

IBEC Conference 2025 Proceedings

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This document contains the official proceedings of the IBEC Conference 2025, including session details, presenter biographies, and abstracts or additional information relevant to presentation research.



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Keynote Presentations

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

Presenter: Prof. Chin-Chung Tsai

Institution: National Taiwan Normal University

Biography:

Chin-Chung Tsai is a National Chair Professor at National Taiwan Normal University. Prof. Tsai's research interests deal largely with learning sciences, science education, epistemic beliefs, and various types of technology-enhanced instruction. He currently serves as the Editor-in-Chief for "Computers & Education" (impact factor value = 8.9). He has also served the Editor for "International Journal of Science Education" since 2016 (indexed in SSCI). He has published more than 350 papers in SSCI-indexed education journals in recent 20 years.

Description:

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.

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

Presenter: Dr. Akira Shah

Institution: Keio University

Biography:

Akira Shah is Japan Society for the Promotion of Science (JSPS) Postdoctoral Fellow at Keio University. In 2023 he submitted a thesis on IBEC in Japan, receiving his Doctor of Philosophy (D.Phil.) in Anthropology at the University of Oxford. His ongoing research on IB teaching examines everyday rifts born from vying internationalist and globalist

philosophies, while recent publications have further developed theories of whiteness, minoritization, and digitality. Born in the United Kingdom, Akira's upbringing includes a transnational array of socio-cultural inheritances, ranging from those Japanese and Guyanese, to those Canadian and Indian.

Description:

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.

IB Research Now and for the Future

Presenter: Dr. Jennifer Merriman

Institution: International Baccalaureate

Biography:

Jennifer Merriman, PhD, is the Global Director of Research, Policy & Design at the International Baccalaureate. Dr. Merriman leads an international team of cross-functional departments including Research, Policy & Design, Data Governance, and Innovation. She has held different research roles across a wide range of organizations, including Rutgers University and College Board. She earned her undergraduate degree at Rutgers University and her doctorate at University of Pittsburgh.

Description:

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.

IB Special Session

Supporting education systems: designing and delivering innovative solutions

Presenter(s): Marc Neesam, Kiri Stevenson

Institution: International Baccalaureate

Biography:

As Head of Education Systems Solutions for the International Baccalaureate, Marc supports education system leaders in enhancing their education system by utilizing the strengths of an International Baccalaureate Education.

Marc has worked in education for over 15 years, focusing on international education and system improvement during the last 8 years where he has designed and led education system reviews, capacity development programmes, and teaching improvement projects.

He has experience in curriculum development and design, education policy review and creation, educational technology, teacher CPD, teacher recognition and resource development to support teaching and learning.

Kiri Stevenson is IB's Senior Capacity Development Solutions Manager.

Session Description:

The International Baccalaureate is increasingly 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 delivery 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.

(Session Source: Day 2 - Special)

Breakout Sessions Theme 1: IB Educator Development and Certification

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

Presenter(s): Dr. Justin Zhang

Institution: Namseoul University

Biography:

Justin Zhang is a dedicated educator focusing on educational technology and international education. He holds a Ph.D. in Educational Technology with Distinction (Cum Laude), dual MAs, one in Applied Linguistics, another in Language Teaching. Recognized as a registered teacher in both the US and UK (with QTS), Justin takes on the role of a workshop leader and examiner for various international curricula and organizations, including the IB, IGCSE, A-levels, and ACTFL. He is currently an Assistant Professor and Director of IB Educator Certificate (IBEC) Center at Namseoul University, and he used to be the school-wide Head of Chinese at an international school in Hong Kong. His career also includes teaching English and Chinese in Beijing and Barcelona, and he is serving on the IB, NEASC and WASC school accreditation committees and contributing to academic journals as a researcher and reviewer.

Session Description:

This ongoing research investigates the development of Technological Pedagogical Content Knowledge (TPACK) through the IB Educator Certificate programme in South Korea. Through a mixed-methods study across two semesters (2024-2025), we are examining how teachers' understanding and application of TPACK evolves during their IBEC journey. Initial findings from pre-surveys and mid-programme 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 programmes.

Additional Information:

This in-progress study examines TPACK development among teachers enrolled in an IB Educator Certificate programme in South Korea during 2024-2025. Using a mixed-methods approach, we are collecting data through TPACK surveys at programme start and completion, complemented by ongoing interviews with selected participants. Preliminary analysis of initial surveys and mid-programme interviews suggests positive trends in TPACK development, particularly in technological pedagogical knowledge domains. The study aims to propose a TPACK-IBEC model that integrates IB approaches with technology

integration frameworks. Final results and complete analysis will be available by the conference date.

(Session Source: Day 1 - Sess 1)

Pack your own parachute

Presenter(s): Katherine (Caite) Khan

Institution: Roong Aroon International School

Biography:

I have taught in IB public and private world schools internationally, across MYP, DP, and CP. My children completed the PYP and MYP, and my daughter is currently in the CP. I have held various leadership roles in IB schools and worked with the IBO as an IBEN member, including Examiner, CAS Curriculum Review Team member, and most recently, a Curriculum Designer for the new DP/CP 16+ modules. With a Master's that included IBECs in Leadership Practice and Leadership Research, I delivered one of the first IBEC in Teaching and Learning in South Korea (PYP, MYP, DP) and continue to support IBEC universities in Korea and Taiwan. My recent PhD focused on the relevance of IB programs for Indigenous students, further strengthening my understanding of global IB education and teacher development.

Session Description:

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.

(Session Source: Day 2 - Sess 2)

University-school partnerships in IB practicums: collaborative approaches to preparing globally competent educators

Presenter(s): Yi-Fen Yeh

Institution: National Taiwan Normal University

Biography:

Dr. Yi-Fen Yeh is the coordinator of the IB Educator Certificate Program at National Taiwan Normal University. She has been leading the program and teaching pedagogy courses in IB education for five years. She is enthusiastic in helping teachers and student teachers explore different possibilities in their teaching careers. Her research focus includes teacher education, international education, and science education.

Session Description:

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 schools, offer unique opportunities to develop international mindedness and intercultural competence. This study examines how practicum and internship experiences in IB schools 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 IB schools. 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 IB schools contribute to transforming instructional approaches and fostering international mindedness. This study offers insights into cultivating future educators' global perspectives.

Additional Information:

Practicum as the final stage of initial teacher education provides prospective teachers with the opportunity to bridge educational theories and teaching beliefs developed in their programs with real classroom practices. International practicums, in particular, serve as a transformative experience, fostering international mindedness and intercultural competence—essential attributes for educators in today's globalized educational landscape. Given that International Baccalaureate (IB) education is committed to cultivating international mindedness and preparing global citizens, IB schools embrace multiculturalism and diversity as integral aspects of their learning communities.

This study explores how practicum and internship experiences in IB schools influence prospective teachers' instructional practices and international mindedness. Participants included pre-service teachers who completed either a two-month practicum or a two-week internship in domestic or international IB school contexts. Data sources included pre- and post-surveys measuring international mindedness, reflective journals maintained throughout the experience, and group discussions. A combination of axial and thematic coding was employed to analyze qualitative patterns emerging from the data.

Findings highlight how prospective teachers' instructional beliefs and pedagogical approaches evolved in response to the unique features of their practicum or internship experiences. The study identifies diversity and inclusivity within IB schools that contributed to this transformation. Implications for fostering international mindedness and preparing future educators to work effectively with students from diverse cultural backgrounds will be discussed.

(Session Source: Day 2 - Sess 1)

IBEC graduates: Fostering student success in PYP & MYP

Presenter(s): Valerynne Chang, Professor Gopinathan

Institution: University College Fairview

Biography:

Valerynne Chang is the Director of Academics for Fairview Schools and adjunct lecturer at University College Fairview. Her leadership guides curriculum development and promotes effective teaching practices across PYP, MYP, and DP. As a Concept-based Curriculum and Instruction trainer, IB workshop leader, and MYP Programme Leader (who evaluates MYP schools), Valerynne offers practical know-how for diverse educators, honed through conducting regional workshops, school visits, and best practice forums. She champions active learning and appreciative inquiry, earning recognition for her engaging facilitations. A finalist for the National Outstanding Educator Award (International School Category), Valerynne mentors future IB teachers at UCF, using her deep understanding of K12 education to influence the educational landscape and fortify teaching practices from primary years to university.

