

# Research related to the International Baccalaureate

2013

**Prepared by:**

IB Global Research Department

The following list attempts to chronicle the research published on the International Baccalaureate (IB) in 2013. This document is meant to serve IB heads of schools, coordinators, teachers, employees and others in the IB community, as well as researchers in the field.

Descriptions of the individual pieces of research are meant to provide a brief overview of the content of publications, and in no way represent the whole of the background, methodological considerations or findings found therein. The list is intended to be as inclusive as possible, and no value judgments were made on the validity of the findings or rigour of the studies included here.

The annotated bibliography is broken down into sections by programme. Certain resources fall under more than one programme and are demarcated as such. The document begins with studies related to the Continuum of programmes, followed by studies on the IB Career-related Certificate (IBCC); Diploma Programme (DP), Diploma Programme & Middle Years Programme (MYP), Middle Years Programme, Middle Years Programme & Primary Years Programme (PYP), and Primary Years Programme. Under the programmatic headings, there are additional headings by region and topic to assist the reader in locating the most pertinent or useful resources.

In 2013 we identified 101 pieces of research related to the IB.

- Of these, 22 references relate to the full continuum of programmes or the IB as an organization. One reference relates to the IBCC, 48 to the DP, 1 to the DP & MYP, 11 to the MYP, 4 to the MYP & PYP, and 14 to the PYP.
- There are 54 journal articles, 2 presentations at non-IB related conferences, 15 Master's or doctoral theses/dissertations, 22 reports, 6 book chapters, and 2 books.
- Twenty-three references are related specifically to the IB Africa, Europe, Middle East (IBAEM) region, 33 to the IB Americas (IBA) region, 9 to the IB Asia-Pacific region (IBAP), and 36 are global in scope.

The most common topic among the references was pedagogy. Non-academic outcomes, international mindedness, the impact and development of IB programmes, and programme implementation were also popular topics.

While concerted efforts were made to include every available piece of research relating to the IB published in 2013, there are undoubtedly some references that have been missed. Thus, we very much consider this to be an ongoing project, and encourage you to bring any research not included here to our attention at [research@ibo.org](mailto:research@ibo.org).

IB Global Research Department

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## Continuum

### AEM Performance

Journal article

Christodoulou, A., Duncan, J., & Nelmes, G. (2013). Enhancing student motivation and performance: Tools that develop and support informed choice. *IB Journal of Teaching Practice, 1*(1)

Student performance; Pedagogy; Choice

Using a pre-treatment and post-treatment test design, the authors implemented an action research project to explore the effect of choice on student motivation and academic achievement. The findings suggested that making informed choices increased student motivation and performance.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/67>

### Americas International education

Journal article

Tarc, P. (2013). Book review: Global education under attack: International Baccalaureate in America. *Journal of Research in International Education, 12*(2)

International Baccalaureate; International education

This is a review of the book "Global education under attack: International Baccalaureate in America" by Tristan Bunnell.

<http://jri.sagepub.com/content/12/2/190.extract>

### AP Leadership

Dissertation/thesis

Phillips, D. R. (2013). *Distributed leadership and the academic performance of International Baccalaureate (IB) World Schools*. Keiser University. ProQuest Dissertations and Theses, (1352070540).

Distributed leadership; Student performance

Using a correlational design, this study sought to determine if IB teachers' perceptions of distributed leadership, measured by the IB World School Distributed Leadership Survey (IBDLS), were related to the academic performance of IB World Schools, measured by IB Diploma average subject scores between 2005-2011. The study found that school organization and institutionalized practice had a weak positive correlation with the academic performance of the students.

<http://search.proquest.com/docview/1352070540/abstract?accountid=50153>

### AP Learner profile

Journal article

Pritchard, M. (2013). The IB learner profile and the eight virtues + one. *International School, 16*(1)

Learner profile

The author of this article compares the learner profile and a set of Chinese learner attributes, highlighting areas of contrast between the two value systems. The article concludes that a combination of the two systems is not only possible, but also would lead to a more well-rounded and culturally sensitive student.

<http://search.proquest.com/docview/1444950235/abstract?accountid=50153>

## **Global International education**

Journal article

Tate, N. (2013). International education in a post-Enlightenment world. *Educational Review*, 65(3), 253-266. doi:10.1080/00131911.2013.785938

International education; Internationalism; Universal education

This article compares the International Baccalaureate when it first emerged, originally serving students from mainly expatriate communities, with the current situation in which the vast majority of IB programmes are offered in national schools. The study also discusses the implications of recent anti-Enlightenment thinking for the IB.

<http://www.tandfonline.com/doi/full/10.1080/00131911.2013.785938#.UebuNY2-2uJ>

## **Global International mindedness**

Journal article

Hill, I. (2013). International-mindedness. *IS: International School*, 15(2), 9-11.

International education; International mindedness

This article gives an account of the development and evolution of the term “internationally minded,” from the Conference of Principals of International Schools in 1949 to the 2000s, when the latest iteration was defined.

<http://web.ebscohost.com/ehost/detail?sid=409a0bd9-bdc7-45df-932f-6e66c944c381%40sessionmgr112&vid=3&hid=125&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=eue&AN=89529769>

## **Global International mindedness**

Conference proceedings

Hill, I., & Ellwood, C. (2013). Education beyond frontiers: Early signs of international mindedness. *The International Schools Journal*, 32(2) 80-86.

International mindedness; Constructivism

During a meeting of the Alliance for International Education in Doha, Ian Hill discussed some of the philosophical underpinnings of international mindedness. In the session, Hill spoke about philosophers such as Rousseau as well as early Islamic philosophers and their influence on modern education. Based on this tradition, Hill suggested that learning should stem from curiosity and that teachers should encourage a constructivist pedagogical approach which can support the development of international mindedness.

<http://search.proquest.com/docview/1372327360?accountid=50153>

## Global Leadership

Dissertation/thesis

Morfea, P. J. (2013). *What notions of education are embedded in the International Baccalaureate and what are the considerations and consequences for educational leaders?* University of British Columbia.

Leadership; Mission; Learner profile

This Master's thesis examines the ideals and objectives of the International Baccalaureate and explores the role that leadership plays in upholding these values. The author argues that school leadership must support and encourage dialogue around the mission and learner profile in order for schools to thrive.

