

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

Anna Dabrowski  
The University of Melbourne  
January 2016



## 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

<b>Programme/Study Focus</b>	<b>Number of Studies</b>
Primary Years Programme	14
Middle Years Programme	15
Diploma Programme	51
Career-related Programme	0
Continuum Studies/All Programmes	37
<b>Frequent Areas of Reference</b>	
Language	
Curriculum	
International mindedness	
Global citizenship	
Assessment	
International schools	
Teacher training	
Learner profile	
<b>Types of Studies</b>	
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.

## Reports

### Primary Years Programme

**Bagnall, N., Wilson, R. & Hu, A. (2015).** *Science in the Primary Years Programme: Alignment between the International Baccalaureate and the National Australian Curriculum.* International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/pyp/science-in-the-pyp.pdf>

**Drake, S. M., Savage, M. J., Reid, J. L., Bernard, M. L., & Beres, J. (2015).** *An Exploration of the Policy and Practice of Transdisciplinarity in the IB PYP Programme.* International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/pyp/an-exploration-of-the-policy-and-practice-of-transdisciplinarity-in-the-pyp-final-report.pdf>

**Hemelt, S. (2015).** *The Impact of the International Baccalaureate's Primary Years Programme on Student Performance: Evidence from Michigan and North Carolina.* International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/pyp/impact-of-the-pyp-on-student-performance-report-en.pdf>

**Kitsantas, A., & Miller, A.D. (2015).** *Characteristics and context of Primary Years Programme (PYP) students' self-efficacy and self-regulatory development.* International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/pyp/pyp-self-efficacy-full-report-en.pdf>

**Lester, J.N. & Lochmiller, C.R. (2015).** *A mixed- methods case study of International Baccalaureate Primary Years Programmes in four Colombian schools.* International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/pyp/pyp-columbia-full-report.pdf>

## Middle Years Programme

Australian Council for Educational Research. (2015). *The International Baccalaureate (IB) Middle Years Programme (MYP): Comparing IB Diploma Programme outcomes of students who complete the MYP and other middle years courses of study*. International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/myp/comparing-dp-outcomes-with-myp-report-en.pdf>

Wade, J.H. & Wolanin, N.L. (2015). *A Comparison of MYP and Non-MYP Students' Participation and Performance in High School*. International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/myp/myp-participation-and-performance-full-report.pdf>

## 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.

<http://www.ibo.org/globalassets/publications/ib-research/dp/turkey-postsecondary-study-report-en.pdf>

**Beckwitt, A., Van Kamp, D. & Carter, J. (2015).** *Examination of District Wide Implementation in the USA.* International Baccalaureate.

**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.

<http://ibo.org/globalassets/publications/ib-research/dp/district-wide-implementation-report-en.pdf>

**Bergeron, L. (2015).** *Diploma Programme students' enrolment and outcomes at US postsecondary institutions 2008-2014.* International Baccalaureate.

**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%.



<http://ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-en.pdf>

Caspary, K., Woodworth, K., Keating, K. & Sands, J. (2015). *International Baccalaureate: National Trends for low-income students, 2008-2014*. International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/dp/ib-and-low-income-students-report-sri-en.pdf>

Cooker, L., Crook, C. & Ainsworth, S. (2015). *The Integration of Technology in the International Baccalaureate Diploma Programme*. International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/dp/technology-in-the-dp-report-en.pdf>

Faas, D. (2015). *Curriculum Alignment Between the IBDP and National Systems: Germany*. International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/dp/curric-alignment-germany-en.pdf>

**Faas, D. (2015).** *Curriculum Alignment Between the IBDP and National Systems: Switzerland.* International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/dp/curric-alignment-switzerland-en.pdf>

**Gordon, M., VanderKamp, E. & Halic, O. (2015).** *International Baccalaureate Programmes in Title I schools in the United States: Accessibility, participation and University enrolment.* International Baccalaureate.

**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.

<http://www.ibo.org/globalassets/publications/ib-research/title-1-schools-research.pdf>

## Continuum Studies/All Programmes

**Wright, K. (2015).** *International Baccalaureate programmes: Longer-term outcomes.* International Baccalaureate.

**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 world view and positive attitudes toward lifelong learning.

<http://www.ibo.org/globalassets/publications/ib-research/continuum/longer-term-outcomes-final-en.pdf>

## 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.

<http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/samantha-cook-pyp-en.pdf>

**Khairallah, L. T. (2015).** *The Integration of Vertical Alignment in Teacher Collaborative Planning in the International Baccalaureate Primary Years Program: Two Qualitative Case Studies in Europe and the United States (Thesis).* Northeastern University.