Professor Dr. R. Gopinathan is the Dean of Education at University College Fairview, leading a faculty that offers a Postgraduate Diploma and M.Ed with the IB Teaching and Learning Certificate Award.

With over 45 years in education, he discovered his passion for teaching at 19 and has since served in government and private schools, spanning kindergarten to university levels. A graduate of the Malaysian Teachers' Training College, Sheffield University (UK), and University Malaya, he was also conferred 'Special Professor' by Thaksin Songkhla University, Thailand.

Session Description:

This session explores how University College Fairview (UCF) graduates with International Baccalaureate Educator Certificates (IBEC) impact IB World Schools, particularly in the Primary Years Programme (PYP) and Middle Years Programme (MYP). It is a case study that showcases IBEC-trained teachers implementing student-centered, 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.

Additional Information:

This case study investigates the transformative impact of International Baccalaureate Educator Certificate (IBEC) graduates on IB World Schools, specifically their contributions to professional development, student engagement, and teaching effectiveness. Through

classroom observations, student surveys, and teacher interviews with five Primary Years Programme (PYP) and Middle Years Programme (MYP) teachers, compelling evidence emerges. The research reveals how IBEC graduates adeptly integrate student-led discussions and concept-based inquiry learning, cultivating critical thinking and problem-solving skills. Notably, a significant outcome is the development of teacher leadership, with three out of five graduates becoming mentors to their peers. Furthermore, student surveys indicate a substantial increase in engagement, with 85% of students reporting heightened interest and active participation in lessons led by IBEC-trained teachers. Initial challenges encountered by these new educators included classroom management strategies and adapting IB frameworks to accommodate diverse learning needs. However, the implementation of formal mentorship programmes proved instrumental in facilitating smoother transitions, providing targeted support, and fostering a collaborative environment conducive to continuous growth and pedagogical refinement. This research highlights the value of targeted teacher preparation in cultivating impactful IB educators.

(Session Source: Day 1 - Sess 1)

Bridging inquiry and assessment: Enhancing argumentative writing in IB classrooms

Presenter(s): Tzuchun Lin

Institution: National Taiwan Normal University

Biography:

I am Tzu-Chun Lin, an English teacher in Taiwan's public school system, working under the 2030 bilingual policy. Currently, I am a postgraduate student at NTNU, majoring in teaching Chinese as a second language. I believe that language opens doors to new worlds and allows me to better understand diverse cultures. These experiences drive my aspiration to become an influencer in education. My main goal is to explore how to implement the IB philosophy into Taiwan's public education system, helping students discover their core competencies in learning. I aim to inspire and guide students in developing critical skills that will serve them well in their academic and personal growth.

Session Description:

This session explores how inquiry-based learning (IBL) enhances students' argumentative writing skills in Taiwan's IB public 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 rigor and student motivation in diverse IB contexts.

Additional Information:

This study investigates the impact of inquiry-based learning (IBL) on enhancing students' argumentative writing skills in Taiwan's public International Baccalaureate (IB) schools, where over 90% of students are local Taiwanese learners. Despite participating in the International Baccalaureate Middle Years Programme (IBMYP), students are still required to prepare for Taiwan's Comprehensive Assessment Program for Junior High School Students. This creates a unique educational context that blends IB's inquiry-driven philosophy with a national exam-oriented system.

Using Eisenberg and Berkowitz's (1990) Big6 model, a lesson on argumentative writing was designed, and students received 10 hours of IBL-integrated writing instruction. Data collection included pre- and post-instruction assessments, reflective journals, and classroom observations. Quantitative analysis measured performance improvements, while qualitative thematic analysis examined student engagement and self-efficacy.

The findings show that IBL significantly enhanced students' ability to construct well-supported arguments. These insights demonstrate IBL's potential to bridge the gap between exam-focused learning and IB's holistic educational goals.

(Session Source: Day 3 - Sess 4)

Integrating AI into IBEC: Empowering educators for the future

Presenter(s): Suffian Suhail, Khushboo Bhatia

Institution: Manav Rachna University

Biography:

Mr. Suffian Suhail is a dedicated researcher and educator specializing in International Baccalaureate teacher education and professional development. His work focuses on the innovative integration of artificial intelligence tools into curriculum design, aiming to empower educators with the skills needed to foster critical thinking and adaptive teaching practices. With a graduate degree in Technology and a post-graduate in Marketing Management, Suffian has over 13 years of experience in Educational Leadership, Curriculum Design and STEM integration to build interdisciplinary frameworks. Currently working at the Manav Rachna University in India as a visiting faculty for the IBEC Programme and Design Technology, Suffian works closely with the students who aim to become IB educators in future.

Ms. Khushboo Bhatia is an experienced educator with 15 years in teaching, specializing in international education and curriculum development. She holds an M. Com., B.Ed., and M.A. and serves as IBEC faculty at Manav Rachna University, where she prepares pre-service teachers for IB programmes. She is also a teacher at Manav Rachna International School and an IB Diploma Programme examiner. With expertise in the IB and Cambridge frameworks, Khushboo has contributed to curriculum design for ICSE, CAIE, and IB schools. She has led professional development workshops, including Thinking That Transfers, and designed training programs on inquiry-based learning, assessment strategies, and conceptual understanding. Passionate about innovative pedagogy, she is actively involved in educational research and policy discussions. Khushboo's work bridges theory and practice, equipping educators with the tools to foster meaningful and inquiry-driven learning experiences.

Session Description:

This interactive session explores 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 & 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.

(Session Source: Day 3 - Sess 5)

Integrating IB micro-credentials into IBEC programs

Presenter(s): Kelly Garland

Institution: International Baccalaureate

Biography:

Kelly Garland is the Product Associate Manager for Micro-credentials at the International Baccalaureate where she plays a key role in shaping strategy and overseeing operations for digital credentials. With nearly 15 years of experience in education, digital learning, and product development, she supports development of high-quality professional learning opportunities that recognize and validate educators' competencies.

Session Description:

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 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 will also 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, 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.

(Session Source: Day 3 - Sess 3)

Establishing an IB PYP educator certificate program at a Turkish Foundation University: A model for similar initiatives

Presenter(s): Gizem Güzeller

Institution: TED University

Biography:

Gizem Güzeller graduated from the Department of Mathematics and Science Education Elementary Mathematics Education Program at Eskişehir Anadolu University and completed her master's in Elementary Mathematics Education Program at Hacettepe University. After serving as a research assistant for six years at TED University's Mathematics and Science Education Department, she works as a lecturer.

Güzeller's areas of study include out-of-school/informal learning, teacher education, student-centered instructional design, culture, and mathematics. Pursuing her doctoral studies at METU (Middle East Technical University), Güzeller has also been involved in projects on educational practices for prospective mathematics teachers, early algebra student preparation, and mathematics education for immigrant children.

Session Description:

This session explores the design, implementation, and initial outcomes of an International Baccalaureate Primary Years Programme (IB PYP) Educator Certificate course launched at a leading foundation university in Türkiye. More specifically, the presentation highlights 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 IB PYP instruction.

Additional Information:

This paper presents the design, implementation, and initial outcomes of an International Baccalaureate Primary Years Programme (IB PYP) Educator Certificate course initiated at a prominent foundation university in Türkiye. In response to the increasing demand for high-quality professional development and leadership in PYP education, the program was conceived as a strategic initiative to foster expertise among educators, to cultivate internationalization, and to propagate the principles and practices of the IB framework throughout the region.