<http://hdl.handle.net/2429/44299>

## Global Non-academic outcomes

Journal article

Gunesch, K. (2013). Intercultural understanding via local and global educational citizenship: A contribution to international education via a lived-in substantiation of multilingualism and cosmopolitanism. *Journal of Research in International Education*, 12(2), 173-189. doi:10.1177/1475240913498658

International education; Multilingualism; Citizenship

This article seeks to reform institutions to allow for local and global personal identities, which would enrich globally-minded citizenship programs. The author also creates a theoretical framework, developed from empirical evidence, consisting of an in-depth investigation of young multilingual students across four continents and a critical evaluation of the author's personal and professional educational experiences.

<http://jri.sagepub.com/content/12/2/173.abstract?etoc>

## Global Non-academic outcomes

Journal article

van Oord, L. (2013). Moral education and the International Baccalaureate learner profile. *Educational Studies (03055698)*, 39(2), 208-218. doi:10.1080/03055698.2012.717260

Moral education; Learner profile

This article examines elements of moral education in IB programmes, paying particular attention to the qualities outlined in the learner profile. The author analyzes the IB approach to moral or character education and offers an alternative viewpoint for consideration.

<http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=87666514&site=ehost-live>

## Global Non-academic outcomes

Journal article

Van Oord, L., & Corn, K. (2013). Learning how to 'swallow the world': Engaging with human difference in culturally diverse classrooms. *Journal of Research in International Education*, 12(1), 22-32. doi:10.1177/1475240913478085

Culture; Identity; International education

The author suggests that prevailing perceptions of "culture" and "cultural diversity" are often inadequate when applied to real-world diversity in classrooms. The article proposes that educators need to break away from dominant sociological models to adopt approaches that reflect the conditions of the 21st century world.

<http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=87039333&site=ehost-live>

## Global Organizational growth

Edited book

Pearce, R. (Ed.). (2013). *International education and schools: moving beyond the first 40 years*. London, UK: Bloomsbury Academic.

International education; International schools

In this edited book, the authors examine the development and expansion of international schools and programs over the last 40 years. The authors also consider the potential future of these schools. Several chapters discuss the International Baccalaureate in detail. This book is meant to be a resource for students, teachers and anyone interested in international education.

<http://www.bloomsbury.com/us/international-education-and-schools-9781472510464/>

## Global Pedagogy

Journal article

Behrenbruch, M., & Harrison, R. (2013). Reflection on theory: Investigating the "who", "what" and "how" of an internationally minded education. *IB Journal of Teaching Practice*, 1(2)

Pedagogy; International education

In this article, the authors reflect on the IB's philosophy, characterizing it as both classical and radical. The paper also outlines an extensive research agenda focused on international education.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/91>

## Global Pedagogy

Book chapter

Hill, I. (2013). Quality education for all. In P. W. Hughes (Ed.), *Achieving Quality Education for All: Perspectives from the Asia-Pacific Region and Beyond* (pp. 69-79). Dordrecht, NL: Springer.

Quality education; International Baccalaureate; Pedagogy

The present book chapter focuses on what the author considers to be quality education, offering the International Baccalaureate as an example. His definition of quality education is progressive, with considerable student involvement in the learning process, and proactive learning, rather than rote memorization. He also highlights the quality and training of teachers as a singular sign of a good education.

<http://www.springer.com/education+%26+language/book/978-94-007-5293-1>

## Global Pedagogy

Book

Tarc, P. (2013). *International education in global times: Engaging the pedagogic*. New York, NY: Peter Lang.

International education; Pedagogy; Globalization

*International education in global times* explores pedagogy within the international education context. The author draws on his experience teaching at IB schools in the global south to illustrate his discussion. The book also stresses the increasing importance of international education in the 21st century, globalized world.

<http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=76326&concordeid=311477>

## Global Professional development

Journal article

Harshman, J. R., & Augustine, T. A. (2013). Fostering global citizenship education for teachers through online research. *The Educational Forum*, 77(4), 450-463.  
doi:10.1080/00131725.2013.822040

Citizenship Education; Professional development; Teachers

Based on a study involving 126 IB teachers from around the world, this article presents teaching techniques and conceptions about global mindedness that were shared through online forums. After analyzing data from these posts, findings suggest that teachers who participated in the online discussion forums developed broader understanding of open-mindedness and intercultural learning. This article concludes that online data collection can be useful for educational research and has potential for advancing professional development in global citizenship education.

<http://dx.doi.org/10.1080/00131725.2013.822040>

## Global Professional development

Journal article

Shrimpton, B. (2013). Focus groups: A practical tool for practitioner research. *IB Journal of Teaching Practice*, 1(2)

Research method; Focus group

This article discusses focus groups as a useful data collection method for practitioner researchers in the field of education. The author highlights that focus groups are often conducted with little understanding of the method or knowledge of how to manage focus groups appropriately. This article seeks to shed light on good practices in conducting focus groups to advance education research.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/90>

## Global Programme development



Report

Castro, P., Lundgren, U., & Woodin, J. (2013). *Conceptualizing and assessing international-mindedness (IM): An exploratory study*. The Hague, NL: International Baccalaureate Organization.

International mindedness

This report documents and critically analyzes different articulations of international mindedness and related constructs through a literature review and document analysis. It asks three multi-part research questions to this effect, and then presents the findings. The study also provides recommendations for future developments in thinking around international mindedness.

<http://ibo.org/research/programmedevelopment/programmedevstudies/literature/documents/IMEUFulIReportFINAL.pdf>

## **Global Programme development**

Report

Singh, M., & Qi, J. (2013). *21st Century international-mindedness: An exploratory study of its conceptualisation and assessment*. The Hague, NL: International Baccalaureate Organization.

International mindedness

The authors provide an account of the conceptualization of international mindedness and existing assessment instruments and work toward the development of an interpretation of international mindedness that is relevant to current situations of 21st century education.

<http://ibo.org/research/programmedevelopment/programmedevstudies/literature/documents/SinghQiIReport27JulyFINALVERSION.pdf>

## **Global Programme impact**

Report

Bergeron, L., & Dean, M. (2013). *The IB teacher professional: Identifying, measuring and characterizing pedagogical attributes, perspectives, and beliefs*. Bethesda, MD, USA: International Baccalaureate Organization.

IB teachers; Pedagogy; Professional development

This study provides empirically-grounded insights into what constitutes the essential attributes, perspectives, and beliefs pertinent to IB teachers. An online survey, focus groups and a document analysis offered insight into what constitutes the IB teacher, both in theory and practice. IB teachers had higher scores on Social Reform, Developmental, Apprenticeship, and Transmission. Focus groups and a document analysis produced additional themes relevant to IB teachers.