**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>

**Lau, C., Kitsantas, A., & Miller, A. (2015).** Using Microanalysis to Examine How Elementary Students Self-regulate in Math: A Case Study. *Procedia-Social and Behavioral Sciences*, 174, 2226-2233.

**Keywords:** Self-regulation, self-regulatory processes, mathematics, elementary students

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.

<http://www.sciencedirect.com/science/article/pii/S1877042815009313>

**Ledger, S., Vidovich, L., & O'Donoghue, T. (2015). International and Remote Schooling: Global to Local Curriculum Policy Dynamics in Indonesia. *The Asia-Pacific Education Researcher*, 1-9.**

**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>

**Lüddecke, F. (2015). Philosophically Rooted Educational Authenticity as a Normative Ideal for Education: Is the International Baccalaureate's Primary Years Programme an example of an authentic curriculum? *Educational Philosophy and Theory*, (ahead-of-print), 1-16.**

**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>

**Quaynor, L. (2015). Connections and Contradictions in Teacher Practices for Preparing Globally Minded Citizens in Two IB Public Schools. *Teachers College Record*, Volume 117, Issue 9.**

**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.

<http://www.tcrecord.org/library/abstract.asp?contentid=18072>

Sengul, E. (2015). *Comparison of International Baccalaureate Primary Years Program and National Curriculum Program 4th grade student's misconceptions on the topic of fractions*. İhsan Dođramacı Bilkent University, 2015 (Dissertation).

**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.

[http://librarycatalog.bilkent.edu.tr/client/en\\_US/university/search/detailnonmodal/ent:\\$002f\\$002fSD\\_ILS\\$002f920\\$002fSD\\_ILS:920933/ada;jsessionid=987D2A43425C993263E3A94BE48E91C7](http://librarycatalog.bilkent.edu.tr/client/en_US/university/search/detailnonmodal/ent:$002f$002fSD_ILS$002f920$002fSD_ILS:920933/ada;jsessionid=987D2A43425C993263E3A94BE48E91C7)

## Middle Years Programme (MYP)

Besnoy, K. D., Maddin, E., Steele, E., & Eisenhardt, S. (2015). The Friendship Journey: Developing Global Understanding in the Middle Grades. *Journal of Catholic Education*, 18(2), 44-73.

**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.

<http://digitalcommons.lmu.edu/ce/vol18/iss2/4/>

**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.

<http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/myp-teachers-and-learner-profile-executive-summary-en.pdf>

**Corlu, M. S., & Alapala, B. (2015).** *On Mathematics and Culture: Insights from an International School.* *Journal of Humanistic Mathematics*, 5(1), 223-232.

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

**Gordon, M., & Bergeron, L. (2015).** *The Use of Multilevel Modeling and the Level Two Residual File to Explore the Relationship Between Middle Years Programme Student Performance and Diploma Programme Student Performance.* *Social science research*, 50, 147-163.

**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>

Gorman, E. (2015). *Engagement and Global Learning through Philanthropy: A Youth Philanthropy Council for International Baccalaureate Students* (thesis).

**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/>

Harrison, R. (2015). Evolving the IB Middle Years Programme: Curriculum. *The International Schools Journal*, 34(2), 45.

**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>

Lynch, M. (2015). *The applicability and impact of using the IB learner profiles as a framework for discussing bullying in the MYP: Lessons from a practice-based research project*. International Baccalaureate (Jeff Thompson Award).

**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.

<http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/myp-lesson-executive-summary.pdf>

MacRaid, J. (2015). The International Baccalaureate Program: Meeting the needs of high-ability students in Qatar. *Talented*, 29, 1–17.

**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.

<http://www.talented.org.au/the-international-baccalaureate-program-meeting-the-needs-of-high-ability-students-in-qatar>

Rossi, A. L. (2015). *Encountering history: student agency in history and identity student perspectives from the International School Bremen* (Doctoral dissertation, Department of Politics and International Relations).

**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>

Spolsky, B., & Sung, K. (2015). *Secondary School English Education in Asia: From Policy to Practice*. Routledge.