The paper outlines the program's development process, highlighting collaborative efforts between university faculty, IB experts, and local educational stakeholders. Key components of the program include a rigorous curriculum that integrates theoretical foundations, practical teaching methodologies, and reflective practices tailored to the unique educational landscape of Türkiye. Additionally, the program emphasizes hands-on training through workshops, seminars, and peer collaboration, ensuring that participants gain both conceptual and practical competencies essential for effective IB PYP facilitation.

Preliminary evaluations indicate that the program not only enhances participant knowledge and instructional skills but also contributes to building a sustainable network of PYP trainers capable of leading transformative change in their respective institutions. Challenges encountered during the implementation phase, such as adapting international standards to local contexts and ensuring continuous quality improvement, are discussed, alongside strategies employed to address these issues. This presentation aims to provide insights into the innovative approaches adopted in the program's development and to discuss its potential as a model for similar initiatives in other regions seeking to elevate IB PYP education.

(Session Source: Day 2 - Sess 2)

IB-infused teacher training programmes

Presenter(s): Cristina Cosentino, Kristien Koning

Institution: NHL Stenden University

Biography:

Cristina is an experienced curriculum designer, MYP mathematics teacher and teacher trainer for international educators. Cristina is excited by innovations in education and organisational change. She is keen to invest in the well-being and resilience of learners, particularly when their learning is situated within the complexities of an international environment. As educational team leader, she currently leads a diverse and dedicated

group of teacher educators in the ITES Bachelor programme, ensuring educational quality and direction for the curriculum, teaching team and students.

Kristien is a dedicated educator with a deep passion for teaching, educational leadership and curriculum development. With strong foundations as an English teacher, teacher trainer and programme developer, Kristien's approach combines a pragmatic mindset with enthusiasm. Currently, as Head of International Teacher Education (ITE) at NHL Stenden, Kristien oversees the programmes, professorship and consortium, ensuring strategic alignment and policy-making. Kristien is passionate about empowering educators and students to reach their potential through collaboration within an inspiring environment.

Session Description:

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.

(Session Source: Day 3 - Sess 3)

Breakout Sessions Theme 2: Digital Education, Technology, and AI in IB Contexts

Three scenarios for a digital PYP education

Presenter(s): Sue Richards

Institution: International Baccalaureate

Biography:

My contribution to education spans thirty years, commencing in Australia as a teacher and moving into school leadership roles in, both, private and public schools in Australia, followed by two international roles within the IBO, in Washington DC, then in Singapore. I am currently the director of a small education consultancy service specialising in professional learning strategy, product design and implementation, IB education, and act as an IBEC consultant for Asia Pacific chairing accreditation and evaluation panels and advising academics and university leaders on course design. I serve on the board of the

Workers Education Association WEA in Adelaide and chair its Innovation Committee. My research interests include adult education, technology and learning and teacher education.

Session Description:

My 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, I trace how multiple digital IB educations were made possible.

(Session Source: Day 3 - Sess 3)

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

Presenter(s): Yu Lim Chen

Institution: National Taiwan Normal University

Biography:

Chen Yu Lim, Ph.D. in Physics (National Taiwan University), researches nanophotonics and gifted education. His 2013 paper (impact factor 19.0) boasts over 1530 citations (16% recent, 126x field average), 37,400+ downloads, and was a 2014 "Must-Read" on metamaterials. AAAS and 30+ media outlets reported another publication. Dr. Chen teaches at National Taiwan Normal University's College of Education and Department of Physics, and coordinates Physics Bilingual Courses & IBDP Physics IBEC. He received the NTNU Excellent Teaching Award (2021) and a Ministry of Education research award (2024). In 2024, he co-authored an EMI book chapter with Ernesto Macaro. He is also a trombone player/conductor.

Session Description:

Artificial intelligence (AI) is reshaping scientific discovery, challenging traditional methods of inquiry and knowledge construction. This session explores 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 will also 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.

Additional Information:

This session is grounded in research on AI in scientific discovery, inquiry-based learning, and the Nature of Science (NOS) in IB education. Key areas of investigation include:

(1) AI-Assisted Inquiry in Science Education: How AI models can detect relationships in complex datasets, replicating scientific discovery processes such as finding Kepler's Laws or predicting chemical reactions. (2) Comparing AI and Human Inquiry in NOS: Analysis of how AI challenges traditional scientific methods, raising questions about hypothesis-driven vs. data-driven approaches. (3) Intersections with ATT, ATL, and TOK: How AI impacts scientific reasoning, research methodologies, and epistemology, aligning with IB's focus on interdisciplinary and inquiry-driven learning.

This session presents case studies where students use AI to analyze motion data and derive physical laws, highlighting how AI can support but not replace human intuition and critical thinking. The discussion will also address ethical concerns and the role of educators in guiding AI-integrated learning experiences.

By bridging AI, NOS, and IB learning frameworks, this research offers practical strategies for preparing students to navigate an AI-driven scientific landscape while maintaining a strong foundation in scientific reasoning and inquiry.

(Session Source: Day 3 - Sess 4)

Age of AI education: Modelling, assisting, facilitating and transforming the landscape

Presenter(s): Michael Chian

Institution: University College Fairview

Biography:

As the Chairman of BeED Adventures (an EdTeach organisation) Michael Chian is a committed EdTech leader who works with universities and schools to transform education through cutting-edge technology. He contributes years of experience in educational consulting, e-learning, and curriculum design. Michael has been a pioneer in digital education, developing relevant and easily available learning opportunities for kids in Indonesia and Malaysia. Additionally, he is an enthusiastic speaker who shares his expertise

at international gatherings on subjects including digital transformation, AI in education, and the future of learning. Working directly with educators, legislators, and business executives to create scalable, significant solutions, Michael is steadfast in his commitment to bridging the gap between technology and education. Making education more egalitarian, student-centered, and future-ready is his aim.

Session Description:

In this engaging session, we will explore the 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 will then 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.

Additional Information:

In this session, we will showcase our research on the integration of Artificial Intelligence (AI) in modern classrooms, highlighting its transformative potential and the challenges educators face. AI offers significant benefits, including personalized learning experiences tailored to individual students' needs, which enhances engagement and academic performance. By automating administrative tasks such as grading and attendance tracking, AI allows teachers to focus more on instruction and student interaction. Additionally, AI's ability to analyze performance data enables targeted interventions, helping educators identify areas where students may need extra support.

However, the integration of AI is not without its challenges. Technical issues, including data privacy concerns and the complexities of implementation, can hinder effective use in educational settings. Moreover, ethical considerations are paramount; ensuring that AI systems are free from bias is essential for creating equitable learning environments.

Through this presentation, we will discuss strategies for overcoming these challenges while leveraging AI's capabilities to empower educators and enrich the student experience. We will emphasize the importance of maintaining the human element in education, ensuring that AI serves as a tool to enhance, rather than replace, the invaluable role of teachers. Join

us to explore how strategic AI integration can lead to improved educational outcomes and foster a more inclusive and effective learning environment for all students.

(Session Source: Day 3 - Sess 3)

Breakout Sessions Theme 3: Cultural Diversity, Inclusion, and Global Perspectives in IB Education

Incorporating IB philosophy and practices to an Inquiry-based teacher education

Presenter(s): Dr. Yachu Sonya Fan, Dr. Meihui Liu

Institution: National Taiwan Normal University

Biography:

Dr. Yachu Sonya Fan is a full-time teacher and Associate Executive Officer at the Resource Center for EMI, National Taiwan Normal University, where she leads professional development for EMI instructors and promotes curriculum innovation. With a PhD in Curriculum and Instruction, she has extensive experience in bilingual education, inquiry-based learning, and interdisciplinary curriculum design. She teaches IB Philosophy and Practices to both pre-service and in-service teachers, as well as courses in Academic English and Bilingual Lesson Planning. As an instructor in NTNU's IBEC program, she has trained educators in Taiwan and internationally. Her research focuses on inquiry-based teacher training models, reflective practices, and integrating local cultural contexts with global education standards. Passionate about empowering educators, she is dedicated to building sustainable teacher training models and fostering student-centered learning environments.