[http://www.ibo.org/research/policy/programmevalidation/continuum/documents/TheIBTeacherProfessional\\_Final\\_March6.pdf](http://www.ibo.org/research/policy/programmevalidation/continuum/documents/TheIBTeacherProfessional_Final_March6.pdf)

## **Global Programme implementation**

Journal Article

Walker, G. (2013). Book review: Journeys in learning across frontiers. stories, strategies and inspiration from the IB community. *Journal of Research in International Education*, 12(2), 196-198. doi:10.1177/1475240913484880

International Baccalaureate

This article by George Walker reviews the book *Journeys in learning across frontiers: Stories, strategies and inspiration from the IB community*, edited by Nancy Forster, Sue Bastian, Anne-Marie Evans and Lisa Nicholson.

<http://jri.sagepub.com/content/12/2/196.extract>

## Global Teachers

Journal article

Crowhurst, P. (2013). Finding the value of X: Re-exploring the influence of teachers' interpersonal qualities on learning. *The International Schools Journal*, 32(2), 26-32.

International education; Teachers; Pedagogy; Interpersonal characteristics

The present article proposes an idea as to why sometimes even school programs with great reputations and theoretical backing fail, and why there are sometimes differences in the quality of teaching in education. The author also points out that the personal characteristics of teachers have a substantial impact on the quality of learning in a classroom. The author recommends that school leaders focus their energy on recruiting and retaining individuals with the highest personal qualities.

<http://search.proquest.com/docview/1372327382?accountid=50153>

## IB Career-related Certificate (IBCC)

### Global IBCC

Journal article

Deflorian, N. (2013). The IB Career-related Certificate: Technical rigor with an IB touch. *Techniques: Connecting Education & Careers*, 88(6), 44-46.

IB Career-related Certificate

This article describes the "International Baccalaureate Career-related Certificate (IBCC)," which is an alternative to the Diploma Programme. This programme is for students in the last two years of high school in the U.S. who wish to have a more career-focused education while maintaining a high degree of academic rigor.

<http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=89751561&site=ehost-live>

## Diploma Programme (DP)

### AEM Curriculum

Journal article

Hayden, M. (2013). A review of curriculum in the UK: Internationalising in a changing context. *Curriculum Journal*, 24(1), 8-26. doi:10.1080/09585176.2012.744328

Global citizenship; International education; Curriculum

This study examines the increasing prominence on international curricular components in UK schools. Concepts such as international mindedness, global citizenship and intercultural understanding are common areas of debate within the education community. This article investigates the growing number of internationally oriented educational programs in the UK and abroad, and discusses some of the reasons and implications behind this expansion.

<http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=86356487&site=ehost-live>

## **AEM**      **International mindedness**

Conference proceedings

Potts, M., Coombs, S., & Whitehead, J. (2013). Developing cultural empathy and the living global citizenship agenda: the social role and impact of technology in supporting global partnerships. University of Sussex.

Cultural empathy; Global citizenship

In this paper, the authors identify three lessons learned related to fostering global citizenship and cultural empathy among students. The article discusses how educators can influence each other, the concept of "living citizenship," as well as the importance of combining cultural empathy and living citizenship to create a truly "cultural education." Lastly, the paper describes how technology can be used to support citizenship education and partnerships across schools.

<http://www.actionresearch.net/writings/bera13/markstevejackbera010913.pdf>

## **AEM**      **Non-academic outcomes**

Dissertation/thesis

Lee, B. (2013). *Development of critical thinking skills in secondary students*. Lehigh University. ProQuest Dissertations and Theses, 173. (1430897133)

Theory of knowledge; Critical thinking

This study looks at whether the theory of knowledge (TOK) course significantly impacted the critical thinking of International Baccalaureate Diploma Programme students. The data shows that IB Diploma Programme students developed better critical thinking skills than their non-IB counterparts, but that students' performance on the PSAT was a greater indicator of critical thinking skill improvement than participation in the TOK course.

<http://search.proquest.com/docview/1430897133/abstract?accountid=50153>

## **AEM**      **Non-academic outcomes**

Journal article

Lineham, R. (2013). Is the International Baccalaureate Diploma Programme effective at delivering the International Baccalaureate mission statement? *Journal of Research in International Education*, 12(3), 259-282.

Diploma Programme; Mission

This study explores the extent to which IB Diploma Programme students adopt the values within the IB mission statement. The findings of the case study suggest that while the DP students did not always fully represent the values of the IB mission statement, they were moving toward a convergence with these principles.

<http://jri.sagepub.com/content/12/3/259.abstract?etoc>

## **AEM**      **Pedagogy**

Journal article

Giglio, A., & Cotroneo, E. (2013). Speaking and writing media: How to use them in an Italian B class. *IB Journal of Teaching Practice*, 1(2)

Additional language learning; ICT; Multimedia

In the present article, the authors discuss how ICT and multimedia can be used to enhance the teaching of foreign languages. They use their experience teaching Italian B in the Diploma Programme to illustrate these practices.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/23>

## **AEM**      **Pedagogy**

Journal article

Jordan, C. (2013). Comparison of International Baccalaureate (IB) chemistry students' preferred vs actual experience with a constructivist style of learning in a Moodle e-learning environment. *International Journal for Lesson and Learning Studies*, 2(2), 155-167.

E-learning; Constructivist teaching and learning

This study explores whether an open source Moodle e-learning tool can help to create a constructivist instructional model in an International Baccalaureate chemistry class. Findings suggest that Moodle does support constructivist teaching and learning, offering students more learning options. The effectiveness of the program, however, does depend on teacher motivation and skill.

<http://www.emeraldinsight.com/journals.htm?articleid=17090360>

## **AEM**      **Pedagogy**

Journal article

Mertin, P. (2013). Supporting EAL students in the IBDP. *International School*, 15(3), 17-18.

Pedagogy; EAL; IT

This article details the results of an experimental project to help non-English speakers learn Information Technology in a global society by having an English teacher co-teach the IT course. The project was shown to be successful, with students responding well and learning the material better.

<http://search.ebscohost.com/login.aspx?direct=true&hid=121&db=eue&AN=89529808&site=ehost-live>

## AEM Postsecondary

Dissertation/thesis

Basaran, M. (2013). *A survey of high school mathematical knowledge and skills needed for engineering education*. Unpublished thesis, Ankara, Turkey.

