



IBEC CONFERENCE

TAIPEI 2025



National Taiwan Normal University

15–17 August 2025

**Empowering educators to thrive
in a changing world**

Friday 15 August

Time	Presenter	Title	Room
10:00–14:00		Pre-Conference IB World Schools Visits <ul style="list-style-type: none"> Binjiang Junior High School Taipei Kuei Shan School 	
14:00–15:30		Registration	Bo-Ai 博愛樓 5F
15:30–16:00	Prof. Cheng–Chih Wu, President <i>National Taiwan Normal University</i> Nicole Bien, Chief Schools Officer <i>International Baccalaureate</i>	Welcome Remarks Student Performance: Martial Arts by Taipei Municipal Changan Elementary School	Bo-Ai 博愛樓 5F
16:00–17:00	Moderator: Prof. Yeu–Ting Liu, Vice President, School of Teacher Education <i>National Taiwan Normal University</i> Speaker: Prof. Chin-Chung Tsai, Professor & Honorary Life-time National Chair Professor/ Chair Professor and Dean, School of Learning Informatics, <i>National Taiwan Normal University</i>	Keynote: What Is “Learning”? The Role of Conceptions of Learning in Technology-enhanced Learning Environments	Bo-Ai 博愛樓 5F, R504
17:00–18:30		Welcome Reception <ul style="list-style-type: none"> Reception Performance: Taiwanese Glove Puppetry by I Wan Jan Puppet Theater 	Wen-Hui Hall 文薈廳

Saturday 16 August

Time	Presenter	Title	Room
09:00–09:30		Cultural Activity Calligraphy & Tea Making	Bo-Ai 博愛樓 7F, R713
09:30–10:30	Moderator: Dr. Sue Richards, IBEC Consultant, Asia–Pacific, <i>International Baccalaureate</i> Speaker: Dr. Akira Shah, Japan Society for the Promotion of Science (JSPS) Postdoctoral Fellow and researcher on IB teaching <i>Keio University</i>	Keynote: Internationalizing the International Baccalaureate: Tapping into IBEC’s Innovative Capacity for a More Humanly Representative Education	Bo-Ai 博愛樓 5F, R504

10:45–12:00 — Breakout session 1

Presenter	Title	Room
Justin Zhang <i>Namseoul University</i>	Developing TPACK Through IB Educator Certification: A Year-Long Study of Teacher Professional Development (facilitated presentation)	Bo-Ai 博愛樓 6F, R612
Keith Yi <i>Inha University</i>	How did South Korea produce the most IBEC universities in the world in five years? More importantly, why?	Bo-Ai 博愛樓 6F, R610
Valerynne Chang <i>University College Fairview</i>	IBEC Graduates: Fostering Student Success in PYP & MYP	Bo-Ai 博愛樓 6F, R609
Louisa Yen <i>The University of Hong Kong</i>	Learning Communities to Empower IB Educators in a Dynamic World	Bo-Ai 博愛樓 6F, R606
Yi-Fen Yeh <i>National Taiwan Normal University</i>	University–School Partnerships in IB Practicums: Collaborative Approaches to Preparing Globally Competent Educators	Bo-Ai 博愛樓 10F, R1002

12:00–13:00 — Lunch

Cultural Activity: Calligraphy & Tea Making (starting from 12:35)

Bo-Ai 博愛樓
7F, R713

13:00–13:45 — Poster session 1

Presenter	Title	Room
Yuya Akatsuka <i>Sagami Women's University</i>	Enhancing student thinking in MYP and DP through question-driven lessons: Focusing on a question type categorisation approach	Bo-Ai 博愛樓 7F
Jenny Kim, Seyoung Kim, Jieun Jung <i>Handong Global University</i>	Exploring the impact of the IBEC program on teaching practices of Korean public school teachers	Bo-Ai 博愛樓 7F
Li Yun Wendy Chang, Yi-Chi Chang <i>National Taiwan Normal University</i>	From annotation to reflection: A flipped and visible thinking model in the "Human/Adolescents Learning and Development" course for deeper learning	Bo-Ai 博愛樓 7F
Mitsuhiro Kimura <i>Okayama University of Science</i>	How teachers conduct lessons after graduating from the Undergraduate IB Educator Certificate (IBEC) programme: Practices of teachers from kindergarten to high school	Bo-Ai 博愛樓 7F
Atsuko Handa <i>International Christian University</i>	IBTCB: A Review from student perspective	Bo-Ai 博愛樓 7F
Suyeong Kim <i>Kyungpook National University</i>	Reflection of the Implementation of the KNU IBEC (2023-2024)	Bo-Ai 博愛樓 7F
Hyeon-Suk Kang <i>Kyungpook National University</i>	Struggle and dialogue between curricularist and non-curricularist: Governance and curriculum design in KNU IBEC	Bo-Ai 博愛樓 7F
Moon Hyun (Sandra) Jung, Jiyoung Ahn <i>Inha University</i>	Tinkering towards democracy and education: Eager to innovate public schooling in Korea and the promise of IB	Bo-Ai 博愛樓 7F

14:00–15:00 — IB Update Special Session

Presenter	Title	Room
Marc Neesam, Head of Education Systems Solutions <i>International Baccalaureate</i>	Supporting Education Systems: Designing and Delivering Innovative Solutions	Bo-Ai 博愛樓 5F, R504