**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.

<http://www.asiatefl.org/main/main.php?main=3>

## Diploma Programme (DP)

**Aktasa, B. C., & Guvenb, M. (2015). Comparison of Secondary Education Mother Tongue Teaching Courses in the International Baccalaureate Program with the National Program in terms of Critical Thinking. *Educational Sciences: Theory & Practice*, 15(1), 1-25.**

**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.

[http://www.estp.com.tr/wp-content/uploads/2015/02/ESTPFebruary2015\\_99\\_123.pdf](http://www.estp.com.tr/wp-content/uploads/2015/02/ESTPFebruary2015_99_123.pdf)

**Arreguin, S. (2015). *Reform Through a Student Lens: The Experience of Latino/a Students in an International Baccalaureate Diploma Program in Chicago* (Dissertations). Paper 1246.**

**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/](http://ecommons.luc.edu/luc_diss/1246/)

**Beneker, T., van Dis, H, & Middelkoop, D. (2015). World-mindedness of students and their geography education at international (IB-DP) and regular schools in the Netherlands. *International Journal of Development Education and Global Learning*, (6)3, 5-30.**

**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/art0002>

**Bunnell, T. (2015). The rise and decline of the International Baccalaureate Diploma Programme in the United Kingdom. *Oxford Review of Education*, 41(3), 387-403.**

**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/>

**Chen, W. (2015). *Relationships between Perceived Parenting Behaviours and Academic Achievement among High School Students in International Baccalaureate (IB) Programs: A Comparison of Asian American and White Students*, University of South Florida (thesis).**

**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>

**Cole, D. R., Ullman, J., Gannon, S., & Rooney, P. (2015). Critical thinking skills in the International Baccalaureate's "Theory of Knowledge" subject: Findings from an Australian study. *Australian Journal of Education*, 59(3), 247-264.**

**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>

**Dagli, I.C. (2015).** *How Heads of Science Departments within International Baccalaureate Diploma Schools Show Their Instructional Leadership Role.* İhsan Doğramacı Bilkent University.

**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.

[http://librarycatalog.bilkent.edu.tr/client/en\\_US/university/search/detailnonmodal/ent:\\$002f\\$002fSD\\_ILS\\$002f916\\$002fSD\\_ILS:916672/ada.jsessionid=2FBAE041603A1CAE9911BD726FEB5C8E](http://librarycatalog.bilkent.edu.tr/client/en_US/university/search/detailnonmodal/ent:$002f$002fSD_ILS$002f916$002fSD_ILS:916672/ada.jsessionid=2FBAE041603A1CAE9911BD726FEB5C8E)

**Dedrick, R. F., Shaunessy-Dedrick, E., Suldo, S. M., & Ferron, J. M. (2015).** Psychometric Properties of the School Attitude Assessment Survey–Revised with International Baccalaureate High School Students. *Gifted Child Quarterly*, 59(1), 38-54.

**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>

**Demircioğlu, Ş., & Çakır, C. (2015).** Intercultural competence of English language teachers in International Baccalaureate World Schools in Turkey and abroad. *Journal of Language and Linguistic Studies*, 11(1), 15-32.

**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.

<http://www.jlls.org/index.php/jlls/article/view/334>

**Feld, L. D., & Shusterman, A. (2015).** *Into the pressure cooker: Student stress in college preparatory high schools. Journal of adolescence, 41, 31-42.*

**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.

<http://www.sciencedirect.com/science/article/pii/S0140197115000317>

**Fitzgerald, S. (2015).** *Perceptions of the International Baccalaureate (IB) in Ontario Universities. Canadian Journal of Education/Revue canadienne de l'éducation, 38(3), 1-34.*

**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.

<http://www.cje-rce.ca/index.php/cje-rce/article/view/1773>

**Freeman, M. B. (2015).** *Social Capital and College Preparatory Frameworks: A Qualitative Study* (thesis). Fisher College.

**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/](http://fisherpub.sjfc.edu/education_etd/223/)

**Froman, N. (2015). Human Rights Education and the International Baccalaureate Diploma 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.

<http://files.eric.ed.gov/fulltext/EJ1061017.pdf>

**Gleek, C. (2015). *Understanding Student Engagement During Simulations in IB Global Politics. Inquiry in education*, 7(1). Article 6.**

**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/>

**Halic, O., Bergeron, L., Kuvaeva, A., & Smith, A. (2015). The International Baccalaureate's Bilingual Diploma: Global trends, pathways, and predictors of attainment. *International Journal of Educational Research*, 69, 59-70.**

**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.

<http://www.sciencedirect.com/science/article/pii/S0883035514000949>

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/>

Hoisington, S.R., & Slate, J.R. (2015). Gender differences in taking advanced coursework in Texas. *Progress in Education, (32)* 69-76.