Mathematics curriculum; Engineering education; Differentiated curriculum

This study seeks to determine if different expectations for student performance in high school effect postsecondary engineering departments; in this case, comparing the National Curriculum of Turkey to the IB Diploma Programme's mathematics requirements. The study concludes that it is possible to create specific mathematics requirements for high schools based on needs at the university level, and that some useful aspects of the Diploma Programme should be added to the national curriculum.

<https://tez.yok.gov.tr/UlusalTezMerkezi/>

## AEM Postsecondary

Journal article

Frank-Gemmill, G. (2013). The IB Diploma and UK university degree qualifications. *Journal of Research in International Education*, 12(1), 49-65. doi:10.1177/1475240913479517

Student performance; Postsecondary

This study examines IB students from a single school who then went on to enter UK universities between 2000 and 2007. It also compares their performance with those of other groups of students. Lastly, the study explores admissions practices related to higher level coursework and STEM subjects. Findings suggest that the IB students were much more likely than other student groups to achieve "good honors degrees."

<http://jri.sagepub.com/content/12/1/49.abstract>

## AEM Postsecondary

Journal article

Handsombe, J. (2013). The comparative difficulty of higher mathematics on the International Baccalaureate. *Teaching Mathematics Applications*, 32(3), 112-122.

Mathematics; University admissions; Equivalencies

This article examines how UK universities evaluate IB Diploma Programme point scores in comparison with A-level scores with regard to university admissions. It also presents two different studies that examine IB and A-level equivalencies. Lastly, the author proposes an IB and A-level equivalency for mathematics.

<http://teamat.oxfordjournals.org/content/32/3/112.abstract>

## AEM Professional development

Journal article

Magnuson, P. (2013). Professional learning with quantifiable classroom interaction data. *The*

Professional development; Classroom interaction; Data

This study discusses a pilot professional development project involving quantifiable classroom interaction data from an IB Diploma Programme school in Switzerland. A data collector observed classroom interactions so that the data could be used for teacher professional learning, development, self-reflection and improvement.

<http://search.proquest.com/docview/1372327374?accountid=50153>

## **AEM**      **Programme impact**

Report

Wray, D. (2013). *Student perceptions of the value of the International Baccalaureate extended essay in preparing for university studies*. Coventry, UK: University of Warwick.

Extended essay; Postsecondary; Programme impact; A-level

This study explored the learning benefits and outcomes attributable to the International Baccalaureate Diploma Programme's extended essay (EE) in terms of knowledge, skills, abilities, engagement, and other aspects that might prepare students for university studies. The findings of this project suggest that most of the aims of the EE had been met, that former DP students had enjoyed and valued their EE experience, and that it had taught them a lot, especially in terms of being critical and independent.

[http://www.ibo.org/research/policy/programmevalidation/diploma/documents/THEIBEXTENDEDESSAYPROJECT\\_finalreport\\_Wray.pdf](http://www.ibo.org/research/policy/programmevalidation/diploma/documents/THEIBEXTENDEDESSAYPROJECT_finalreport_Wray.pdf)

## **AEM**      **Programme implementation**

Journal article

Sheveleva, M., & Redkina, A. (2013). International Baccalaureate programme in Perm Region (Russia) as a government initiative: First results. *Mediterranean Journal of Social Sciences*, 4(11)

Efficacy; Programme implementation; Diploma Programme

The present study looks at the efficacy of the International Baccalaureate Diploma Programme in one region of Russia, and also gives suggestions for improving cooperation between stakeholder groups, particularly local government. The authors surveyed students, alumni and teachers and analyzed official documents in order to make recommendations on how to increase the effectiveness of the regional programme.

<http://www.mcser.org/journal/index.php/mjss/article/view/1336>

## **AEM**      **Standards alignment**

Report

Thomson, D. (2013). *The IB equivalent of A-level combinations*. Cowbridge, UK: FFT Education Ltd.

A-level; International Baccalaureate

This report seeks to develop an IB point score equivalent to ABB at A-level.

[http://www.fft.org.uk/FFT/media/fft/News/The-IB-equivalent-of-A-Level-Combinations\\_2.pdf](http://www.fft.org.uk/FFT/media/fft/News/The-IB-equivalent-of-A-Level-Combinations_2.pdf)

## **AEM      Standards alignment**

Report

Treadaway, M. (2013). *International bacculaureate and A/AS level grades*. Cowbridge, UK: FFT Education Ltd.

A-level; International Baccalaureate

This report uses new data to compare IB subject grades with A-level grades.

[http://www.fft.org.uk/FFT/media/fft/News/IB\\_A\\_AS\\_Level\\_Grades\\_1.pdf](http://www.fft.org.uk/FFT/media/fft/News/IB_A_AS_Level_Grades_1.pdf)

## **Americas    Access**

Journal article

Perna, L. W., May, H., Yee, A., Ransom, T., Rodriguez, A., & Fester, R. (2013). Unequal access to rigorous high school curricula: An exploration of the opportunity to benefit from the International Baccalaureate Diploma Programme (IBDP). *Educational Policy*, doi: 10.1177/0895904813492383

Access; Rigorous curriculum

This study explores the extent to which US students from racial/ethnic minority groups and low-income families have the opportunity to benefit from rigorous high school curriculum, in particular the IB Diploma Programme. The study describes trends in attributes of DP schools and students, and also analyzes data from the International Baccalaureate database as well as data from the National Center for Education Statistics. Lastly, the article draws on a survey of DP schools in Florida to examine variations in access.

<http://epx.sagepub.com/content/early/2013/06/19/0895904813492383.abstract>

## **Americas    Curriculum**

Journal article

Sparks, S. D. (2013). IB supporters tout program's links with Common Core. *Education Week*, 32(15), 6-6.

International Baccalaureate; Common Core state standards; Curriculum

The article details how some US school districts are using the International Baccalaureate educational programme as a template for smoothly transitioning school curricula to the new Common Core State Standards initiative. The article also discusses standardized testing within the Common Core, the price of implementing an IB or Common Core program, and teachers' roles.

<http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=84698551&site=ehost-live>

## **Americas    Curriculum**

Journal article

Tolley, W. J. (2013). Using competing visions of human rights in an international IB World School.

*Social Education*, 77(3), 143-147.