Distinguished Professor Meihui Liu is the Vice President for Academic Affairs at National Taiwan Normal University (NTNU) and a faculty member in the Department of Curriculum and Instruction. She is the founder of NTNU's IB Educator Certificate (IBEC) program, the only IBEC program in Taiwan, dedicated to preparing educators for IB teaching. She also teaches IB Philosophy and Practices, training both pre-service and in-service teachers in inquiry-based learning and curriculum design. A leading expert in bilingual education, curriculum development, and international education, she has led numerous national and global projects. Her research focuses on integrating local culture with global education standards. Professor Liu is dedicated to advancing teacher education through innovative curriculum models, fostering inquiry-driven instruction, and equipping educators with the skills to adapt to diverse and evolving learning environments.

Session Description:

This session explores the CLEAR model for inquiry-based teacher training, developed through action research at National Taiwan Normal University, Taiwan's only IB-accredited 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.

Additional Information:

This research investigates how an inquiry-based training model enhances pre-service teachers' skills in interdisciplinary curriculum design. Through two cycles of action research, 35 pre-service teachers participated in the IB Philosophy and Practice course at National Taiwan Normal University. Using observation, interviews, and document analysis, the study developed the CLEAR model (Focus, Question, Act, Reflect). Results indicate significant improvements in participants' ability to grasp core concepts, develop guiding questions, and transform abstract ideas into procedural knowledge. Reflection helped pre-service teachers identify biases, improve critical thinking, and strengthen self-awareness as learners. The CLEAR model offers a practical framework for fostering inquiry-based teaching aligned with IB's philosophy and can be adapted to various educational contexts.

(Session Source: Day 3 - Sess 5)

Persuasion and resistance: How can IBEC fit into a national system?

Presenter(s): Jinwoong Song, Hyungryeol Kim, Eiseul Kim

Institution: Seoul National University

Biography:

Jinwoong Song is a professor of science education at SNU and the director of SNU Teacher Education Innovation Institute. He obtained his PhD from King's College London, served as the president of East-Asian Association for Science Education, the president of Korean Association for Science Education. As a PI, recently he carried out several research projects regarding the introduction of IB education into Korean schools and Korean education reforms. He is now leading the SNU research group for establishing IBEC at SNU and conducting a longitudinal study on the effectiveness of introducing IB education in Gyeonggi-do Office of Education, Korea.

Youngsoon So is a professor of English education at SNU and a vice-dean of SNU College of Education. She obtained her PhD from UCLA and worked as a researcher at ETS. She is an

expert of assessment in English education. As a member of research team, she carried out several IB education related projects for the last several years.

Hyungryeol Kim is a professor and the head of the department of ethics education at SNU. She obtained her PhD from UCLA and is an expert of global citizenship education. She is participating IB education related projects as a member of IB and IBEC research team at SNU.

Eiseul Kim is a PhD candidate and a fulltime researcher of SNU Teacher Education Innovation Center. She obtained her Master degree from SNU in physics education. She worked as a physics teacher at high school in Korea and participated several research projects regarding IB education in Korea. She is a doctoral student of Prof. Jinwoong Song.

Session Description:

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, we would like to share the case of Seoul National University in South Korea to see how IBEC can be coordinated with a country's teacher training system.

Additional Information:

(1) Beyond Certification: Unpacking Teachers' understanding and practice of IBEC
This study investigates the understanding and practice among teachers who have experienced IBEC program in Korea. A qualitative case study was conducted using surveys and in-depth interviews with nine teachers—three each from elementary, middle, and high schools—who completed the IBEC program at universities in Korea. Findings reveal four key themes in teachers' understanding of IBEC: (1) difference, (2) uncanny familiarity, (3) educere (drawing out teachers' exemplars), and (4) sympatheia (empathic engagement). However, their practice varied depending on teaching experience and school context. Notably, early-career teachers faced challenges due to a lack of personal exemplars, while experienced teachers showed psychological resistance to inquiry-based learning due to difference from their existing practices. Additionally, some teachers encountered difficulties in effectively implementing their IBEC learnings due to the absence of a collaborative school culture. In contrast, teachers who actively engaged in Professional Learning Communities (PLCs) continued refining their instructional practices beyond the IBEC program's completion. Drawing on these insights, this study underscores the necessity of a more comprehensive and context-sensitive approach to teacher professional development. It advocates for a differentiated training model tailored to teachers' career stages and the institutionalization of collaborative learning structures.

(2) Navigating Change: The Impact of IB Implementation on Teacher Efficacy and

Professional Development. This study examines the impact of IB implementation in Korea's public education on teachers' self-efficacy and professional development, offering insights for training and policy. Surveys and interviews were conducted with 77 teachers from 10 schools in Gyeonggi Province, with 34 (26 teachers, 8 principals) participating in in-depth interviews. The survey, adapted from TALIS 2018, showed high reliability (Cronbach's $\alpha \geq .85$). Findings indicate that elementary and middle school teachers viewed IB's inquiry-based learning and assessment positively, reporting high self-efficacy. In contrast, high school teachers exhibited lower self-efficacy due to misalignment between IB assessment and Korea's exam-driven system, leading to implementation challenges and reduced instructional confidence. Teachers recognized IB's contribution to assessment clarity and reliability but raised concerns over restricted autonomy, increased workload, and resource disparities. High training costs and lack of structured incentives further hindered professional development. This study underscores the need for targeted teacher support, emphasizing assessment expertise (e.g., rubric development) in IB training. Aligning IB with local education demands and addressing systemic barriers can enhance teacher efficacy and long-term engagement.

(3) Challenges and Strategies: A Case of the Introduction of the IBEC Course at SNU Seoul National University College of Education is a comprehensive teacher training institution with 15 departments and 7 cooperative programs. As the most representative research-oriented university in Korea, most of its members are key experts representing education policy, curriculum, and each subject education, and thus have a sense of responsibility and conservative tendencies. Establishing the IBEC program is a difficult process that requires persuading and cooperating with these various groups of experts, and an effective persuasion strategy is required for this. In this presentation, I will introduce the process and related research projects that have been conducted so far to establish a sustainable Seoul National University IBEC program, and I would like to present the characteristics and vision of the Seoul National University IBEC program that have been reached through this process.

(Session Source: Day 3 - Sess 3)

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

Presenter(s): Katherine (Caite) Khan, Keith Yi

Institution: Roong Aroon International School, Inha University

Biography:

Caite has taught in IB public and private world schools internationally, across the MYP, DP, and CP. Her children completed the PYP and MYP, with a daughter currently enrolled in the

CP. She has held a variety of leadership roles in IB schools and contributed to the IBO as an IBEN member, serving as an Examiner, CAS Curriculum Review Team member, and most recently as a Curriculum Designer for the new DP/CP 16+ modules.

With a Master's degree that included IBECs in Leadership Practice and Leadership Research, Caite delivered one of the first IBECs in Teaching and Learning in South Korea (PYP, MYP, DP) and continues to support IBEC universities in Korea and Taiwan. Her recent PhD focused on the relevance of IB programs for Indigenous students, further strengthening their expertise in global IB education and teacher development.

Keith Kitong Yi, an educator with nearly forty years of experience, has been impacting the lives of students and teachers. His teaching journey began in 1986 when he taught Biophylogeny in New York City. Over time, he transitioned from being a vice principal to fulfilling his dream of leading a high school as a principal. In 2005, Mr. Yi became the first Korean American high school principal in New York at Dobbs Ferry High School, an IB World School. In 2011, he returned to his motherland as vice principal at North London Collegiate School in Jeju, another IB World School. After another high school principalship in NY, he retired in 2017. Following a brief "retirement," Mr. Yi came back to Korea and in the last few years he has helped six universities gain IBEC recognition. Currently, he is a visiting IBEC professor at Inha University. Additionally, he serves as the S. Korea IB Project Advisor for the IB, collaborating with eleven metropolitan and provincial offices of education in Korea.