15:15–16:30 — Breakout session 2

Presenter	Title	Room
Gizem Güzeller <i>TED University</i>	Establishing an IB PYP Educator Certificate Program at a Turkish Foundation University: A Model for Similar Initiatives	Bo-Ai 博愛樓 6F, R610
Ng Hiu Lam <i>The University of Hong Kong</i>	Exploring the Pedagogical Content Knowledge of International Baccalaureate Chinese Teachers in the Practice of Concept-Based Curriculum & Instruction	Bo-Ai 博愛樓 6F, R608
Sue Richards, Glenn Odland, and Helen Cunningham <i>International Baccalaureate, Western University, University of Dundee</i>	Leadership in IB schools: Designing leadership programs for international contexts	Bo-Ai 博愛樓 10F, R1002
Shwetangna Chakrabarty <i>International Baccalaureate</i>	MYP: Deep Dive: Enhancing the MYP	Bo-Ai 博愛樓 6F, R612
Katherine (Caite) Khan <i>Roong Aroon International School</i>	Pack your own parachute	Bo-Ai 博愛樓 6F, R609
Vincent Chian <i>University College Fairview</i>	The 7Cs Framework in Higher Education: A Student-Centered Approach to Teaching Effectiveness	Bo-Ai 博愛樓 6F, R606

16:35-17:00 — Cultural Activity

Calligraphy & Tea Making	Bo-Ai 博愛樓 7F, R713
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Dinner at The Grand Hotel

17:15 & 17:20	Dinner shuttle to venue <i>Departs at 17:15 from NTNU and 17:20 from Howard Civil Service International House</i>
18:00–20:00	Dinner in 12F Kun Lun Room <i>Performance by NTNU students: String Orchestra</i>
20:00	Dinner shuttle from venue <i>Multiple drop-off stops: Jiantan MRT station, Howard Civil Service House, NTNU</i>



Sunday 17 August

08:30–09:45 — Breakout session 3

Presenter	Title	Room
Michael Chian <i>University College Fairview</i>	Age of AI Education: Modelling, Assisting, Facilitating and Transforming the Landscape	Bo-Ai 博愛樓 7F, R713
Justin Zhang <i>Namseoul University</i>	Balancing Theory and Practice in IBEC Programmes: A Holistic Approach to Educator Development	Bo-Ai 博愛樓 6F, R609
Cristina Cosentino, Kristien Koning <i>NHL Stenden University</i>	IB-infused teacher training programmes	Bo-Ai 博愛樓 6F, R610
Kelly Garland <i>International Baccalaureate</i>	Integrating IB Micro-credentials into IBEC Programs	Bo-Ai 博愛樓 6F, R608
Jinwoong Song, Hyungryeol Kim, Eiseul Kim <i>Seoul National University</i>	Persuasion and Resistance: How can IBEC fit into a national system?	Bo-Ai 博愛樓 6F, R612
Sue Richards <i>International Baccalaureate</i>	Three scenarios for a digital PYP education	Bo-Ai 博愛樓 6F, R606

10:00–11:15 — Breakout session 4

Presenter	Title	Room
Yu Lim Chen <i>National Taiwan Normal University</i>	AI in Scientific Discovery: Transforming Inquiry, NOS, ATT, ATL, and TOK in IB Education	Bo-Ai 博愛樓 6F, R608
Tzuchun Lin <i>National Taiwan Normal University</i>	Bridging Inquiry and Assessment: Enhancing Argumentative Writing in IB Classrooms	Bo-Ai 博愛樓 6F, R606
Miyuki Endo, Mayumi Ito <i>Kwansei Gakuin University</i>	Developing transferable skills and/or 21st skills: teaching strategies through concept-based inquiry and a spiral curriculum in the context of IBEC	Bo-Ai 博愛樓 6F, R609
Morten J. Vatn <i>Seirei Christopher University</i>	From Practicum to Partnership: Integrating IBEC into a Whole-School IB Ecosystem	Bo-Ai 博愛樓 6F, R610
Katherine (Caite) Khan, Keith Yi <i>Roong Aroon International School, Inha University</i>	Implementing the IB in South Korea: Challenges, Successes, and Insights	Bo-Ai 博愛樓 6F, R612
Alexandra Francesconi <i>International Baccalaureate</i>	PYP: Deep Dive on Programme Developments	Bo-Ai 博愛樓 7F, R713

11:15–12:00 — Poster session 2

Please see the poster presentation details listed above in Poster session 1.	Bo-Ai 博愛樓 7F
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12:00–13:00 — Lunch

Lunch	Bo-Ai 博愛樓 7F
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13:15–14:30 — Breakout session 5

Presenter	Title	Room
Ng Hiu Lam <i>The University of Hong Kong</i>	“A picture” and “a thousand words” in tandem: Using multimodal assessment in experiential learning project	Bo-Ai 博愛樓 6F, R609
Tee Siok Hoon <i>University College Fairview</i>	Building a Sustainable, Cost-Effective IB Faculty Development Model through University-School Affiliation	Bo-Ai 博愛樓 6F, R612
Yachu Sonya Fan, Meihui Liu <i>National Taiwan Normal University</i>	Incorporating IB Philosophy and Practices to an Inquiry-based Teacher Education	Bo-Ai 博愛樓 6F, R608
Suffian Suhail, Khushboo Bhatia <i>Manav Rachna University</i>	Integrating AI into IBEC: Empowering Educators for the Future	Bo-Ai 博愛樓 6F, R606