Human rights; Curriculum; Social studies

In this article, the author considers and reflects on the use of "Competing visions of human rights" curriculum at an IB school in Brazil.

<http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=87908355&site=ehost-live>

## Americas Organizational growth

Report

Thomas, N., Marken, S., Gray, L., & Lewis, L. (2013). *Dual credit and exam-based courses in U.S. public high schools: 2010-11*. (NCES 2013-001). Washington, DC: National Center for Education Statistics.

Public schools; High schools; Dual enrollment; Postsecondary education

This report presents the findings of a survey on the prevalence and characteristics of dual credit and exam-based curricula in US public high schools. It seeks to provide new data on the IB and AP for the National Center for Education Statistics.

<http://eric.ed.gov/?id=ED539697>

## Americas Pedagogy

Journal article

Goodman, J. (2013). Drinking from a running stream. *Independent School*, 72(2), 100-106.

Professional development; Internationalism

The author, an English teacher from an IB programme, discusses her experience with the IB. She is very positive about the programme, specifically citing its ability to develop students who are balanced and well-rounded. Goodman also addresses the IB's promotion of international mindedness, its professional development, and its emphasis on accountability for teachers' work.

<http://connection.ebscohost.com/c/articles/84542866/drinking-from-running-stream>

## Americas Performance

Dissertation/Thesis

Jarva, C. K. (2013). *Teaching and learning vs. "doing school": The impact of rigorous curriculum on student development*. D.Ed., University of Minnesota. ProQuest Dissertations and Theses, (1448554964).

Rigorous curriculum; Distributed leadership; Student development

This dissertation is part of a larger study that explores the influence of different models of rigorous school curriculum on student success in US urban schools. This particular study examines the International Baccalaureate and the impact of distributed leadership and programme design on student performance and development.

<http://conservancy.umn.edu/handle/158481>



## Americas Postsecondary

### Report

Halic, O. (2013). *Postsecondary educational attainment of IB Diploma Programme candidates from US high schools*. Bethesda, MD, USA: International Baccalaureate Organization.

Postsecondary educational enrollment; Retention; Graduation

Using a sample of students who sought an IB Diploma and graduated from public and private high schools in the US in 2005, this study examines patterns of college enrollment, retention, and graduation. Findings show that, overall, 92% of the Diploma Programme candidates enrolled in US postsecondary institutions between May 2005 and November 2011, and 77% enrolled directly from high school. The rate of first-year retention of DP students enrolled at 4-year institutions was 98%. 74% of the DP students graduated within four years. At each institution comprised in this sample, the graduation rate of DP candidates was consistently higher than the institutional rate.

<http://www.ibo.org/research/policy/programmevalidation/diploma/documents/NSCPostsecondaryFullReportFINAL.pdf>

## Americas Postsecondary

### Dissertation/thesis

Luo, S. M. (2013). *The effects of Advanced Placement and International Baccalaureate programs on student achievement*. California State University, Stanislaus. ProQuest Dissertations and Theses, (1346229073).

Advanced Placement; International Baccalaureate; Student achievement; College readiness

This study compares the performance of Advanced Placement (AP) and International Baccalaureate (IB) students, while considering variables like parent education level, socioeconomic status and SAT II scores. The study found that there were no significant differences between AP and IB students in terms of academic achievement, and program participation did not predict SAT performance. Students in both programs believed they were prepared for university success.

<http://search.proquest.com/docview/1346229073/abstract?accountid=50153>

## Americas Programme impact

### Report

Aulls, M., Lemay, D., & Pelaez, S. (2013). *Exploring the learning benefits and outcomes of the IB extended essay in preparing students for university studies in Canada (two phases)*. Montreal, Quebec, Canada: Department of Educational and Counselling Psychology, McGill University.

Extended essay (EE); College preparedness

Using a two-phase, mixed methods research design, this study explored the impact of the DP extended essay (EE) experience on student success at university. The first phase of the research project examined the relationship between IB EE experiences and undergraduates' epistemic beliefs, approaches to learning and inquiry self-efficacy in comparison with non-IB schooled undergraduates. The second phase explored the learning benefits of the DP extended essay and the extent to which the EE helped DP graduates during their first year of university. In Phase 1, former IB students indicated higher ratings of inquiry learning that represent self-regulation of the inquiry process. In Phase 2, IB students reported that the knowledge learned through EE participation helped them to successfully cope with university academic demands.

<http://www.ibo.org/research/policy/programmevalidation/diploma/>

## Americas Programme impact

Report

Barnett, E. (2013). *Research on the implementation of the Diploma Programme in Ecuador's state schools*. New York, NY, USA: NCREST.

Programme implementation; Pedagogy; Student performance

This study explores the implementation and impact of the IB Diploma Programme on Ecuador's state schools. The study assesses the support offered to DP schools, changes in school pedagogy, and student performance. Findings suggest that the government of Ecuador is very supportive of the DP, and that the DP has noticeable effects on pedagogy. Although students in DP state schools performed as well or better than private school students on language exams, in other subject areas, private school students generally performed better.

[http://www.ibo.org/research/policy/programmevalidation/diploma/documents/ImplementationofDPinEcuadorStateSchools\\_Finalreport.pdf](http://www.ibo.org/research/policy/programmevalidation/diploma/documents/ImplementationofDPinEcuadorStateSchools_Finalreport.pdf)

## Americas Programme impact

Report

Billig, S. H., & Good, B. M. (2013). *International Baccalaureate Diploma Programme: Study of North and South American students' civic-mindedness*. Denver, Colorado, USA: RMC Research Corporation.

Civic mindedness; Creativity, Action, Service (CAS)

This study examined the extent to which participation in the Creativity, Action, Service (CAS) requirement helped DP students to develop civic-mindedness among samples of schools in Canada, the United States and South America. The study was conducted in two phases—a qualitative exploratory study and a quantitative investigative study. Although many students did not have a clear understanding of civic-mindedness, most believed that they should engage in activities to help the community. The majority of students and alumni were motivated to serve for altruistic reasons rather than for practical ones, such as improving one's resume. Students and coordinators believed that CAS helped students to develop an ethic of service and become more caring, open-minded and reflective.

<http://www.ibo.org/research/policy/programmevalidation/diploma/>

## Americas Programme impact

Report

Inkelas, K. K., Swan, A. K., Pretlow, J., & Jones, J. N. (2013). *Exploring the benefits of the International Baccalaureate extended essay for university studies at the University of Virginia*. Charlottesville, Virginia, USA: Center for Advanced Study of Teaching and Learning in Higher Education, University of Virginia.