Session Description:

This session explores key findings from the Implementation of the IB in South Korea research, examining the program's 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 Implementation of the IB in South Korea can inform IBEC course design and delivery elsewhere.

Additional Information:

https://www.ibo.org/globalassets/new-structure/research/pdfs/south-korea-implementation-summary-eng.pdf?fbclid=IwY2xjawH_IXFleHRuA2FlbQlxMAABH5SknmiWTsx61BcYwRqPLVv9Hq3eJ4TQuBzr-Q7nCDxXZLLzoKqZt-sbZTQ_aem_Bctemx7bBJ19OkQrvzCOFQ

<https://www.ibo.org/globalassets/new-structure/research/pdfs/south-korea-implementation-study-final-report.pdf>

(Session Source: Day 3 - Sess 4)

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

Presenter(s): Keith Yi

Institution: Inha University

Biography:

Keith Kitong Yi, an educator with nearly forty years of experience, has been impacting the lives of students and teachers. His teaching journey began in 1986 when he taught Biography in New York City. Over time, he transitioned from being a vice principal to fulfilling his dream of leading a high school as a principal. In 2005, Mr. Yi became the first Korean American high school principal in New York at Dobbs Ferry High School, an IB World School. In 2011, he returned to his motherland as vice principal at North London Collegiate School in Jeju, another IB World School. After another high school principalship in NY, he retired in 2017. Following a brief “retirement,” Mr. Yi came back to Korea and in the last few years he has helped six universities gain IBEC recognition. Currently, he is a visiting IBEC professor at Inha University. Additionally, he serves as the S. Korea IB Project Advisor for the IB, collaborating with eleven metropolitan and provincial offices of education in Korea.

Session Description:

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.

(Session Source: Day 1 - Sess 1)

Breakout Sessions Theme 4: IB Curriculum and Teaching Practices

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

Presenter(s): Miyuki Endo, Mayumi Ito

Institution: Kwansei Gakuin University

Biography:

Miyuki has been an IB educator for over 20 years, teaching in both MYP and DP in Jakarta and Japan. She is currently the Director of the IBEC program at Kwansei Gakuin University in Japan. As a certified Lynn Erickson and Lois Lanning Concept-Based Curriculum and Instruction (CBCI) consultant and IB workshop leader, she has developed workshops and publications on this instructional approach. She also translated Concept-Based Curriculum and Instruction by H. L. Erickson, L.A. Lanning, R. French and Concept-Based Inquiry in Action by C. Marshall and R. French into Japanese. Miyuki holds a Master's degree in Applied Linguistics and a Diploma in TEFL from the University of Sydney.

Mayumi has been an instructor in the IBEC program at Kwansei Gakuin University for four years. She was involved in the implementation and promotion of IB education as an administrator in a Japanese private school that has partnered with one of the oldest IB World Schools in Japan. Since joining the IBEC program at the University, she has deepened her understanding of CBCI. Mayumi holds a Master's Degree in Applied Linguistics from San Diego State University. She is also a mother of an IBDP graduate.

Session Description:

This presentation explores 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.

(Session Source: Day 3 - Sess 4)

PYP: Deep dive on programme developments

Presenter(s): Alexandra Francesconi

Institution: International Baccalaureate

Biography:

Alexandra Francesconi is a PYP Curriculum Manager based at the IB global office in The Hague. With a focus on science and developing learning progressions; she brings different perspectives to the field of education in the IB. Third culture individual, embracing Colombia, USA and Italian culture and heritage. She has more than 20 years' experience and has worked in international schools in Colombia, Malawi and Russia, first as a class teacher and then as a PYP coordinator. She is a dedicated and caring educator, who is passionate about forward thinking pedagogies.

Session Description:

The PYP Curriculum Development team 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).

(Session Source: Day 3 - Sess 4)

MYP: Deep Dive: Enhancing the MYP

Presenter(s): Shwetangna Chakrabarty

Institution: International Baccalaureate

Biography:

Shwetangna Chakrabarty is the Senior IB MYP Curriculum Manager. With over 18 years of experience in teaching diverse curricula across continents, her career encompasses significant roles including Academic Dean, Assistant Principal, Curriculum Coordinator (IB DP and IB MYP), University Counsellor, Capstone/Research Project Manager, CIS/NEASC Accreditation Coordinator, IB Examiner, IBEN Programme Leader, CIS Forum Planning Committee member and teacher (DP/MYP Math HL and DP Business Management). Shwetangna holds dual master's degrees in business administration and education and is also a certified college counselor. Her contributions extend into the literary world as a published author with works available through Routledge Taylor and Francis (Bringing Innovative Practices to Your School) and IGI publications (Educational Reform and International Baccalaureate in the Asia-Pacific). She has also been the Editor of The International Educator (TIE) and a proud member IB DEI Council.

Session Description:

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.

Additional Information:

An understanding of the Enhancing the MYP project; Information about next-steps and timeline, including BETA launch in 2024 and full launch in 2027; Information about getting involved, including impact on authorization and evaluation.

(Session Source: Day 2 - Sess 2)

IBTCP: A Review from student perspective

Presenter(s): Atsuko Handa

Institution: International Christian University

Biography:

Handa received her doctorate in Japanese studies from Monash University, Australia in 2004. She specializes in Japanese/Kokugo language education and modern Japanese literature. She started teaching at ICU in 2005 and chairs the IB Teacher Training Program Committee from 2021. She was appointed Director of the Center for Global Education in April 2023. Her edited publications include Kokugo Kyoshi no Tame no Kokusai Bakarorea Nyumon: Jugyo Zukuri no Shiten to Jissen Hokoku (Introduction to the International Baccalaureate for Japanese Language Teachers: Perspectives and Practical Reports on Class Development, Taishukan Shoten), and Kokusai Bakarorea Kyoin ni Naru Tame ni: TOK to DP Roku Kyoka no Manabi to Jugyo Jissen (To Be an International Baccalaureate Teacher: Learning and Class Development of TOK and DP6 Subjects, Taishukan Shoten).

Session Description:

ICU conducted an Exit Survey on the IBTCP (IB Teacher Certification Program) to graduating students between 2020 and 2024. The reasons for participating in the IBTCP included pure interest in IB education, as reflected in comments such as 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 IBTCP and appreciated the well-designed program and multiple opportunities to see actual IB education in schools. On the other hand, another comment addressed the need for more diversity in subject content discussed in our courses, since most lectures are from language education background. Teaching Practicum in IB World School is also satisfactory for the graduates; however, the need was highlighted for us to provide more guidance to students about appropriate expectations before and during their practicum.

Additional Information:

Session description (no abstract provided): ICU conducted an Exit Survey on the IBTCP (IB Teacher Certification Program) to graduating students between 2020 and 2024. The reasons for participating in the IBTCP included pure interest in IB education, as reflected in comments such as 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 IBTCP and appreciated the well-designed program and multiple opportunities to see actual IB education in schools. On the other hand, another comment addressed the need for more diversity in subject content discussed in our courses, since most lectures are from language education background. Teaching Practicum in IB World School is also satisfactory for the graduates; however, the need was highlighted for us to provide more guidance to students about appropriate expectations before and during their practicum.

(Session Source: Days 1 & 2 - Poster)

Exploring the pedagogical content knowledge of International Baccalaureate Chinese teachers in the practice of concept-based curriculum & instruction

Presenter(s): Ng Hiu Lam

Institution: The University of Hong Kong

Biography:

Ms. Ng Hiu Lam is a lecturer at the Faculty of Education at HKU, where she coordinates the full-time PGDE Chinese Major program and teaches undergraduate (BA & BEd), PGDE, and Master of Education courses, specializing in Chinese language education. Her research interests include teaching languages in international contexts, with her EdD focusing on teacher change.

Before joining HKU, Ms. Ng taught at international schools in Hong Kong and has extensive experience as an IB DP Chinese language teacher. She served as the Director for Chinese Curriculum & Culture at Singapore International School, where she designed curriculum and developed instructional materials.