14:45–15:45 — Keynote

Presenter	Title	Room
Moderator: Lisa Boms, IBEC Senior Manager, <i>International Baccalaureate</i> Speaker: Dr. Jennifer Merriman, Global Director of Research, Policy & Design, <i>International Baccalaureate</i>	IB Research Now and for the Future	Bo-Ai 博愛樓 5F, R504

15:45–16:00 — Closing

Presenter	Title	Room
Paul Teulon, Head of Global Recognition, IBEC and Product Strategy, <i>International Baccalaureate</i>	Closing <ul style="list-style-type: none"> Closing remarks Conference video 	Bo-Ai 博愛樓 5F, R504



Keynote Session Descriptions

15 August

16:00–17:00 — Keynote

Moderator: Prof. Yeu-Ting Liu, *National Taiwan Normal University*

Speaker: Prof. Chin-Chung Tsai, *National Taiwan Normal University*

What Is “Learning”? The Role of Conceptions of Learning in Technology-enhanced Learning Environments

How students conceptualize learning plays an important role in their learning processes and outcomes. Previous research has indicated that students’ conceptions of learning guide their learning in traditional schooling contexts. It is generally recognized that if the students have more sophisticated conceptions of learning, they are likely to have more meaningful approaches to learning as well as favorable learning outcomes. In recent years, various applications of technologies have been widely utilized in educational settings, and students are more likely to engage in some learning opportunities enhanced by technology (such as internet, mobile computing technologies,

augmented reality, and AI). This talk will first review a series of studies from Dr. Tsai’s research team regarding students’ conceptions of learning for different subject matter and various types of technology-enhanced instructional activities. It is found that the students possess quite different conceptions of learning by technology-enhanced learning environments than those in traditional school settings. The interplay among conceptions of learning, approaches to learning, and learning outcomes for certain technology-supported environments will be discussed. How technology may play a role in fostering students’ conceptualization of learning will also be addressed.





16 August

09:30–10:30 — Keynote

Moderator: Dr. Sue Richards, *International Baccalaureate*

Speaker: Dr. Akira Shah, *Keio University*

Internationalizing the International Baccalaureate: Tapping into IBEC's Innovative Capacity for a More Humanly Representative Education

The International Baccalaureate (IB), like most education donning 'international' and 'global' titles, remains firmly rooted in Euro–American epistemologies of whiteness. This keynote will evidence how the IB Educator Certificate (IBEC) initiative offers an opportune space to stimulate approaches to teaching capable of helping deconstruct this landscape, thereby further humanizing IB.

Reviewing two examples from my ongoing research in Japan, I will share how I and other IBEC faculty are working to untangle problematic assumptions in

language and pedagogy, while realizing counterparts that actively incorporate local ways of knowing.

The keynote will additionally draw on the cultural diversity of its audience, inviting attendees to provide examples of such themes grounded in their own organizational and societal contexts. These exchanges will seek to galvanize the IBEC community's innovative capacity to assist in the development of more humanly representative education for IB and beyond.

14:00–15:00 - IB Update Special Session

Marc Neesam, *International Baccalaureate*

Supporting Education Systems: Designing and Delivering Innovative Solutions

The International Baccalaureate is increasing working with education systems, notably Ministries of Education and large school groups, to improve education by leveraging and mobilizing our expertise, experience and community.

This session is to explore what that can look like (the service offer), and how we design and deliver

innovative solutions that are aligned to the IB mission while being contextually appropriate.

We will also open the discussion to the IBEC community on the approach we are taking and discuss how you can work with us to ensure we design and deliver the best solutions and have the greatest impact possible.

17 August

14:45–15:45 — Keynote

Moderator: Lisa Boms, *International Baccalaureate*

Speaker: Dr. Jennifer Merriman, *International Baccalaureate*

IB Research Now and for the Future

There is much research to demonstrate the rigor and quality of an IB education, which helps to support continued demand for IB schools and high-quality educators like those from the IBEC community. As the world becomes increasingly uncertain due to myriad

global challenges such as climate change, AI, conflict, and mis/disinformation, research can also play an important role in the exploration and development of a future educational offer focused on human and planetary flourishing.

Conference Session Descriptions

16 August

10:45–12:00 - Breakout Session 1

Justin Zhang, *Namseoul University*

Developing TPACK through IB educator certification: A year-long study of teacher professional development

This ongoing research investigates the development of Technological Pedagogical Content Knowledge (TPACK) through the IBEC program in South Korea. Through a mixed-methods study across two semesters (2024–2025), the researchers are examining how teachers' understanding and application of TPACK evolves during their IBEC journey. Initial findings from pre-surveys and mid-program interviews indicate promising shifts in teachers' technological integration capabilities within IB contexts. The emerging TPACK–IBEC model demonstrates potential for enhancing structured professional development in IB programmes. This session will explore preliminary findings and engage participants in discussing implications for teacher development programs.

Keith Yi, *Inha University*

How did South Korea produce the most IBEC universities in the world in five years? More importantly, why?