**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.

[https://www.novapublishers.com/catalog/product\\_info.php?cPath=23\\_29&products\\_id=53176](https://www.novapublishers.com/catalog/product_info.php?cPath=23_29&products_id=53176)

Loh, E. (2015). Using drama in education to enhance Chinese language proficiency of non-Chinese speaking secondary school students. *IB Journal of Teaching Practice, 2015, 3(1)*. Article no. 138.

**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>

**Maden, S. (2015). *Representation of Different Cultures in IBDP Language B Literary Texts*. İhsan Dođramacı Bilkent University.**

**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.

<http://www.thesis.bilkent.edu.tr/0006818.pdf>

**Mattson, M. (2015). *Inclusion at the IB Diploma Programme in a Swedish Upper Secondary School context* (thesis). Malmö högskola/Lärande och samhälle.**

**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>

**Perna, L. W., May, H., Yee, A., Ransom, T., Rodriguez, A., & Fester, R. (2015). Unequal Access to Rigorous High School Curricula: An Exploration of the Opportunity to Benefit from the International Baccalaureate Diploma Programme (IBDP). In *Educational Policy*, 29(2), 402-425.**

**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>

**Perry, S. (2015).** *CAS Reflection Implementation at Six International Baccalaureate Diploma Programme Schools in Turkey.* İhsan Dođramacı Bilkent University (Thesis).

**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>

**Perry, S. (2015).** *Improving the Reflection Process: A Multi-Case study of CAS Implementation in Six IBDP Schools.* International Baccalaureate (Jeff Thompson Award).

**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/4ccc99665bc04f3686957ee197c13855/stirling\\_perry\\_executive\\_summary.pdf](http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/stirling_perry_executive_summary.pdf)

**Pitre, N. (2015).** *Four Canadian Expatriate Women's Personal History Self-Study Stories on their International-Mindedness (IM) Development and Approaches to Teaching IM.* Calgary: Graduate Program in Educational Research.

**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>

**Poonoosamy, M. (2015). Aspirations and tensions in developing international mindedness: case study of two students in an IB school in an Indian Ocean Island Nation. *Asia Pacific Journal of Education***

**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'.

<http://www.tandfonline.com/doi/abs/10.1080/02188791.2015.1064354?journalCode=cape20>

**Resnik, J. (2015). The development of the International Baccalaureate in Spanish speaking countries: a global comparative approach. *Globalisation, Societies and Education*, 1-28.**

**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>

**Resnik, J. (2015). The Incorporation of the International Baccalaureate in Magnet Schools in the United States: Survival Strategies of Low Performing Schools. *Educational Practice and Theory*, 37(2), 79-106.**

**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/ept/2015/00000037/00000002/art00006>

**Shaunessy-Dedrick, E., Suldo, S. M., Roth, R. A., & Fefer, S. A. (2015). Students' Perceptions of Factors that Contribute to Risk and Success in Accelerated High School Courses. *The High School Journal*, 98(2), 109-137.**

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

**Teke, S. (2015). *Perspectives of undergraduate students towards IBDP and MoNE high school education* (thesis). İhsan Doğramacı Bilkent University**

**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.

[http://librarycatalog.bilkent.edu.tr/client/en\\_US/university/search/detailnonmodal/ent:\\$002f\\$002fSD\\_ILS\\$002f916\\$002fSD\\_ILS:916667/ada;jsessionid=B9B8C1AFF4DC3C61EC34E55EE69727CE](http://librarycatalog.bilkent.edu.tr/client/en_US/university/search/detailnonmodal/ent:$002f$002fSD_ILS$002f916$002fSD_ILS:916667/ada;jsessionid=B9B8C1AFF4DC3C61EC34E55EE69727CE)

**Vulperhorst, J. P. (2015). *Disentangling the predictive validity of high school grades for academic success in university* (thesis). Utrecht University.**

**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>

**Walker, J. (2015). *An Investigation of IB Learner Profile Attributes in post IB diploma students*. International Baccalaureate (Jeff Thompson Award).**

**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>

**Xi, W. (2015). *The Discursive Construction of Intercultural Understanding in China: A Case Study of an International Baccalaureate Diploma Program*. Lexington Books.**

**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.

<https://rowman.com/ISBN/9781498514309/The-Discursive-Construction-of-Intercultural-Understanding-in-China-A-Case-Study-of-an-International-Baccalaureate-Diploma-Program>

**Yemini, M., & Dvir, Y. (2015). International Baccalaureate as a litmus test revealing conflicting values and power relations in the Israeli education system. *Discourse: Studies in the Cultural Politics of Education*, (ahead-of-print), 1-14.**

**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.

**Almogbel, A. N. (2015). International Education Issues in Saudi Arabia's Public Education Curricula: An Analytical Study. *Journal of International Education and Leadership*, (5)1.**

**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.

<http://www.jielusa.org/wp-content/uploads/2012/01/AliSpring2015.pdf>

**Bagnall, N. (2015). *Global Identity in Multicultural and International Educational Contexts: Student Identity Formation in International Schools*. Routledge.**

**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.

<https://www.routledge.com/products/9781138797499>

**Bunnell, T. (2015). Teachers in international schools: a global educational 'precariat'?** *Globalisation, Societies and Education*, 1-17.