Extended essay (EE); Postsecondary success; Research

This mixed methods study, conducted at the University of Virginia (UVA), in the United States, sought to better understand the research experience of former IB students, describe student perceptions of the extended essay (EE) and determine if any correlations exist between EE grades and university

academic success. Compared with former AP students, IB students were significantly more likely to indicate that they: felt prepared to engage in college-level coursework involving research; were proud of their research; and found their research skills to be important to future success. Findings also showed a statistically significant relationship between EE score and college grade point averages.

<http://www.ibo.org/research/policy/programmevalidation/diploma/documents/finalfullUVAIBreport10-18-12.pdf>

## Americas Programme impact

Report

Saavedra, A. R., Lavore, E., & Flores, G. (2013). *The International Baccalaureate Diploma Programme in Mexico as preparation for higher education*. Santa Monica, CA, USA: RAND Education.

Postsecondary; College preparedness; Student performance

This project examined the relationship between Mexican students' enrollment in the Diploma Programme and their college preparedness at four Mexican case study schools. Across the four schools, academically stronger students chose to enroll in the DP. Administrative data also showed that DP students enroll in the top ranking university-major combinations in Mexico. Sample IB students, teachers and administrators believed that the DP prepares students for the challenge of college course work.

[http://www.ibo.org/research/policy/programmevalidation/diploma/documents/RAND\\_PR\\_IBMexicoReport\\_final\\_e.pdf](http://www.ibo.org/research/policy/programmevalidation/diploma/documents/RAND_PR_IBMexicoReport_final_e.pdf)

## Americas Programme implementation

Journal article

Cortes, K. E., Moussa, W. S., & Weinstein, J. M. (2013). Educating bright students in urban schools. *Economics of Education Review*, doi: <http://dx.doi.org/10.1016/j.econedurev.2013.07.002>.

Student achievement; Curriculum reform; High school; Urban schools

This study investigates the impact of the Diploma Programme on academic performance in Chicago Public Schools. The authors estimate that the programme increases the likelihood of earning a B average or higher in coursework, with the greatest effect in mathematics. Additionally, findings suggest that the DP decreased high school dropout rates while increasing the likelihood of high school graduation.

<http://www.sciencedirect.com/science/article/pii/S0272775713000940>

## Americas Programme implementation

Dissertation/thesis

Duarte, G. (2013). *The International Baccalaureate Diploma Program's impacting high school culture and climate*. California State University, Fullerton. ProQuest Dissertations and Theses, (1283226858).

School culture; International Baccalaureate

The author employs qualitative methods to examine the impact of the International Baccalaureate Diploma Programme on the environment and culture of two high schools in Orange County, California. The study investigates the impact on school culture and climate within six identified themes: school pride, IB Diploma requirements, instructional techniques, school within a school, earned and entitled IB student privileges, and school mission and IB mission. On the whole, the implementation of the DP seemed to have a net positive impact on school environment and culture.

<http://search.proquest.com/docview/1283226858/abstract?accountid=50153>

## Americas Theory of Knowledge

Journal article

Bardai, N. S., & Tejpar, S. (2013). Groot: A forum to develop students' higher order and critical thinking skills in TOK. *IB Journal of Teaching Practice*, 1(2).

Theory of knowledge (TOK); Critical thinking; Online learning

This article explores the question of whether classroom or online discussions were better for developing higher level thinking skills among students in a theory of knowledge course. The findings suggest that the online forum encouraged increased participation and collaboration while enhancing thinking and writing skills.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/82>

## Americas Well-being

Journal article

Longpre, R. (2013). Investigating the relationship of different amounts of sleep, homework and recreational technology use on academic performance. *IB Journal of Teaching Practice*, 1(1)

Sleep; Homework; Recreational technology; Academic performance

This study investigates the relationship between sleep, homework, recreational technology and academic achievement among grade 10, 11 and 12 female students in a particular IB school. The findings suggested that students who got 7-8 hours of sleep per night, did 2-3 hours of homework a night and did not engage in recreational technology activities after 8:00 pm were more likely to have higher grades. The author also recommended that schools explore sleep practices by encouraging guidance counselors to discuss sleep habits with students, incorporating information on good sleep habits in physical education and health courses and educating parents.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/37>

## Americas Well-being

Dissertation/thesis

Reiss, V. L. (2013). *Effectiveness of mindfulness training on ratings of perceived stress, mindfulness and well-being of adolescents enrolled in an International Baccalaureate Diploma Program*. University of Arizona.

Mindfulness; Stress; Well-being; School Psychology

This study examines the use and effectiveness of mindfulness meditation training (MMT) for reducing stress among students enrolled in an International Baccalaureate programme in the United States. Ratings for perceived stress, mindfulness, and well-being were collected from grade 12 students

engaging in MMT and a control group at pre-intervention, post-intervention, and one week prior to high stakes IB exams. Testing showed that a statistically significant correlation occurred only at the pre-test stage for the three measures, indicating that the groups varied greatly at the start of the study.

<http://arizona.openrepository.com/arizona/handle/10150/293544?mode=full>

## Americas Well-being

Journal article

Suldo, S. M., & Shaunessy-Dedrick, E. (2013). The psychosocial functioning of high school students in academically rigorous programs. *Psychology in the Schools*. doi:10.1002/pits.21708

Psychosocial functioning; Academic rigor; Stress

This study examined whether participation in accelerated high school curriculum is associated with increases in stress and/or psychological problems. The study suggested that the psychological functioning of AP and IB students was similar or superior to levels of life satisfaction and social functioning of their peers in general education.

<http://onlinelibrary.wiley.com/doi/10.1002/pits.21708/abstract;jsessionid=EC3458A05B436E59C58FB281E8320DDD.d02t02?deniedAccessCustomisedMessage=&userIsAuthenticated=false>

## AP Curriculum

Journal article

Doherty, C. (2013). Making a point of difference: The glocalised ecology of the International Baccalaureate Diploma in Australian schools. *Globalisation, Societies and Education*, 1-19. doi:10.1080/14767724.2012.761809.