South Korea has become a global leader in producing IBEC universities within five years. This achievement stems from several key factors. The country's strong focus on education and academic excellence has driven institutions to adopt innovative teaching methods and curricula. Collaboration between South Korean universities and the International Baccalaureate (IB) has facilitated the establishment of IBEC programs, ensuring high standards and global recognition. Government support and significant investment in education have also played crucial roles. The cultural value placed on education and the desire to equip educators with a "theory to practice" teacher-training program within local and global contexts have further fueled this growth. South Korea's commitment to educational innovation and excellence has positioned it at the forefront of IBEC university production, setting a benchmark for other nations.

Valerynne Chang, *University College Fairview*
IBEC graduates: Fostering student success in PYP & MYP

This session will explore how University College Fairview (UCF) graduates with IB educator certificates impact IB World Schools, particularly in the PYP and MYP. It is a case study that showcases IBEC-trained teachers implementing student-centred, concept-based inquiry within the context of a K–12 international school delivering transdisciplinary and interdisciplinary programmes. The session will identify and address challenges faced by new IB teachers, sparking discussion on pedagogical efficacy, professional collaboration and student agency. Participants will also explore best practices for supporting newly certified IB teachers, nurturing ongoing professional development, and enhancing IB teaching and learning through impactful, evidence-based strategies.

Presenter Valerynne Chang conducted this research and presentation material in collaboration with R. Gopinathan of University College Fairview.

Louisa Yen, *The University of Hong Kong*
Learning communities to empower IB educators in a dynamic world

In a rapidly evolving world, IB educators thrive in strong learning communities that foster authentic experiences, making it essential for them to connect, grow and contribute within dynamic environments.

The University of Hong Kong (HKU) has been nurturing IB pre-service teachers while introducing innovative initiatives to build a vibrant IB learning community, which also supports educators across the wider IB network. This session will showcase HKU's pioneering efforts in bridging pre-service teachers, alumni, partner schools and local organizations to create collaborative spaces where educators learn and grow together.

Yi-Fen Yeh, *National Taiwan Normal University*
University-school partnerships in IB
practicums: Collaborative approaches to
preparing globally competent educators

Practicum is a critical stage in initial teacher education, bridging prospective teachers' theoretical knowledge and teaching beliefs with real-world classroom experiences. International practicums, particularly in IB World Schools (IBWS), offer unique opportunities to develop international-mindedness and intercultural competence. This study examines how practicum and internship experiences in IBWS influence prospective teachers' instructional beliefs and practices. Participants included pre-service teachers who completed either a two-month practicum or a two-week internship in domestic or international IBWS. Data sources comprised pre- and post-surveys, reflective journals and group discussions, analyzed using axial and thematic coding. Findings reveal how diversity and inclusivity in IBWS contribute to transforming instructional approaches and fostering international-mindedness. This study offers insights into cultivating future educators' global perspectives.

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15:15–16:30 — Breakout session 2

Gizem Güzeller, *TED University*
Establishing an IB PYP educator certificate
program at a Turkish foundation university:
A model for similar initiatives

This session will explore the design, implementation and initial outcomes of a PYP educator certificate course launched at a leading foundation university in Türkiye. More specifically, the presentation will highlight the collaborative efforts between university faculty, IB experts and local educational stakeholders in shaping the program. Key features include a curriculum integrating theoretical foundations, practical methodologies and reflective practices tailored to Türkiye's educational landscape. The program also emphasizes hands-on training through workshops, seminars and peer collaboration, equipping participants with the necessary competencies for effective PYP instruction.

Presenter Gizem Güzeller conducted the research for this session in collaboration with Elif Burhan Horasanlı, Zerrin Toker, Tolga Erdoğan, Ayşegül Aracı İyiyaydın, Aylin Tekiner Tolu, Esra Özcan, Eliz Naz Altaş.

Ng Hiu Lam, *The University of Hong Kong*
Exploring the pedagogical content
knowledge of International Baccalaureate
Chinese teachers in the practice of
Concept-Based Curriculum & Instruction

Join us for a session exploring the transformative potential of Concept-Based Curriculum and Instruction (CBCI) in empowering educators to thrive! Research highlights how CBCI, used by the IB, enhances teacher adaptability by emphasizing key concepts and diverse application of knowledge.

Through case studies, we will investigate the development of pedagogical content knowledge (PCK) among IB Chinese language teachers navigating curriculum reform. Participants will discover how CBCI influences instructional strategies, fosters cognitive development and promotes holistic thinking. We also will examine the Integrated Model of Teacher Professional Growth, illustrating domains impacting teacher change.

Attend this session to gain insights into how teachers adapt during curriculum reform, its implications for professional training and strategies supporting continuous growth.

Sue Richards, *International Baccalaureate*
Glenn Odland, *Western University*
Helen Cunningham, *University of Dundee*
Leadership in IB schools: Designing
leadership programs for international
contexts

Leithwood et al.'s (2020) research into school leadership serves as a starting point for understanding leadership in IB contexts. IB leadership is conceptualized as relational. Leaders are not born but shaped through the interactions of leading a school community. The role entails navigating a number of "disconnections" (Lee et al., 2024, p. 81)—instrumental, intellectual, cultural, professional and communicative. The IB certificate of leadership practice, as with all IB professional development for leaders, is predicated on the belief that leadership capabilities can be learned and developed through engaging with others. Knowledge and skill about the processes of leading a school are necessary conditions for leading a school. However, leaders need to build their own leadership capabilities within their own contexts to be effective. The challenge for universities is to design courses of study that address the "cognitive complexity of leadership in an IB World School" (Calnin, 2015, p. 14).