Ms. Ng initiated a "Teachers' Action Research on Concept-based Learning" project involving teachers from eight international schools in Hong Kong, enhancing their teaching knowledge and skills. She also co-led an Education Bureau project that developed learning resources for primary school children.

Session Description:

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,

endorsed by the IBO, enhances teacher adaptability by emphasizing key concepts and diverse application of knowledge.

Through case studies, we'll investigate the development of Pedagogical Content Knowledge (PCK) among IB Chinese teachers navigating curriculum reform. Participants will discover how CBCI influences instructional strategies, fosters cognitive development, and promotes holistic thinking. We'll also 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.

Additional Information:

Empowering educators to thrive in a changing world is essential. This study investigates how Concept-Based Curriculum and Instruction (CBCI), championed by Erickson (2002), fosters teacher adaptability and growth. CBCI emphasizes mastering key concepts, generalizing understanding, and applying knowledge in diverse contexts. Since 2019, the International Baccalaureate Organization (IBO) has implemented CBCI in its Diploma Programme (DP) language subjects (IBO, 2019). Notably, assessment plays a critical role in capturing teachers' attention. This research focuses on the Pedagogical Content Knowledge (PCK) of IB Chinese teachers navigating CBCI, emphasizing their adaptation, development, and application of concept-based principles.

To analyze teachers' PCK development during curriculum reform, the study employs Park & Oliva's (2008) six dimensions: teaching orientation, instructional strategies, student understanding, assessment, curriculum knowledge, and teacher efficacy. Additionally, the Integrated Model of Teacher Professional Growth (IMTPG) examines how personal, external, practice, and consequence domains influence teacher change.

Using a case study design, data was collected from Chinese language teachers across various IB schools through interviews, document analysis, and classroom observations. The findings reveal that CBCI positively impacts PCK development by prompting revised teaching approaches and enhancing curriculum knowledge. As teachers connect knowledge through concepts, they demonstrate holistic thinking. Furthermore, development varies individually, forming a recursive process influenced by multiple factors, including environmental shifts. The IMTPG elucidates PCK development pathways while highlighting the practice domain's central role in fostering growth. Ultimately, this study provides valuable insights into teachers' PCK development and promotes effective professional development strategies that empower educators to thrive.

(Session Source: Day 2 - Sess 2)

“A picture” and “a thousand words” in tandem: Using multimodal assessment in experiential learning project

Presenter(s): Ng Hiu Lam

Institution: The University of Hong Kong

Biography:

Ms. Ng Hiu Lam is a lecturer at the Faculty of Education at HKU, where she coordinates the full-time PGDE Chinese Major program and teaches undergraduate (BA & BEd), PGDE, and Master of Education courses, specializing in Chinese language education. Her research interests include teaching languages in international contexts, with her EdD focusing on teacher change.

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Ms. Ng initiated a "Teachers' Action Research on Concept-based Learning" project involving teachers from eight international schools in Hong Kong, enhancing their teaching knowledge and skills. She also co-led an Education Bureau project that developed learning resources for primary school children.

Session Description:

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'll 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 reveal the effectiveness of this approach in measuring learning outcomes while providing valuable insights into student journeys.

Ultimately, this session offers 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.

Additional Information:

In today's digital landscape, multimodal literacy—encompassing visual, audio, spatial, and gestural modes—has become essential for effective student expression. However, traditional assessment methods often fail to capture this complexity, resulting in a disconnect between teaching and evaluation. This project aims to bridge that gap by implementing innovative multimodal assessments that promote greater engagement among students.

Situated within the Faculty of Education, this initiative aligns with the university's commitment to diverse assessment forms that enhance teaching and experiential learning. Previous assessment designs inadequately reflected students' spontaneous learning and did not foster deep reflection during experiential activities. To address these challenges, we introduced a multimodal assessment approach in 6-8 week experiential learning programs, where students created multimodal e-portfolios using social media.

Fifty Bachelor of Arts & Bachelor of Education and Postgraduate Diploma of Education students participated in the study. We collected their e-portfolios and gathered insights through questionnaires and interviews, providing evidence of their multimodal literacy and learning journeys. Key findings revealed that the new assessment method effectively measured student learning outcomes while enhancing interest in learning. Students actively engaged with their e-portfolios, reflecting positively on the diverse expression forms that facilitated meaningful communication. Ultimately, this innovative assessment approach empowers educators to thrive by fostering a deeper understanding of student learning in an evolving educational landscape.

(Session Source: Day 3 - Sess 5)

The 7Cs Framework in Higher Education: A Student-Centered Approach to Teaching Effectiveness

Presenter(s): Vincent Chian

Institution: University College Fairview

Biography:

Dr. Vincent Chian is the Provost of University College Fairview (UCF) and Principal of Fairview International School Kuala Lumpur, leading both institutions in academic strategy and innovation. Under his leadership, Fairview received the International School Award for its Skills Programme, which he called “an amazing feat of pedagogy.” A strong advocate for conceptual teaching, he acknowledges its challenges and supports accessible strategies for educators. His leadership has been instrumental in advancing student-centered, innovative teaching practices, ensuring excellence across Fairview and UCF. His work continues to shape the future of international and higher education through strategic

innovation and pedagogy.

Dr. Evan Chin is the Deputy Principal at Fairview International School, a leading IB World School in Malaysia. A PhD holder and experienced educator, she has been instrumental in driving academic excellence and holistic development within the IB framework. Passionate about student-centered learning, she plays a key role in curriculum design, teacher training, and fostering international-mindedness in students. With expertise in the Middle Years Programme (MYP) and Diploma Programme (DP), Dr. Chin champions innovative teaching methodologies that empower students to thrive in a rapidly evolving world. Her commitment to education extends to research and thought leadership, shaping future-ready learners.

Session Description:

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.

Additional Information:

Student-centered learning is increasingly recognized as essential for improving academic performance, engagement, and well-being in higher education. This session explores how the Collaborative International School is implementing 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 a model that prioritizes students' perceptions of their learning experiences, we aim to foster a more dynamic and responsive educational environment. The seminar discusses achievements, challenges, and future directions in integrating student input into institutional processes to better meet the needs of 21st-century learners.

(Session Source: Day 2 - Sess 2)

From practicum to partnership: Integrating IBEC into a whole-school IB ecosystem

Presenter(s): Morten J. Vatn

Institution: Seirei Christopher University

Biography:

I am a Hamamatsu (Japan)-based IBEC program coordinator and PYP English-immersion school principal. With experience in various teaching and leadership roles I am particularly passionate about learning environments and international-mindedness, both of which are dynamic and multifaceted, much like a kaleidoscope—constantly shifting to reveal intricate, evolving patterns of perspective, culture, and identity. Rather than static concepts, they require continuous exploration, adaptation, and reflection, shaping the way we engage with the world and each other.

I have a deep love for arts-centered education and often integrate my background as a musician and studio producer to foster critical thinking and creativity in students—whether at the university or elementary level.

I look forward to engaging with IBEC educators, sharing insights on student-teacher development, and exploring innovative approaches to support and enhance student learning.

Session Description:

How can the IBEC practicum be effectively embedded within an Integrated Educational System to create a sustainable and reflective model? This session explores 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.

Additional Information:

Seirei Christopher University launched the IB Educator Certificate (IBEC) program in 2021 during the COVID-19 pandemic, facing challenges in implementing the practicum component. Without an IB-accredited elementary or kindergarten at the time, the university collaborated with external IB World Schools to provide IBEC students with hands-on, inquiry-based teaching experiences.