**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.

<http://www.tandfonline.com/doi/abs/10.1080/14767724.2015.1068163>

**Bunnell, T. (2015). The 'Yew Chung model' of international education: The scope for investigation and research.** *Journal of Research in International Education*, 14(3), 258-270.

**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.

<http://jri.sagepub.com/content/14/3/258?etoc>

**Castro, P., Lundgren, U., & Woodin, J. (2015). International Mindedness through the looking glass: Reflections on a concept.** *Journal of Research in International Education*, 14(3), 187-197.

**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.

<http://jri.sagepub.com/content/14/3/187?etoc>

Cushner, K., & Chang, S. C. (2015). Developing intercultural competence through overseas student teaching: checking our assumptions. *Intercultural Education*, (ahead-of-print), 1-14.

**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>

Christie, E. (2015). *Examining international school service-learning through a postcolonial lens: Using autoethnography to decolonize the self*. University of New Brunswick: Graduate Academic Unit of Education (dissertation).

**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>

Deppe, U., & Krüger, H. H. (2015). *Elite Education in Germany? Elite Education: International perspectives*, Routledge.

**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/>

Désilets, G. (2015). *'Third Culture Kids' as Serial Migrants' Children: Understanding Some of the Impacts of a Highly Mobile Transnational Upbringing*. *Migration, Diversity, and Education: Beyond Third Culture Kids*, 143.



**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.

<http://www.palgrave.com/us/book/9781137524652>

**Goren, H., & Yemini, M. (2015).** Global citizenship education in context: teacher perceptions at an international school and a local Israeli school. *Compare: A Journal of Comparative and International Education*, 1-22.

**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.

<http://www.tandfonline.com/doi/abs/10.1080/03057925.2015.1111752?journalCode=com20>

**Hegner-Jonsson, G. (2015).** Critical thinking as democratic criticality (thesis).

**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.

**Karsgaard, C.A. (2015).** *Literary study for critical global citizenship education*. University of British Columbia (thesis).

**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>

Lau, C. (2015). *Developmental and Gender Differences in Elementary Students' Self-Regulation, Self-Efficacy, and Sources of Self-Efficacy in Mathematics: An Exploratory Study* (thesis). George Mason University.

**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~~itself, result in variance in students' mathematics self-efficacy.

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

Levy, J., & Fox, R. (2015). *Pre-Service Teacher Preparation for International Settings*. The SAGE Handbook of Research in International Education, 2e.

**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.

<https://au.sagepub.com/en-gb/oce/the-sage-handbook-of-research-in-international-education-2e/book243313>

Limtiaco, M. C. (2015). *District adoption of the International Baccalaureate: Providing comprehensive programming across school campuses* (Thesis). University of Southern California.

**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>

**Meyer, H. (2015).** *Boundaries and the Restriction of Mobility within International School Communities: A Case Study from Germany.* Migration, Diversity, and Education: Beyond Third Culture Kids, Palgrave Macmillan.

**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.

<http://www.palgrave.com/page/detail/migration-diversity-and-education-saija-benjamin/?isb=9781137524652>

**Monopoli, M. (2015).** *Reading comprehension development in the English B lesson.* International Baccalaureate (Jeff Thompson Award).

**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.

<http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/executive-summary-monopoli.pdf>

**Perna, L. W. (2015).** *Improving College Access and Completion for Low-Income and First-Generation Students: The Role of College Access and Success Programs.* Testimony Provided to the Subcommittee on Higher Education and Workforce Training.

**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.

[http://edworkforce.house.gov/uploadedfiles/testimony\\_perna.pdf](http://edworkforce.house.gov/uploadedfiles/testimony_perna.pdf)

Resnik, J. (2015). *Elite Education Systems in the Emerging Financial Powers*. In Maxwell, C., & Aggleton, P. (Eds.). (2015). *Elite Education: International perspectives*. Routledge.