Shwetangna Chakrabarty,
International Baccalaureate

MYP: Deep Dive: Enhancing the MYP

Join members of MYP Development team as they share a deep dive into the refinement of the MYP. With a focus on the Enhancing the MYP project, find out about these near-term developments, including the launch of BETA content in 2024, and the longer-term vision, including the MYP's full enhancements in 2027.

Katherine (Caite) Khan, Roong
Aroon International School

Pack your own parachute

Drawing on the unique perspectives of a former IBEC student, parent, colleague, lecturer, and program leader, this session delves into the promise—and the paradox—of the IB Educator Certificate. Together, we'll explore its transformative impact on educators, examine why it remains under-recognized in many IB World Schools, and identify practical ways to elevate its visibility, coherence, and value. This is a solutions-driven conversation designed to inspire greater investment in meaningful professional learning across the IB community.

17 August

08:30–9:45 - Breakout session 3

Michael Chian, University College Fairview
Age of AI education: Modelling, assisting, facilitating and transforming the landscape

In this engaging session, we will explore the Substitution, Augmentation, Modification and Redefinition (SAMR) model as a framework for integrating technology in education, focusing on the challenges teachers face in this evolving landscape. Participants will discuss common obstacles, such as resource limitations and varying levels of digital literacy among students. We then will delve into how AI can provide innovative solutions, enhancing teaching and learning experiences.

Key topics will include practical strategies for integrating AI into the classroom, ensuring ethical use and addressing biases inherent in AI systems. Additionally, we will cover the importance of prompt engineering, demonstrating how to create effective prompts that simplify AI interactions for both educators and students. Join us to discover how to harness the power of AI while fostering an inclusive and equitable learning environment.

Presenter Michael Chian conducted this research and presentation material in collaboration with Grace Ho of University College Fairview.

Vincent Chian, University College Fairview
The 7Cs Framework in Higher Education: A Student-Centered Approach to Teaching Effectiveness

Student-centered learning is key to improving academic performance, engagement, and well-being in higher education. This session explores how Collaborative International School applies the 7Cs framework—Clarity, Challenge, Control, Care, Confer, Captivate, and Consolidate—to enhance teaching quality and student outcomes. By shifting from traditional teacher evaluations to student-driven feedback, we create a more responsive and dynamic learning environment. The seminar highlights achievements, challenges, and future directions in integrating student input into institutional processes, ensuring education remains relevant and effective in the 21st-century landscape.

Presenter Vincent Chian conducted this research and presentation material in collaboration with Dr Evan Chin of University College Fairview.

Justin Zhang, Namseoul University
Balancing Theory and Practice in IBEC Programmes: A Holistic Approach to Educator Development

IB educator preparation thrives on the synergy between theory and practice, akin to Yin and Yang in Taoism. The IBEC programme integrates theoretical foundations (IB Philosophy, Educational Framework, Learning Design) with practical applications (Teaching Practice, Professional Growth, Programme Delivery). Through interactive discussions and hands-on activities, participants explore how theory informs practice and vice versa. This balance fosters effective IB educators who navigate both philosophical and practical challenges. New and experienced practitioners will develop strategies and tools to reinforce this integration, ensuring theory actively enhances practice.

Presenter Dr Justin Zhang conducted this research and presentation material in collaboration with Dr Rashima Vaid Varma of Manav Rachna University.

Cristina Cosentino, Kristien Koning, *NHL Stenden University*

IB-infused teacher training programmes

When training pre-service teachers for the unique complexities of our current educational landscape, we choose to place emphasis on promoting and modelling inquiry-based learning practices, problem solving and sensemaking using a design-based education (DBE) model. At ITE (International Teacher Education), our programmes for Primary and Secondary education are based on progressive educational values and philosophy that are consistent with the approaches to learning and teaching of the PYP and MYP respectively.

This session seeks to share insights into the benefits and challenges of integrating the PYP and MYP pedagogical and instructional models into student experiences. We highlight how the IB effectively underpins choices in how we design and deliver an inclusive and relevant educational journey for future international teachers.

Kelly Garland, *International Baccalaureate*
Integrating IB micro-credentials into IBEC programs

Micro-credentials offer a personalized, competency-based approach to skill-building, enabling faculty and students in IBEC programs to develop and demonstrate the competencies essential for success in IB World Schools. In this session, we will explore IB's micro-credentials through a hands-on demonstration of the learner experience, discuss the tiers of support available for educators and examine practical strategies for integrating micro-credentials into IBEC programs. We also will highlight how micro-credentials align with student learning competencies and outcomes. Attendees will engage in collaborative discussions on how micro-credentials can complement existing coursework, enhance career readiness, and provide flexible and practical professional learning opportunities for educators. By embracing new learning pathways, IB educators can remain connected to a global professional community and enter classrooms prepared to inspire the next generation.

Jinwoong Song, Hyungryeol Kim, Eiseul Kim, *Seoul National University*
Persuasion and resistance: How can IBEC fit into a national system?

IBEC is a system that trains IB education experts in universities in specific countries where IB education is implemented. Especially in countries with centralized education and teacher training systems like South Korea, the process of "persuasion and resistance" surrounding its introduction is fierce. In this session, the presenters will share Seoul National University's case to explore how IBEC can be coordinated with a country's teacher training system.