In 2024, Seirei Elementary and Kindergarten achieved PYP accreditation, allowing the university to internalize the practicum within its own educational system. This transition enabled closer collaboration between IBEC students, the PYP coordinator, and in-service teachers, fostering deeper engagement in IB classrooms, collaborative planning, and whole-school professional development. The supportive learning environment allowed students to apply IB principles in practice and refine their instructional approaches. A SWOT analysis conducted with practicum participants highlighted strengths such as effective collaboration, strong mentorship, and continuous reflection. The dual role of the IBEC program coordinator within the elementary leadership team streamlined planning, reducing bureaucratic hurdles. However, challenges remain, including mentor training, workload management, adapting to last-minute schedule changes, and preparing IBEC students for the contrast between IB and Japanese public-school practicums. Looking ahead, opportunities exist to personalize practicum experiences, enhance mentor training, and strengthen collaboration with IBEN, other IB schools, and alumni networks. This session will share insights from our sustainable and reflective practicum model, offering strategies for institutions aiming to enhance IB educator development and system-wide collaboration.

(Session Source: Day 3 - Sess 4)

Breakout Sessions Theme 5: IB Leadership and School Development

Leadership in IB schools: Designing leadership programs for international contexts

Presenter(s): Sue Richards and Glenn Odland, Helen Cunningham

Institution: International Baccalaureate, Western University, University of Dundee

Biography:

Sue Richards: My contribution to education spans thirty years, commencing in Australia as a teacher and moving into school leadership roles in, both, private and public schools in Australia, followed by two international roles within the IBO, in Washington DC, then in Singapore. I am currently the director of a small education consultancy service specialising in professional learning strategy, product design and implementation, IB education, and act as an IBEC consultant for Asia Pacific chairing accreditation and evaluation panels and advising academics and university leaders on course design. I serve on the board of the Workers Education Association WEA in Adelaide and chair its Innovation Committee. My research interests include adult education, technology and learning and teacher education.

Glenn is a veteran international educator, leader and speaker. He has led schools in both Canada and Singapore, served as a Managing Director in India and presented at conferences around the world. He is a former member of the IB Educator Network (IBEN), having presented in all 3 regions of the IB globally. His workshops and presentations focus specifically on leadership and governance topics.

He currently holds 3 interrelated roles: adjunct professor and IB Educator Certificate (IBEC) Program Manager - Academic at Western University (London, Ontario, Canada), Senior Leadership Executive with International Schools Services (ISS), with current clients in Macau, China and Indonesia and former engagements in Portugal, Guyana and Saudi Arabia and BEC Consultant for IB Americas Region, with 12 client universities. He holds an Ed.D. from Seton Hall University in Educational Leadership, Management and Policy.

Helen holds a Divisional Lead role in Student Recruitment and Internationalisation, to coordinate and represent Education and Social Work's work on recruitment, admissions and internationalisation. She takes a lead role in University of Dundee's relationship with the International Baccalaureate Organisation, managing the relationship, delivering IB certificate modules and speaking at IB conferences. Research interests include curriculum Internationalisation, IB, institutional internationalisation, cultural diversity, adverse childhood experiences and frontline policy implementer standpoint. With a research focus on international education and curriculum internationalisation, Helen is mid-way through Doctoral studies. Her work asks how we measure the student learning outcomes of curriculum internationalisation and examines the cultural diversity inherent within what is measured. She challenges dominant Global Northern perspectives on how success is defined, in internationalisation.

Session Description:

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 learnt 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 context 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).

(Session Source: Day 2 - Sess 2)

Building a sustainable, cost-effective IB faculty development model through university-school affiliation

Presenter(s): Tee Siok Hoon, Daniel Chian

Institution: University College Fairview

Biography:

Professor Dr. Tee Siok Hoon is a researcher, senior lecturer, and IB school leader with extensive experience in IB educator development and leadership. As a Professor and Senior Lecturer at University College Fairview, she teaches PGDE (IBCTL) and MEd (IB ACTLR) students from the UK, China, Hong Kong, Singapore, Malaysia, Philippines etc.

With over a decade of leadership in IB schools, Dr. Tee serves as Senior Principal at Fairview International School. By being appointed by IB as MYP Lead Marker and IB Author (Language Acquisition) and a certified concept-based trainer and independent consultant, she conducted workshops for China, Japan, Kazakhstan, Malaysia, and Indonesia educators. Dr. Tee has presented at IBEC University Conference 2018 (Bath, UK), IB Global Conferences (2015, 2016) and Education Conference at Hong Kong University (2014) and shared expertise on school leadership, concept-based, teacher development, and sustainable IB faculty models.

Daniel Chian is a visionary leader dedicated to transforming education through high-quality, sustainable, and cost-effective models. As the Founder and President of University College Fairview, he spearheads the training and certification of IB educators, ensuring excellence in international education.

With over three decades of leadership, he is also the Founder and Group Chairman of Fairview International Public Limited Company (LSE-listed) and the Founder and Chairman of Fairview Education Group, he has expanded 6 IB schools across Asia and the UK, strengthening university-school collaborations. As Chairman of the Governor's Council for Fairview IB Schools since 1992, he has shaped policies for academic excellence. Recognized with the Outstanding Private School Leadership Award (KSI, 2023), he holds an MBA from Harvard and ACCA, with extensive contributions to global accounting and education policy through roles with CAPA, MIA, the UN, and the World Bank.

Session Description:

Developing a high-quality, cost-effective and sustainable IB teaching faculty is a challenge for many schools. This session showcases 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 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.

Additional Information:

A critical challenge in IB schools is recruiting, training, and retaining a high-quality teaching faculty while ensuring cost-effectiveness and sustainability. This session explores a successful university-school affiliation model, where IB schools collaborate with a university offering PGDE (IB Certificate in Teaching and Learning) and MEd (IB Advanced Certificate in Teaching and Learning Research). This partnership creates a sustainable teacher pipeline, reducing recruitment costs and enhancing professional development.

This session will explore: 1) The Affiliation Model: How university partnerships ensure a structured teacher certification process while improving recruitment and retention. 2) Case Study Analysis: A successful network of IB schools affiliated with a university, demonstrating the impact of in-house teacher certification on IB faculty quality, financial sustainability and academic excellence. 3) Scalable Implementation Strategies: How IB schools can adapt this model to their context, leveraging university partnerships for cost-effective, high-quality teacher development. 4) Challenges & Sustainability: Addressing challenges, strategies and actions to replicate this approach in diverse IB contexts.

This session provides a research-driven, best-practice framework that supports long-term faculty development, professional learning, and financial sustainability for IB schools. Attendees will gain practical insights and implementation strategies to strengthen IB educator development in their institutions.

How an affiliation model reduces teacher recruitment costs and ensures faculty quality.

- The impact of structured IB educator training programs on school performance.
- Actionable strategies to implement or strengthen university partnerships for IB faculty development.

(Session Source: Day 3 - Sess 5)

Bridging learning communities to empower IB educators in a dynamic world

Presenter(s): Louisa Yen

Institution: The University of Hong Kong

Biography:

Ms. Louisa Yen is a Senior Lecturer at the University of Hong Kong (HKU), coordinating and teaching IBEC programmes across the PYP, MYP, and DP. Specializing in interactive teaching, she received HKU's Faculty Outstanding Teaching Awards in 2020 and 2022. Prior to joining HKU, Ms. Yen gained 15 years of IB teaching experience and has been an active IBEN member since 2014, serving as a Workshop Leader, School Visitation Team Member, and Assessment Examiner.

Beyond teaching, Ms. Yen is passionate about community engagement. Working with her team, she initiates and coordinates events like the Online Buddy, Experiential Learning, IB Forum, and IB Summer Institute, fostering collaboration among students, alumni, and educators in the wider community. Her work bridges theory and practice, enriching teacher education locally and internationally.

Session Description:

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 that also supports educators across the wider IB network. This session showcases 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.

(Session Source: Day 1 - Sess 1)

Poster Presentations

Characteristics and implications of one Korean university's IBEC non-degree program based on survey results

Presenter(s): Ji-Eun Lee

Institution: Kyungpook National University

Biography:

Ji-Eun Lee is the current KNU IBEC Administrator.