**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/>

Sears, C. (2015). *Second Language Students in English-medium Classrooms: A Guide for Teachers in International Schools* (Vol. 20). Multilingual Matters.

**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>

Subrahmanya, A. & Mhunpiew, N. (2015). *The Development of Principal Leadership Model at International Baccalaureate Schools in Thailand*. *The Scholar*.

**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.

<http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/1004>

**Vongalis-Macrow, A., & Arber, R. (2015). Mobile Teachers: Becoming Professional Mobile Educators in the Marketization of Education. *Handbook of Mobile Teaching and Learning*, 629.**

**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.

<https://www.sensepublishers.com/media/2186-mobile-teachers-teacher-identity-and-internationalschooling.pdf>

**Walker, A., Lee, M., & Bryant, D. A. (2015). Development and validation of the International Baccalaureate Learner Profile Questionnaire (IBLPQ). *Educational Psychology*, 1-23.**

**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>

**Walker, C. and Shore, B. (2015). Understanding Classroom Roles in Inquiry Education: Linking Role Theory and Social Constructivism to the Concept of Role Diversification, *SAGE Open Journal*, SAGE.**

**Key words:** 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>

Young, N. D., Michael, C. N., & Jean, E. (2015). *Educating and Economizing. Educational Entrepreneurship: Promoting Public-Private Partnerships for the 21st Century*, 133.

**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.

<https://rowman.com/ISBN/9781475808377/Educational-Entrepreneurship-Promoting-Public-Private-Partnerships-for-the-21st-Century>

## Conference Proceedings

### Primary Years Programme

**Cochise, A. & Kushner, S. (2015).** *The International Baccalaureate Primary Years Programme in Aotearoa New Zealand.* Presented at the Australian Association for Research in Education national conference, Fremantle, WA, Australia.

**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%2feventsairseasiaproduct%2fproduction-iceaustralia-public>

**Gough, A. (2015).** *More Than a Circus Act: Juggling International Baccalaureate Curriculum and Local Compliance in Government Primary Schools.* Presented at the American Education Research Association Annual Meeting, Chicago, USA.

**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.

[http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected\\_paper\\_id=935763&PHPSESSID=2kupriqg9od2f76453lcanv4n6](http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected_paper_id=935763&PHPSESSID=2kupriqg9od2f76453lcanv4n6)

## Middle Years Programme

Dabrowski, A. (2015). *Learning as a Global Citizen: Policy, Curricula and the Role of the Teacher*. Presented at the Australian Association for Research in Education, Fremantle, WA, Australia.

**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:%2f%2faz659834.vo.msecnd.net%2feventsairseasiaproduct%2fproduction-iceaustralia-public>

Garrido, R., Menendez, M., Alonso, T., Alvarez, G. (2015). *Curricular Alignments International Baccalaureate & Spanish Secondary Education in The Area of Mathematics*. Presented at the European Educational Research Association Annual Meeting, Budapest, Hungary.

**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-ecer.de/ecer-programmes/conference/20/contribution/35669/>

Ramos, M.E. (2015). *Examining National Assessment Program – Literacy and Numeracy (NAPLAN) results of IB World Schools in Australia*. Presented at the Australian Association for Research in Education national conference, Fremantle, WA, Australia.

**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.

<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>

**Storz, M.G. & Hoffman, A. (2015). *Adopting an International Baccalaureate Program in an Urban Public Middle School: A Good Fit?* Presented at the American Education Research Association Annual Meeting, Chicago, USA.**

**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.

[http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected\\_paper\\_id=936327&PHPSESSID=2kupriqg9od2f76453lcanv4n6](http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected_paper_id=936327&PHPSESSID=2kupriqg9od2f76453lcanv4n6)

## Diploma Programme

**Ateskan, A. & Onur, J. (2015). *International Baccalaureate Diploma Programme (IBDP) and Turkish Ministry of National Education Programme (MoNEP) Written Curriculum Scholastic and Non-Scholastic Alignment.* Presented at the European Educational Research Association Annual Meeting, Budapest, Hungary.**

**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.

<http://www.eera-ecer.de/ecer-programmes/conference/20/contribution/35628/>



**Ateskan, A., Sagun, S. & Onur, J. (2015). *The Effect of International High School Programmes On Later Achievement and Development of University Students in Turkey*. Presented at the European Educational Research Association Annual Meeting, Budapest, Hungary.**