Sue Richards, *International Baccalaureate*
Three scenarios for a digital PYP education

IBEC and Professional Learning consultant Sue Richards' doctoral research on the transition to emergency remote learning by three IB schools in Melbourne, Australia, during the first year of the pandemic, surfaced three different scenarios for a digital IB education. The pandemic was an opportune time to explore the relations between IB and technology. The commitment of teachers to student-centred learning, experimentation and to the community carried the three schools through the pandemic. Teachers in all three schools worked till exhaustion applying learning design and curriculum expertise to integrating legacy technology into their practice. They taught students and themselves to use the digital tools provided during difficult times. Each school scenario presents a different version of digital learning. In this presentation, Richards will trace how multiple digital IB educations were made possible.

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10:00–11:15 – Breakout session 4

Yu Lim Chen, *National Taiwan Normal University*

AI in scientific discovery: transforming inquiry, NOS, ATT, ATL, and TOK in IB education

Artificial intelligence (AI) is reshaping scientific discovery, challenging traditional methods of inquiry and knowledge construction. This session will explore how AI-assisted scientific discovery aligns with the nature of science (NOS), approaches to teaching (ATT), approaches to learning (ATL), and theory of knowledge (TOK) in IB education.

Through interactive case studies, participants will compare traditional scientific inquiry with AI-driven approaches, analyzing how AI detects patterns, tests hypotheses and generates new insights. We also will examine the epistemological implications of AI in TOK, addressing questions such as: Does AI "do science" the same way humans do?

By integrating AI tools into inquiry-based learning, educators can enhance ATL skills such as critical thinking, data analysis and self-management. Participants will leave with practical strategies for fostering scientific literacy, ethical AI use and interdisciplinary inquiry in IB classrooms.

Tzuchun Lin, *National Taiwan Normal University*

Bridging inquiry and assessment: enhancing argumentative writing in IB classrooms

This session will explore how inquiry-based learning (IBL) enhances students' argumentative writing skills in Taiwan's public IB World Schools, where IB philosophy meets exam-driven demands. Findings show that students demonstrated progress in argumentative writing after IBL instruction, with positive improvements across three key rubrics: IB assessment criteria, Canale & Swain's (1980) communicative competence model, and persuasive/communicative writing rubrics (岑紹基 & 謝錫金, 2000), as well as Taiwan's Comprehensive Assessment Program for Junior High School Students. Participants will discuss practical strategies to balance IB inquiry principles with national assessment requirements, ensuring both academic rigour and student motivation in diverse IB contexts.

Miyuki Endo, Mayumi Ito,
Kwansei Gakuin University

Developing transferable skills and/or 21st skills: Teaching strategies through concept-based inquiry and a spiral curriculum in the context of IBEC

This presentation will explore the Concept-Based Inquiry approach and the spiral curriculum in the IBEC at Kwansei Gakuin University (KGU) with a focus on developing students' transferable skills for the 21st century. Developed by Carla Marshall and Rachel French and based on the work of H. Lynn Erickson and Lois A. Lanning, this structured approach supports lesson planning through inquiry- and concept-based teaching.

Lessons at KGU follow the principles of the IB approach to teaching, which provides a model for student unit planning. The curriculum is designed as a spiral progression, reinforcing knowledge, key concepts and understanding of the essential elements of IB education while developing the ability to live beyond the field of education after graduation. The presentation will also include student perspectives based on questionnaires from alumni and current students.

Morten J. Vatn, *Seirei Christopher University*
From practicum to partnership: Integrating IBEC into a whole-school IB ecosystem

How can the IBEC practicum be effectively embedded within an integrated educational system to create a sustainable and reflective model? This session will explore Seirei Christopher University's journey from

launching its IBEC program depending on external IB World Schools for practicum placements to developing a fully integrated, cross-level collaboration among university faculty, in-service teachers and IBEC students. This transition enriched authentic IB teaching experiences, allowing IBEC students to engage in collaborative planning, mentorship and professional development within the school community. A SWOT analysis highlighted key strengths, challenges and opportunities in areas such as mentor training, workload management and practicum structure. Participants will explore strategies for IB educator development, school-university partnerships and network collaboration to enhance impact. Join us to discover a scalable and adaptable model that supports IBEC teacher training.

Katherine (Caite) Khan, *Roong Aroon International School*

Implementing the IB in South Korea: Challenges, successes, and insights

This session will explore key findings from research on the implementation of the IB in South Korea, examining the programmes' impact on students, teachers and educational policy. Attendees will gain insights into challenges faced by IB schools in South Korea, including language barriers, curriculum adaptation and assessment alignment. The session will also highlight success stories, such as increased university recognition and shifts in pedagogical approaches. Through discussion and analysis, participants will explore how these findings apply to their own contexts and broader global IB implementation, plus how the findings from the implementation of the IB in South Korea can inform IBEC course design and delivery elsewhere.

Alexandra Francesconi,
International Baccalaureate

PYP: Deep dive on programme developments

The PYP Curriculum Development team will share a deep dive into our continuous improvements and innovations with a focus on the relevance to IB practice, pedagogy and leadership. Learn more about how the latest content to be published is making the PYP more future-facing and inclusive. During this session, you will gain a broad overview of all programme developments and a closer look into Learning Progressions (published April 2025).

