Extending access to an IB education: The IB Open World Schools pilot project

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The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

...motivated by a Mission
The Open World Schools pilot project from the International Baccalaureate (IB) is exploring how an authentic IB Diploma Programme (DP) experience can be extended to students who would otherwise be unable to access an IB education.

By digitally linking with an IB World School, students have the opportunity to undertake a two–year DP course online that meets the challenging academic standards and rigorous assessment for which the IB is renowned. Students collaborate worldwide with their peers while developing essential skills and expanding their global perspectives in a secure, teacher-facilitated environment.
What is the Open World Schools pilot?

- Extends access to students who cannot attend IB World Schools to benefit from an IB educational experience
- Enable students, increasingly socialized in the digital world, to develop essential skills that will equip them for life after school
- In September 2012 the first non-IB students were enrolled in DP courses online at one of the four IB open world schools

Who can enrol in the Open World Schools pilot?

- Students not attending an IB authorised school may enrol in an online course through the pilot and join global cohorts with IB students
- Students at non-IB schools who want to take a single IB course
- High-achieving students seeking a rigorous course for their high school transcript or college application
Why a ‘pilot’?

• To learn from the successes and challenges faced by schools
• To gather detailed qualitative information regarding the variables for implementation
• To understand the differences between individual IBOWS and Link Schools to support the development of multi-models as ‘best fits’
The Link School Model

- Pilot feasibility
- Quality Assurance
- Course provider

IB

Pilot support

IBOWS

- Partnership
- Recruitment
- Registration
- Support (SBC)
- Exams

Link School

- Link Mentor

Pamoja Education

Teaching and Learning

Reporting

Technical Support
IB Open World Schools

Presently 4 worldwide:

- Adrian High School, Michigan USA
- International School of Berne, Berne Switzerland
- Riverview High School, Florida USA
- Yokohama International School, Yokohama Japan
One school’s journey
Riverview: Research & Development

Part of access & equity promotion
Non-Negotiable for ‘link’ with Riverview = Affiliation
Forms of affiliation: Year 1

1. Riverview IB teacher mentoring;
2. Regular visits from IB DPC;
3. Visit/Collaboration with IB DP students;
4. Visit to IB core class at Riverview
‘Findings’ from Riverview Experience, Year 1

1. Global connection is significant
2. Positive effect on self-esteem due to standards is evident
3. Pamoja course is highest quality
4. Orientation to IB is necessary
5. Time and space are imperative
6. ‘Personnel’ time is a consideration
7. Funding questions are always hovering overhead
Plans for Year 2 of Pilot

a) Successful completion of Year 2 studies and exams;
b) New ‘Year 1’ Cohort;
c) Additional link school;
d) Further definition of affiliation
Case Study: June 2013
Adrian/Hudson
Riverview/Booker
# The IBOWS

<table>
<thead>
<tr>
<th></th>
<th>Adrian High School</th>
<th>Riverview High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of School</strong></td>
<td>Adrian</td>
<td>Riverview</td>
</tr>
<tr>
<td><strong>%free/reduced lunch</strong></td>
<td>Open</td>
<td>Selective</td>
</tr>
<tr>
<td><strong>Total students</strong></td>
<td>900</td>
<td>2700</td>
</tr>
<tr>
<td><strong>Total students DP</strong></td>
<td>36</td>
<td>233</td>
</tr>
<tr>
<td><strong>DP % of grades 11/12</strong></td>
<td>8%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total certificate students</strong></td>
<td>70</td>
<td>Few</td>
</tr>
<tr>
<td><strong>Total online students</strong></td>
<td>14</td>
<td>0</td>
</tr>
</tbody>
</table>

- **Adrian High School**
  - Type of School: Open
  - %free/reduced lunch: 34%
  - Total students: 900
  - Total students DP: 36
  - DP % of grades 11/12: 8%
  - Total certificate students: 70
  - Total online students: 14