**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.

<http://www.eera-ecer.de/ecer-programmes/conference/20/contribution/36714/>

**Dabrowski, A. (2015). *Language, Identity and Opportunities to Learn: Have we forgotten about the diversity of English Language Learners?* Presented at the British Education Research Association, Belfast, UK.**

**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.

[https://www.bera.ac.uk/wp-content/uploads/2015/03/Abstracts-for-the-web\\_Part9.pdf?noredirect=1](https://www.bera.ac.uk/wp-content/uploads/2015/03/Abstracts-for-the-web_Part9.pdf?noredirect=1)

**Hamer, R., Manlove, S. & Furlong, A. (2015). *"Good," "Average," or "Poor"?: Examiner Interpretation of Qualifying Terms in Assessment Criteria*. Presented at the American Education Research Association Annual Meeting, Chicago, USA.**

**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.

[http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected\\_paper\\_id=942756&PHPSESSID=2kupriqg9od2f76453lcanv4n6](http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected_paper_id=942756&PHPSESSID=2kupriqg9od2f76453lcanv4n6)

Hersi, M. & Smith, S. (2015). *The Pursuit of Excellence: Unpacking the Experiences of African American Male Students Enrolled in an International Baccalaureate*. Presented at the American Education Research Association Annual Meeting, Chicago, USA.

**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.

[http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected\\_paper\\_id=946659&PHPSESSID=2kupriqg9od2f76453lcanv4n6](http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected_paper_id=946659&PHPSESSID=2kupriqg9od2f76453lcanv4n6)

Maire, Q. (2015). *The construction of educational reality: insights from schools offering the International Baccalaureate Diploma across Australia*. Presented at the Australian Association for Research in Education, Fremantle, WA, Australia.

**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:%2f%2faz659834.vo.msecnd.net%2feventsairseasiaproduct%2fproduction-iceaustralia-public>

Maire, Q. T. (2015). *The Twofold Capital Requirement of Educational Success: Social Closure in the International Baccalaureate Diploma in Australia*. Refereed Proceedings of the TASA 2015 Conference (p. 188).

**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.

<https://www.tasa.org.au/wp-content/uploads/2015/05/Maire-2015.pdf>

**Menendez, M., Garrido, R., Valle, J., Alonso, T. & Alvaraz, G. (2015).** *Assessment Practices & Quality and Equity of the Grading: A Comparison Study Between the International Baccalaureate and the Spanish National System.* Presented at the European Educational Research Association Annual Meeting, Budapest, Hungary.

**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.

<http://www.eera-ecer.de/ecer-programmes/conference/20/contribution/35727/>

**Powell, S.N. (2015).** *High School Teachers Working Toward Justice for (Some) Students.* Presented at the American Education Research Association Annual Meeting, Chicago, USA.

**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.

[http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected\\_paper\\_id=943026&PHPSESSID=2kupriqg9od2f76453lcanv4n6](http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected_paper_id=943026&PHPSESSID=2kupriqg9od2f76453lcanv4n6)

**Thoilliez, B., Menendez, M., Valle, J. & Alonso, T. (2015).** *International Baccalaureate Diploma Programme: A Global Civic Education towards a Cosmopolitan Citizenship.* Presented at the European Educational Research Association Annual Meeting, Budapest, Hungary.

**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.

<http://www.eera-ecer.de/ecer-programmes/conference/20/contribution/35607/>

Thoilliez, B., Valle, J., Manso, J. & Rappoport, S. (2015). *The expansion of school autonomy. The case of the International Baccalaureate as a Differentiation Strategy in the Spanish Education system*. Presented at the European Educational Research Association Annual Meeting, Budapest, Hungary.

**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

Donaldson, K. (2015). *The Expansion of the International Baccalaureate: A Case of Effectively Maintained Inequality?* Presented at the American Education Research Association Annual Meeting, Chicago, USA.

**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.

[http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected\\_paper\\_id=942397&PHPSESSID=2kupriqg9od2f76453lcanv4n6](http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected_paper_id=942397&PHPSESSID=2kupriqg9od2f76453lcanv4n6)

Duggan, J.M., Wiley, T.G. & Arias, M.B. (2015). *Language Policy Development and Implementation in the Multilingual Classroom: Case Studies of International Baccalaureate Schools*. Presented at the American Education Research Association Annual Meeting, Chicago, USA.