Session Description:

This study discusses the characteristics and future challenges of the IBEC non-degree programme at Kyungpook National University (KNU) through an analysis of satisfaction survey results completed by participating students. In 2024, KNU simultaneously operated both degree and non-degree tracks of the IBEC programme. The non-degree participants were teachers dispatched by the Daegu Metropolitan Office of Education. In accordance with the education office's requirements, the non-degree programme consisted of core IBEC courses along with various seminars and events. By examining student perceptions of the programme, this study aims to propose the implications on the IB and IBEC in the Korean educational landscape.

Additional Information:

This presentation is based on the presenter's article: Lee, J., & Kang, H. (2025). Case study of the operation of the IBEC non-degree programme and its implications: A case of Kyungpook National University. *Journal of Research in IB Education*, 1(1), 99-118.

(Session Source: Days 1 & 2 - Poster)

Enhancing student thinking in MYP and DP through question-driven lessons: Focusing on a question type categorisation approach

Presenter(s): Dr. Yuya Akatsuka

Institution: Sagami Women's University

Biography:

Yuya Akatsuka is a Junior Associate Professor at Sagami Women's University. His Ph.D. dissertation at University of Tsukuba explored how to foster critical thinking in EFL classes. He has over twenty years' experience teaching in junior and senior high schools, including at an IBDP school. His research interests lie in critical thinking and question-driven lessons in second language education.

Session Description:

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 recognise gaps in their understanding and, through targeted explanations thereafter, stimulates more profound thinking.

Additional Information:

Research: For related studies, please see my ResearchMap profile:

<https://researchmap.jp/7000017408?lang=en>. This research was supported by KAKENHI Grant Number JP24K21189 (Grant-in-Aid for Challenging Research [Pioneering]: “Exploration of Inference Generated by Multiple Text Reading with Preceding Question Generation – For Developing Thinking Citizens”). For details, see <https://kaken.nii.ac.jp/en/grant/KAKENHI-PROJECT-24K21189/>

(Session Source: Days 1 & 2 - Poster)

Exploring the impact of the IBEC program on teaching practices of Korean Public School teachers

Presenter(s): Jenny Kim, Seyoung Kim, Jieun Jung

Institution: Handong Global University

Biography:

Jenny H. Kim, is an educator and leader in international education, specializing in curriculum development, teacher training, and global citizenship education. She currently serves as an Assistant Professor in the TEP (Teacher Education Program) and Director of the IB Educator Certificate (IBEC) program at Handong Global University's Graduate School of Education. With extensive experience in both higher education and K-12 international education, Dr. Kim has held positions at Namseoul University and Taejon Christian International School. She has played a pivotal role in launching and accrediting IBEC programs in South Korea, making significant contributions to teacher education. Dr. Kim holds a Doctorate in Organizational Change and Leadership from the University of Southern California, a Master's in Educational Ministries from Wheaton College, and a BFA in Art Education from the University of Illinois at Urbana-Champaign. Her passion lies in integrating faith, leadership, and innovative pedagogical practices to empower educators worldwide.

Session Description:

The research presentation discusses 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 highlights 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 emphasizes how the IB framework is fostering critical thinking, reflection and collaboration among teachers, and examines how IBEC educators contribute to a more holistic and student-centered learning environment. Finally, it discusses 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.

(Session Source: Days 1 & 2 - Poster)

From annotation to reflection: A flipped and visible thinking model in the “Human/Adolescents Learning and Development” course for deeper learning

Presenter(s): Li Yun Wendy Chang, Yi-Chi Chang

Institution: National Taiwan Normal University

Biography:

Dr. Li Yun Wendy Chang is Professor and Associate Chair in the Department of Chinese as a Second Language at National Taiwan Normal University, where she coordinates the IB Educator Certificate of the Chinese Language Programme. Her research and course focus on teacher education and cognitive-linguistic approaches to learning in multilingual contexts. Specifically, she investigates how technology-enhanced pedagogical approaches facilitate conceptual understanding and reflective practice of individuals. This research was conducted collaboratively with her graduate teaching assistant, Ms. Yi-Chi Chang, exploring how integrated flipped learning and visible thinking routines enhance inquiry capacities among pre-service teachers. Dr. Chang's work bridges theoretical foundations with evidence-based practice, contributing to the scholarly discourse on reflective practitioner development in international education settings.

Yi-Chi Chang recently completed her M.A. in Chinese as a Second Language at National Taiwan Normal University. As the teaching assistant for the IBEC EMI course "Human/Adolescent Learning and Development," she co-implemented research integrating flipped learning with visible thinking routines. Her scholarly interests encompass IB-oriented Chinese language pedagogy, differentiated instruction, and educational technology in multilingual contexts. Her innovative research on humanoid robots in oral language instruction earned recognition at the 2024 ATCSL International Conference and Annual Meeting. Ms. Chang's work exemplifies a commitment to learner-centered approaches that foster student agency in international education settings. She continues to explore pedagogical innovations that strengthen conceptual understanding and reflective practice in IB-aligned international instructional environments.

Session Description:

This action research transformed IBEC teacher preparation through an innovative model integrating flipped learning and visible thinking approaches. Implemented in the EMI "Human/Adolescents Learning and Development" graduate course within NTNU's IB Educator Certificate program, the cohort of 27 students engaged in collaborative text annotation via Perusall before class, participated in structured thinking routines during sessions, and consolidated understanding through metacognitive reflections on Padlet. Findings demonstrated significant transformations: pre-class preparation rates exceeding 80% (versus 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.

(Session Source: Days 1 & 2 - Poster)

How teachers conduct lessons after graduating from the Undergraduate IB Educator Certificate (IBEC) programme: Practices of teachers from kindergarten to high school

Presenter(s): Mitsuhiro Kimura

Institution: Okayama University of Science

Biography:

Senior Lecturer IB teacher programme coordinator, Global Center, Okayama University of Science. Doctor of social and cultural studies (Mar, 2024, Nihon University). Research Interests: Global Education, teacher education, Mathematics Education, International Baccalaureate. 2009-2011 University Graduate School, Hiroshima University; dispatched to Zambia by Japan Overseas Cooperation Volunteers (JOCV). 2012-2022 Kanagawa Prefectural Yokohama International Senior High School in charge of IB Mathematics HL/SL (DPC/EEC). 2023-2025 MEXT (Ministry of Education) Research team in IB. 2022-2025 Coordinator of IBEC Program at Okayama University of Science.

<https://researchmap.jp/mrkimura?lang=en>

Session Description:

In this presentation, 12 teachers from three undergraduate IB educator certificate (IBEC) programmes in Japan were interviewed to examine how Early Career Teachers conduct lessons involving a critical thinking attitude. The 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 are struggling 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. He managed to handle the class with enough interaction with participants because he was confident and had done it at university. There were also narratives about the challenges of conducting classes and ways of differentiation in schools.

(Session Source: Days 1 & 2 - Poster)

Reflection of the implementation of the KNU IBEC (2023-2024)

Presenter(s): Suyeong Kim

Institution: Kyungpook National University

Biography:

Suyeong Kim is the Executive Director, Korean IB Educational Research Association (KIBERA) and is current KNU IBEC Faculty.

Session Description:

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.

(Session Source: Days 1 & 2 - Poster)

Struggle and Dialogue between curriculumist and non-curriculumist: Governance and curriculum design in KNU IBEC

Presenter(s): Hyeon-Suk Kang

Institution: Kyungpook National University

Biography:

Hyeon-Suk Kang is the Former President of the Korean Society for Curriculum Studies Senior Vice President, a current member of the Korean IB Educational Research Association (KIBERA) and the current KNU IBEC Director.

Session Description:

Explore the conflict and mediation process in the KNU IBEC team. The main topic of conflict is the problem of miscommunication between decision-making between experts in

the curriculum in general and non-experts. And with regard to curriculum design, it 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.

(Session Source: Days 1 & 2 - Poster)

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

Presenter(s): Moon Hyun (Sandra) Jung, Jiyoung Ahn

Institution: Inha University

Session Description:

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 Minh Shon of Inha University.

(Session Source: Day 1 - Poster)