Curricular market; Diploma Programme

Exploring the logic of the International Baccalaureate Diploma Programme in three case study schools across Australia, this study examines how the programmes differ and are adapted to local contexts. The study describes the nature and dynamics of the DP's localized curriculum at each site. The author concludes by suggesting that the success of the Diploma Programme as an academic alternative risks losing its appeal over time, as it becomes more widely available.

<http://dx.doi.org/10.1080/14767724.2012.761809>

## AP Pedagogy

Journal article

Reverman, B. (2013). Using form, theme and context to develop student analytical writing in the DP visual arts course. *IB Journal of Teaching Practice*, 1(1)

Visual arts; Critical thinking; Writing

This study outlines an approach to analysis that aims to enhance student thinking and writing about the visual arts. The author suggests that the approach could be useful for developing critical thinking across different disciplines and programmes of the IB.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/41>

## **AP**      **Theory of Knowledge**

Journal article

Smith, M. (2013). Perceptions of theory of knowledge and religious education courses among educators in five Christian schools in Australia. *IB Journal of Teaching Practice*, 1(2)

Theory of knowledge; Religious education

This paper presents the reflections of a group of Australian teachers of religious education and theory of knowledge (TOK), and discusses how both can contribute to the personal growth of students. The author suggests that the two courses can be complementary, and analyzes the influence of the introduction of "Faith" as a way of knowing in TOK.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/45>

## **Global**      **Extended essay**

Journal article

Rivière, A. (2013). The world studies extended essay: Challenging students on global issues, an interdisciplinary approach. part 1. *The International Schools Journal*, 32(2), 16-25.

World Studies; Extended essay (EE); Interdisciplinary; Global issues

The first part of a longer paper, this article discusses efforts to engage IB students in global issues through the world studies extended essay (WSEE). It provides a short background on the WSEE and examines the nature of interdisciplinary learning within the context of the International Baccalaureate.

<http://search.proquest.com/docview/1372327380?accountid=50153>

## **Global**      **International education**

Book chapter

Hayden, M., & Thompson, J. (2013). International schools: Antecedents, current issues and metaphors for the future. In R. Pearce (Ed.), *International Education and Schools: Moving beyond the first 40 years* (pp. 1-23). New York: Bloomsbury.

International schools

In this book chapter, the authors describe the history of international schools, as well as some of the current challenges, and attempt to predict potential developments in international schools going forward.

<http://www.bloomsbury.com/uk/international-education-and-schools-9781472510747/>

## **Global**      **International education**

Journal article

Molina, S., & Lattimer, H. (2013). Defining global education. *Policy Futures in Education*, 11(4), 414-422.

International education, International Baccalaureate

This article examines some of the ways students, teachers and school heads define and conceptualize the notion of global education, and uses the International Baccalaureate as an example.

<http://www.wwwords.co.uk/rss/abstract.asp?j=pfie&aid=5569>

## Global International mindedness

Book chapter

International mindedness

Roberts, B. (2013). International education and global engagement: Education for a better world? In R. Pearce (Ed.), *International Education and Schools: Moving beyond the first 40 years* (pp. 119-145). New York: Bloomsbury.

The author critiques the use of various terms such as international and international mindedness, and argues that they distract educators from creating curricula that are truly global in scope. In particular he points out flaws in the International Baccalaureate's learner profile, and offers suggestions to improve the IB and other international curriculum bodies.

<http://www.bloomsbury.com/us/international-education-and-schools-9781472510464/>

## Global Organizational growth

Book chapter

Bunnel, T. (2013). The International Baccalaureate and the role of the 'pioneer' international schools. In R. Pearce (Ed.), *International Education and Schools: Moving Beyond the First 40 Years* (pp. 166-182). New York: Bloomsbury.

Organizational growth; Pioneer schools

This book chapter explores the expansion and development of international schools, particularly the International Baccalaureate. The author argues that the IB should give more recognition and distinction to the "pioneer" international schools who were the first to champion the IB Diploma Programme, as it would promote experimentation and innovation.

<http://www.bloomsbury.com/us/international-education-and-schools-9781472510464/>

## Global Pedagogy

Book Chapter

Cambridge, J. (2013). Dilemmas of international education: A Bernsteinian analysis. In R. Pearce (Ed.), *International Education and Schools: Moving Beyond the First 40 Years* (pp. 183-204). New York: Bloomsbury.

Critique; Pedagogy; International schools

The author argues in this book chapter that there are persistent tensions in the International Baccalaureate pedagogy. Namely, among other aspects, the trade-off between selecting students to enter the Diploma Programme and open access. The author notes that as the IB programme becomes more popular with national schools, it becomes less suitable for international schools.

<http://www.bloomsbury.com/us/international-education-and-schools-9781472510464/>

## Global Pedagogy

Journal article

Keating, N. (2013). A dramaturgy of intercultural teaching and learning. *IB Journal of Teaching Practice*, 1(1)

Dramaturgy; Intercultural pedagogy

The author of this study draws a connection between dramaturgical processes and the IB Diploma Programme's approach to intercultural pedagogy. The paper examines how dramaturgy can be viewed in relation to current thinking about culturally responsive pedagogy. The article also points to areas for further study.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/33>

## Global Pedagogy

Journal article

Shiffman, D. (2013). Teaching context in language A. *IB Journal of Teaching Practice*, 1(1)

Context; Pedagogy

IB language A courses have begun to place greater emphasis on context, or the social and historical forces that can influence discourse. This article begins with a discussion of "reader response" as well as context approaches to teaching literature. It then examines research, including IB Diploma Programme students from the US and Japan, and suggests that "gut" reactions to texts can help students to explore context on a deeper level.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/53>

## Global Pedagogy

Book chapter

Wilkinson, D., & Wilkinson V. (2013). The Pestalozzi influence on international education. In R. Pearce (Ed.), *International Education and Schools: Moving beyond the first 40 years* (pp. 106-117). New York: Bloomsbury.

International education; Johann Pestalozzi; International Baccalaureate

This book chapter examines how the theories of educator Johann Pestalozzi have impacted international education, specifically the International Baccalaureate. The author suggests that Pestalozzi's theories on educating the whole child and encouraging teachers to personalize teaching are reflected in the IB philosophy and learner profile.

<http://www.bloomsbury.com/us/international-education-and-schools-9781472510464/>

## Global School transition

Journal article

Bates, J. (2013). Administrator perceptions of transition programs in international secondary



schools. *Journal of Research in International Education*, 12(1), 85-102.  
doi:10.1177/1475240913478078.