**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.

[http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected\\_paper\\_id=944590&PHPSESSID=2kupriqg9od2f76453lcanv4n6](http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected_paper_id=944590&PHPSESSID=2kupriqg9od2f76453lcanv4n6)

Humphries, T., Watson, A., Trejo, M., Brannon, R., & Marlow, D. W. (2015). *Touching Hearts - Young/Old at Home/Abroad: Toward internationalisation in education through K-12 & university partnerships*. Presented at the Global Education Summit, Georgia, USA

**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.

<http://digitalcommons.georgiasouthern.edu/ges/2015/2015/8/>

Manso, J., Valle, J., Garrido, R. & Thoilliez, R. (2015). *International Baccalaureate influence on continuing professional development: studying teachers' career paths*. Presented at the European Educational Research Association Annual Meeting, Budapest, Hungary.

**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.

<http://www.eera-ecer.de/ecer-programmes/conference/20/contribution/35659/>

Matthew, M. (2015). *The International Baccalaureate (IB) Programme in US Islamic Schools and the Promotion of Global Mindedness*. In *16th Annual ISNA Education Forum* (p. 73).

**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.

[http://www.isna.net/uploads/1/5/7/4/15744382/ef\\_presentation\\_book\\_2015.pdf#page=73](http://www.isna.net/uploads/1/5/7/4/15744382/ef_presentation_book_2015.pdf#page=73)

**Shamma, F. (2015).** *Planning Curriculum for Global Minded Students.* In *16th Annual ISNA Education Forum* (p. 115).

**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.

[http://www.isna.net/uploads/1/5/7/4/15744382/ef\\_presentation\\_book\\_2015.pdf#page=115](http://www.isna.net/uploads/1/5/7/4/15744382/ef_presentation_book_2015.pdf#page=115)

**Shrimpton, B. (2015).** *Challenges and Opportunities of Undertaking Research Internationally on International Education Programmes.* Presented at the Australian Association for Research in Education, Fremantle, WA, Australia.

**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.

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

**Stevenson, H., Bailey, L., Cooker, L. & Shah, S. (2015).** *Curriculum 'Delivery' As Policy Enactment: Exploring International Education in an Islamic Context.* Presented at the European Educational Research Association Annual Meeting, Budapest, Hungary.

**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/>

**Taylor, M. (2015).** *Tucson Schools' Approach to Creating Equitable Curricular Opportunities for All Students*. Presented at the American Education Research Association Annual Meeting, Chicago, USA.

**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.

[http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected\\_paper\\_id=998807&PHPSESSID=2kupriqg9od2f76453lcanv4n6](http://convention2.allacademic.com/one/aera/aera15/index.php?cmd=Online+Program+View+Paper&selected_paper_id=998807&PHPSESSID=2kupriqg9od2f76453lcanv4n6)



## Foreign Language Research

**Ares, J.M.E (2015). "Una aproximación al Bachillerato Internacional." *Tarbiya, revista de Investigación e Innovación Educativa* 43.**

**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>

**Helsper, W., Dreier, L., Gibson, A., Kotzyba, K., & Niemann, M. (2015). "Exklusive" und private Gymnasien in städtischen Bildungsregionen. In *Private Schulen*, Springer Fachmedien Wiesbaden.**

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

**Keßler, C., Otto, A., & Winter, D. (2015). Die idealen Schüler/innen sollten interessiert, begabt, gut erzogen und wissbegierig "sein. In *Auswahl der Bildungsklientel*, Springer Fachmedien Wiesbaden.**

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

**Krüger, H. H., Keßler, C., Schippling, A., & Otto, A. (2015). Internationale Schulen in Deutschland. In *Private Schulen* (pp. 79-97). Springer Fachmedien Wiesbaden.**

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

**Labajos Merino, M. (2015). *Programa de la Escuela Primaria, Bachillerato Internacional y Clase Sensible: opciones para el presente*. (thesis). Universidad de Valladolid.**

**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>

**Nevares Herrero, M. (2015). *Propuesta de una unidad didáctica de Biología en el Bachillerato Internacional*. (thesis). Universidad de Valladolid.**

**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>

**Perez, B.H. (2015).** *Construcción de la Ciudadanía: Una Aproximación desde las constituciones (1863-1886-1991) y su articulación con el componente cas en los colegios IB de Bogotá.* Universidad Militar Nueva Granada.

**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>

**Srivastava, S. (2015).** *Il y a une lumière au bout du tunnel... est-ce un train?: les perceptions des finissants du Programme du Diplôme de l'International Baccalaureate* (thesis). University of Manitoba.

**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>

**Wang, C. P. (2015).** A Study on the International Baccalaureate Primary Years Programme. *Jiaoyu Yanjiu Yuekan*, (253), 98.

**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>