- **Riverview High School**
  - Type of School: Selective
  - %free/reduced lunch: 15%
  - Total students: 2700
  - Total students DP: 233
  - DP % of grades 11/12: 24%
  - Total certificate students: Few
  - Total online students: 0
The Link Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Type of School</th>
<th>% free/reduced lunch</th>
<th>Total students</th>
<th>% minority</th>
<th>Total online students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hudson (Adrian)</td>
<td>Open</td>
<td>53%</td>
<td>350</td>
<td>8%</td>
<td>2</td>
</tr>
<tr>
<td>Booker (Riverview)</td>
<td>Open with magnet</td>
<td>33%</td>
<td>1000</td>
<td>60%</td>
<td>10</td>
</tr>
</tbody>
</table>
Motivation for IBOWS - Adrian

• Access to an IB education for non-IB students
  – Any student can benefit from participating in a course that is more rigorous and required deeper thinking than other high school courses
  – Every student taking at least 1 IB course
  – Students interacting with students throughout the world
Motivation for IBOWS – Riverview

• Access
• “authentic” IB experience
• Opportunity to get a more diverse body of students involved in IB
• Integrate IB DP students with different types of students
Motivation for Link Schools

• Expanded opportunity for rigorous coursework
• Development of global thinking skills and global interactions
• Increase graduation rate and reduce drop-out rate by changing the culture
• Attract new students
• Meet parental demands for challenge
Partnerships

• Two of many potential models for IBOWS
• Different ways of interacting
• Subject-based help from IBOWS
  – CAS, TOK participation
  – Face-to-face support from IB teachers
Two emerging models

• IB DP course
  – Provide access to IB online course
  – ‘Some IB better than no IB’

• IB DP course with additional elements
  – Provide access to IB online course
  – ‘authentic’ IB experience
Link logistics

• Both Link Mentors guidance counselors
• All students with assigned school time for online course
• Regular monitoring by Link Mentor
• Single student versus many
• Financial model – special funding versus district funding
Considerations

• All Link students struggling with same issues –
  – Time management
  – Course rigour
  – Online environment

• IB = “rigorous”, “difficult”, “international”
IB DP course with additional elements

• Question 1: Is this model sustainable/scalable (financially/personnel)?
• Question 2: Do elements beyond the online course experience have to be conducted face-to-face?
• Question 3: What elements should be included?
### Structural Considerations

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Variations</th>
<th>Where found</th>
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</thead>
<tbody>
<tr>
<td>IB school leadership</td>
<td>Specially designated</td>
<td>Adrian</td>
</tr>
<tr>
<td>DPC + SBC</td>
<td></td>
<td>Riverview</td>
</tr>
<tr>
<td>DPC as SBC</td>
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<td>Possible in the future</td>
</tr>
<tr>
<td>Link mentor personnel</td>
<td>Guidance counselor</td>
<td>Hudson and Booker</td>
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<tr>
<td></td>
<td>Other personnel</td>
<td>Possible in the future</td>
</tr>
<tr>
<td>Link mentor characteristics</td>
<td>New to IB</td>
<td>Hudson and Booker</td>
</tr>
<tr>
<td></td>
<td>Prior IB experience</td>
<td>Possible in the future</td>
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<tr>
<td>Number of students</td>
<td>Lone student</td>
<td>Hudson</td>
</tr>
<tr>
<td></td>
<td>Cohort of students</td>
<td>Booker</td>
</tr>
</tbody>
</table>
Questions of structure

• Question 1: Who should lead the IBOWS initiative at the IB school?
• Question 2: Who should lead the IBOWS initiative at the link school?
• Question 3: How much support does the link mentor need?
• Question 4: How many student should there be at each link school?
Closing thoughts

• What is an authentic IB experience? How could we make the Learner Profile more explicit?
  – Within courses, as individual modules
  – TOK (blended, modules)
  – CAS (course or exchange)

• When does an IB DP course become just a ‘course’?
Thank You

To view the video presentation go to:

https://vimeo.com/user10708324/review/69945346/11e596fc3c