13:15–14:30 – Breakout session 5

Ng Hiu Lam, *The University of Hong Kong* **“A picture” and “a thousand words” in tandem: Using multimodal assessment in experiential learning project**

Join us to explore innovative approaches to assessment in the digital age! In this session, we will address the challenges of evaluating multimodal literacy, which encompasses visual, audio, spatial and gestural modes of communication. Specifically, we will present a project focused on bridging the gap between traditional assessment methods and contemporary student expression.

Furthermore, discover how we implemented multimodal e-portfolios using social media in experiential learning programs, thereby fostering greater engagement and deeper reflection among students. Data collected from 50 participants reveals the effectiveness of this approach in measuring learning outcomes while providing valuable insights into student journeys.

Ultimately, this session will offer valuable perspectives for educators who are seeking to adapt their practices to better reflect the evolving educational landscape.

Presenter Dr Ng Hiu Lam conducted this research and presentation material in collaboration with Dr Cheong Choo Mui of The University of Hong Kong.

Tee Siok Hoon, *University College Fairview* **Building a sustainable, cost-effective IB faculty development model through university-school affiliation**

Developing a high-quality, cost-effective and sustainable IB teaching faculty is a challenge for many schools. This session will showcase a successful university-school partnership that trains and certifies educators through PGDE (IBCTL) and MEd (IBACTLR) programs.

Through a compelling case study and interactive session, participants will explore how this model ensures teacher quality, professional development and financial sustainability while empowering educators in a rapidly changing world.

Why Attend?

- 1) Research-based & practical: Discover a tested, scalable approach to IB educator development.
- 2) Highly interactive: Engage in real-world case studies, discussions and action planning.
- 3) Global relevance: Adapt proven strategies to diverse IB World School networks worldwide.

Join us for this dynamic session and gain actionable insights to sustain teacher excellence while optimizing financial efficiency. Perfect for IB leaders, universities and policymakers.

Presenter Tee Siok Hoon conducted this research and presentation material in collaboration with Daniel Chian of University College Fairview.

Yachu Sonya Fan, Meihui Liu, *National Taiwan Normal University* **Incorporating IB philosophy and practices to an inquiry-based teacher education**

This session will explore the CLEAR model for inquiry-based teacher training, developed through action research at National Taiwan Normal University, Taiwan’s only IB-recognized teacher training institution. The CLEAR model—Focus, Question, Act, Reflect—helps pre-service teachers build inquiry-based teaching skills, integrate interdisciplinary curriculum, and deepen critical thinking and self-awareness. Participants will engage in hands-on activities, experience the inquiry cycle and explore practical strategies for applying the model in their own schools. This session is ideal for educators and program leaders seeking to refine inquiry-based practices and promote student-centered learning.

Suffian Suhail, Khushboo Bhatia, *Manav Rachna University* **Integrating AI into IBEC: Empowering educators for the future**

This interactive session will explore how AI can seamlessly integrate into the IBEC curriculum to enhance teacher competencies and promote ethical practices. Participants will learn to leverage AI tools in real-world classroom scenarios without isolating them into standalone modules. Through guided discussions and hands-on demonstrations, we will address practical strategies for embedding AI within existing frameworks, ensuring that educators adopt innovative technology and develop the critical thinking skills necessary for ethical decision-making. Attendees will share best practices, evaluate AI use cases and design curriculum components that reflect the dynamic nature of technology in education.

Poster Session Descriptions

The following poster presentations will be presented at both sessions.

Poster Session 1 — 16 August, 13:00–13:45

Poster Session 2 — 17 August, 11:15–12:00

Yuya Akatsuka, *Sagami Women's University*
Enhancing student thinking in MYP and DP through question-driven lessons: Focusing on a question type categorisation approach

The purpose of this study was to clarify how IB teachers enhance students' thinking by examining question types they pose and how students respond. The participants were four international teachers at an IB continuum school in Indonesia, where English is the language of instruction; each had more than five years' experience teaching their IB subjects. Observations lasted two hours per teacher, during which teacher-student dialogue was audio-recorded, and each teacher subsequently participated in a semi-structured interview. The findings indicate that teachers deliberately classify and blend question types—mixing lower-order and higher-order prompts—and employ a conceptual approach based on L. Erickson's model. Moreover, all teachers sought to create an environment in which questioning helps students recognize gaps in their understanding and, through targeted explanations thereafter, stimulates more profound thinking.

Jenny Kim, Seyoung Kim, Jieun Jung, *Handong Global University*
Exploring the impact of the IBEC program on teaching practices of Korean public school teachers

This research presentation will discuss the implementation of the IBEC program in South Korea and explores the impact it has in changing the pedagogical approach to teaching and learning among South Korean educators. The presentation will highlight how the integration of IB principles and practices is changing many of the classroom practices of Korean public school teachers, both in IB and non-IB schools. It also will emphasize how the IB framework fosters critical thinking, reflection and collaboration among teachers and examines how IBEC educators contribute to a more holistic and student-centred learning environment. Finally, we will discuss challenges and opportunities in IBEC implementation, offering recommendations for optimizing teacher training and program effectiveness. The findings underscore the importance of continuous PD in maintaining high quality education standards


