the education community and to Islamic schools, and what the implications are for curriculum development. This includes comparison and consideration between secular worldviews, which most non-Islamic school subjects are based upon, and an Islamic worldview curriculum.


**Keywords:** International education research, IB programmes, researcher advice

Based on IB data, this paper considers the difficulties of conducting research in multiple countries, where a broad range of factors, such as cultural and contextual issues and access to data sources present both opportunities and challenges to research projects. The presentation also identifies and offers advice regarding common problems, oversights and mistakes made by researchers when submitting proposals, conducting data collection, and reporting results.


**Keywords:** Curriculum, international education, Islamic education, Dubai, Abu Dhabi

The paper outlines how IB schools in Dubai and Abu Dhabi link IB curriculum with local requirements for Arabic language teaching and the teaching of Islamic education and
values. The paper also identifies the different ways in which these issues are addressed in the different schools.

http://www.eera-ecer.de/ecer-programmes/conference/20/contribution/35820/


**Keywords:** Advanced academic programs, minority students, equity, United States

This paper considers the actions that the Tucson Unified School District (TUSD) has put in place to increase African American and Hispanic student enrollment in advanced academic programs. These include University High School, Advanced Placement and International Baccalaureate courses. In order to address the challenge of retention and success in these programs, the paper argues that the TUSD is currently working on implementing several initiatives to provide support services to these students in order to help them complete the courses successfully and if appropriate, to take the end-of-course exam.

Foreign Language Research


**Keywords:** DP, curriculum pedagogy, national assessment

This paper offers a brief outline of several important elements underpinning delivery of the International Baccalaureate in Spain. The author schematically reviews the pedagogical principles underlying the educational project and curriculum and evaluation systems, highlighting each of these aspects, with regard to the Diploma Programme. Finally, the author considers some of the challenges presently being faced in Spain in regard to the IB and the national Spanish curricula.

https://revistas.uam.es/tarbiya/article/view/285


**Keywords:** Elite schools, international schools, Germany

This paper focuses upon competition between schools in urban secondary schools. Through analysis of two urban regions and the upper secondary schools within, the author explores the elite nature of “exclusive” high schools. Through consideration of available curricula choices, including the IB, the findings demonstrated that elite schools contribute to an inequitable distinction in the education system, offering already advantaged students a way to augment their opportunities.

http://link.springer.com/chapter/10.1007/978-3-658-07735-8_3


**Keywords:** DP, international schools, elite schools, Germany

This paper considers the expansion of the German education system and the associated vertical and horizontal differentiation of schooling, particularly in the sector of advanced schooling. It also examined the growing competition between individual schools, as select entry processes, international programmes (including the IB), ability grouping and “gifted” schools become increasingly common. The findings of the study suggested that such
stratification is now giving rise to new forms of inequality in the German educational system.

http://link.springer.com/chapter/10.1007/978-3-658-09375-4_7


Keywords: DP, international schools, equity, Germany

This paper examined developments in international schooling in Germany, with a focus on the academic track of “gymnasium”, in which the IB Diploma Programme is offered. The paper argues that international schooling and international programmes and curricula have led to increased opportunities through the expansion of secondary schools, curricula and international course provision, but has also led to differentiation within the upper secondary educational landscape. The paper also considers marketing strategies of international schools, and implications for the German education system.

http://link.springer.com/chapter/10.1007/978-3-658-07735-8_5


Keywords: PYP, international mindedness, constructivism, inquiry, autonomy

This thesis aims to demonstrate the importance of the International Baccalaureate Primary Years Programme as contributing to a 'responsive classroom'. The research posed the students as protagonists, who draw upon three key models to 1) construct their own learning, 2) acquire a deep knowledge and 3) develop international thinking. The paper argues for the effectiveness of using these three models in language learning within the PYP classroom.

http://cerro.cpd.uva.es/bitstream/10324/10660/1/TFG-G%201082.pdf


Keywords: DP, biology, geology, inquiry-based learning, constructivism, science teaching, secondary school

This study analyses the International Baccalaureate against the Spanish educational framework, with a focus on the Diploma Programme. A comprehensive comparison between different models of high school baccalaureate in Spain is offered, before the
author focuses upon biology and geology, as a means by which to understand how experimental activities of the International Baccalaureate are employed in Spanish high schools. The findings sought to demonstrate the ways in which DP students understand the processes of education.

https://uvadoc.uva.es/handle/10324/13616


**Keywords:** Citizenship, IB schools, Creativity, Action Service (CAS) globalisation, Colombia

This work considers the notion of citizenship as underpinning schools that offer the IB in Colombia. The paper first focuses on a historical review of the notion of citizenship, as it was intended in the nineteenth century and as it exists today, before focusing on the case of schools that offer the International Baccalaureate. By examining the components of “Creativity, Action and Service” (CAS), the findings demonstrated that, although the educational practices of students may render them modern global citizens, being immersed in a process of globalisation does not mean national identity is neglected.

http://repository.unimilitar.edu.co/bitstream/10654/6780/1/PerezPerezBeatrizHelena2015.pdf


**Keywords:** DP, Canada, outcomes

This thesis explores the perceptions of five IB Diploma Programme graduates in Manitoba, Canada, reflecting upon the completion of their preliminary year of university studies. It considers the motivation of students for selecting the Diploma Programme; the experiences of students undertaking the DP; the role of educators in the DP; and, finally, the impact of the DP upon upper secondary school students.

http://mspace.lib.umanitoba.ca/handle/1993/30411


**Keywords:** PYP, Taiwan, curricula
This paper examines the implementation of the IB programmes across Taiwan’s education system, with a focus on the PYP, and with consideration of existing school curricula and assessment systems in different sectors and schools. It offers several case examples of different schools in Taiwan as the unit of analysis.

http://search.proquest.com/openview/f2182f5a83fd189a0cf4e2e9c9f9cfdb/1?pq-origsite=gscholar