Li Yun Wendy Chang, Yi-Chi Chang, *National Taiwan Normal University*
From annotation to reflection: A flipped and visible thinking model in the "Human/Adolescents Learning and Development" course for deeper learning

This action research transformed IBEC teacher preparation through an innovative model that integrates flipped learning and visible thinking approaches. Implemented in the English-Medium Instruction (EMI) "Human/Adolescents Learning and Development" graduate course within NTNU's IB Educator Certificate program, a cohort of 27 students engaged in collaborative text annotation via Perusall (a platform that allows collaborative annotation) before class, participated in structured thinking routines during sessions and consolidated their understanding through metacognitive reflections on Padlet. Findings demonstrated significant transformations: pre-class preparation rates exceeding 80% (versus the traditional 20–30%), discourse evolving from surface-level summarization to critical analysis, and epistemological shifts from passive content acquisition to active knowledge construction. We offered a validated framework for EMI instruction in IBEC contexts, emphasizing ATL skill development while fostering reflective practitioners prepared for international education settings.

Mitsuhiro Kimura, *Okayama University of Science*
How teachers conduct lessons after graduating from the undergraduate IB Educator Certificate (IBEC) programme: Practices of teachers from kindergarten to high school

In the study that this presentation will cover, 12 teachers from three undergraduate IBEC programs in Japan were interviewed to examine how Early Career Teachers conduct lessons involving a critical thinking attitude. The study's content analysis was applied to analyse teachers' narratives, and it shows a situation in which the IB methodology was deeply related to their own beliefs as teachers.

Several teachers worked in non-IB accredited schools, and they struggled with applying student-centred approaches in their classes. They also had the



opportunity to present the trial lessons, which were examined as their practicum lesson. One teacher managed to handle the class with enough interaction with participants because he was confident and had done so at university. There were also narratives about the challenges of conducting classes and ways of differentiation in schools.

Atsuko Handa, *International Christian University*

IBTCB: A review from student perspective

International Christian University (ICU) conducted an exit survey on the IB Teacher Certification Program (IBTCP) with graduating students between 2020 and 2024. The reasons for participating in the IBTCP included pure interest in IB education, as reflected in comments that indicated the teaching methods were appealing. Graduates also believed it would add to their qualifications and expand their career prospects, including access to work opportunities overseas. The graduates were *very satisfied* or *satisfied* with the IBTCP and appreciated the well-designed program and the multiple opportunities to see actual IB education in schools. On the contrary, another comment addressed the need for more diversity in subject content discussed in ICU's courses, since most lectures are from language education background. Teaching Practicum in an IB World School is also satisfactory for the graduates; however, the need was highlighted for ICU to provide more guidance to students about appropriate expectations before and during their practicum.

Suyeong Kim, *Kyungpook National University*
Reflection of the Implementation of the KNU IBEC (2023-2024)

This presentation is conducted to reflect on the process and results of implementing the KNU IBEC program over one year from 2023 to 2024. The KNU IBEC program is being operated under the Global Innovative Education major in the Graduate School of Education, having received recognition from the IBO for two types of programs in September 2023. One is a Master's degree program (Master of Education) and the other is a non-degree one-year program (IBEC Graduate Certificate). Specifically, the approved programs are the IBCTL DP and MYP. Throughout the year, the presenter participated as an implementation specialist, overseeing academic management, administrative, financial, and academic management of the program, and handling overall practical tasks. This presentation seeks to reflect on the implementation process of the IBEC experienced

by the presenter (KNU IBEC faculty 2025-2026) and to explore what can be learned and reflected upon for future implementations.

Hyeon-Suk Kang, *Kyungpook National University*

Struggle and dialogue between curricularist and non-curricularist: Governance and curriculum design in KNU IBEC


Explore the conflict and mediation process within the Kyungpook National University (KNU) IBEC Team. The main topic of conflict is miscommunication between decision-making curriculum experts and non-experts. With regard to curriculum design, this is an academic conflict between curriculum experts and curriculum education experts. The reasons for this conflict—the structure of the university, the atmosphere of the school and the organizational culture among the Daegu City Office of Education—are explained as dynamic relationships of power.

Moon Hyun (Sandra) Jung,
Jiyoung Ahn, *Inha University*

Tinkering towards democracy and education: Eager to innovate public schooling in Korea and the promise of IB

This session will address the polarizing direction of public education in Korea. While the public discourse around “future education” policies in Korea is often shaped by ideological divides, those participating in public discourse tend to seek out a specific model for achieving social consensus on future education. This has resulted in a dual-track approach: the promotion of innovative schools, which often emphasize equity and holistic development, and charter schools, which highlight autonomy and choice. The IB serves as an implementation model in shaping the blueprint for future education. The Ministry of Education and 17 metropolitan and provincial offices of education are actively promoting the “future education” policy amidst the sociodemographic and structural changes affecting education today. These changes include digital transformation, rapid population decline and local extinction, and full-fledged entry into a multicultural society, among others. Considering this, we are pursuing the task of reducing the polarization around these educational approaches to shift to a customized curriculum that embraces diversity.

Presenter Moon Hyun (Sandra) Jung conducted this research and presentation material in collaboration with Minhon Shon of Inha University.



Organizers:
School of Teacher Education, NTNU
International Baccalaureate Organization

Co-organizers:
NTNU – Office of Research and Development
National Science and Technology Council
Higher Education SPROUT Project