Transition; International schools; Third culture kid

The present article explores the use of transition programs in 11 international secondary schools located across five continents. School administrators suggested that transition programs are often insufficient to meet the needs of "Third Culture Kids," transitioning into a new culture and school.

<http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=87039332&site=ehost-live>

## Global Well-being

Article

Sheard, W. (2013). How much homework? *International School*, 15(3), 19-20.

Well-being; Sleep; Homework

In this article, the author discusses the importance of balancing homework and student well-being. She suggests conducting curricular time studies to assess how much time students are spending on homework and to adjust the workload if students are spending more than the recommended amount.

[http://www.johncatt.com/downloads/pdf/magazines/ismag/is15\\_3/offline/download.pdf](http://www.johncatt.com/downloads/pdf/magazines/ismag/is15_3/offline/download.pdf)

## Diploma Programme (DP); Middle Years Programme (MYP)

### AP Pedagogy

Dissertation/thesis

Rentoule, D. (2013). *Locating competing student discourses in International Baccalaureate classrooms: A focus on active engagement as a pedagogical priority*. Unpublished University of Queensland, Australia.

Student discourses; Teachers

Examining student discourse in classrooms with an International Baccalaureate Middle Years Programme and Diploma Programme, this study seeks to determine the difference between written curriculum and discourse. The study suggests that there were a variety of competing discourses. It also found that student discourse was usually only tangentially related to IB vision and philosophy. The teacher was found to have the greatest influence on discourse.

<http://espace.library.uq.edu.au/view/UQ:305782>

## Middle Years Programme (MYP)

### AEM Curriculum

Journal article

Corlu, S. (2013). Describing the dynamic nature of mathematics as a cultural product. *The International Schools Journal*, 32(2), 72-79.

Mathematics education; Culture

The author employs ethnographic methods to investigate the process of the “mathematical enculturation” of middle school students at an international IB school. Mathematical culture is collectively defined within the classroom and reflects the context in which it is located. Mathematics education in the MYP may offer opportunities to foster connections across different cultures.

<http://search.proquest.com/docview/1372327363?accountid=50153>

## **AEM**      **Programme impact**

Report

Sizmur, J., & Cunningham, R. (2013). *International Baccalaureate Middle Years Programme (MYP) in the UK*. Slough, Berkshire, UK: NFER.

Programme implementation; Non-academic outcomes; School culture

The National Foundation for Educational Research (NFER) conducted an investigation into the teaching and learning benefits of the IB MYP in the UK. The study provides a rich qualitative picture of programme implementation in the UK, including the impact of the MYP on non-scholastic attributes, such as international mindedness and civic engagement, classroom learning environments and school culture. The research design also included a comparison of MYP, GCSE and IGCSE curriculum.

<http://www.ibo.org/research/policy/programmevalidation/myp/documents/IBMYP-FINALNFERReport-plussupplementaryanalyses.pdf>

## **Americas**    **Access**

Dissertation/thesis

Kobylinski-Fehrman, M. J. (2013). *The International Baccalaureate Middle Years Programme and its effect on students in poverty*. Georgia State University.  
([http://digitalarchive.gsu.edu/eps\\_diss/104/](http://digitalarchive.gsu.edu/eps_diss/104/))

Poverty; Student achievement; Access

This study compares the Criterion Referenced Competencies Test mathematics and reading scores of International Baccalaureate Middle Years Programme students from low-income households in relation to a matched comparison group in traditional instruction. The study did not find a significant difference in 8th grade reading scores, but did suggest a significant difference in 8<sup>th</sup> grade mathematics scores in of the direction of traditional instruction. Overall, however, teachers believed that the International Baccalaureate MYP has a positive effect on both student success and teacher pedagogy.

[http://scholarworks.gsu.edu/eps\\_diss/104/](http://scholarworks.gsu.edu/eps_diss/104/)

## **Americas**    **Access**

Dissertation/thesis

Rambow, A. C. (2013). *If you're ESL, can you be anything else? Exploring the local production of ESL students*. Unpublished University of Minnesota.

Gifted; ESL

The author employed ethnographic methods to explore how teachers and students sought to challenge the social stigma of being labeled English as a Second Language (ESL) students by using the language

and practices of the International Baccalaureate Middle Years Programme to re-brand students as “gifted.” The process eventually led to the opportunity for students to have both an ESL and gifted identity.

<https://conservancy.umn.edu/handle/156167>

## Americas Performance

Journal article

Henderson, M. (2013). Standards-based grading promotes learning and accountability. *IB Journal of Teaching Practice*, 1(1)

Assessment; Geometry; Learning

During the 2011–2012 school year, the author implemented a standards-based grading (SBG) pilot in her Middle Years Programme geometry classes. This article explores how SBG positively impacted learners over the course of the pilot. The author concludes that SBG benefited both advanced and struggling students and enhanced student learning.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/59>

## Americas Programme impact

Report

Wade, J., & Wolanin, N. (2013). *Continuation study of student performance and engagement in the Middle Years Programme*. Bethesda, MD, USA: International Baccalaureate Organization.

Programme impact; Student performance; Global mindedness; Professional development

This study examines MYP student performance, course enrollment and global mindedness as well as teacher perceptions of programme components and professional development. The study found evidence that students who attended an MYP school were more likely to enroll in advanced-level science and mathematics courses in high school than their peers who attended a non-MYP school. Additionally, previous enrollment in the MYP did appear to have a positive impact on global mindedness.

<http://www.ibo.org/research/policy/programmevalidation/myp/>

## Americas Teachers

Journal article

Rodick, W. (2013). Professional learning communities for differentiation and efficacy. *IB Journal of Teaching Practice*, 1(2)

Efficacy; Differentiation; Professional Learning Communities; Middle Years Programme

A project at a Middle Years Programme school explored the potential of professional learning communities (PLCs) to enhance differentiated student learning and teacher efficacy. The resulting study sought to investigate the question of whether PLCs help to improve teacher practice of differentiation and teacher and student efficacy. In this case, the findings suggested that PLCs were effective in improving teacher knowledge of differentiation and efficacy.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/72>

## Americas Well-being

Journal article

Suldo, S. M., & Shaunessy-Dedrick, E. (2013). Changes in stress and psychological adjustments during the transition to high school among freshmen in an accelerated curriculum. *Journal of Advanced Academics*, 24(3), 195-218.

Accelerated curriculum; Stress; International Baccalaureate

This study examines the question of whether students in an academically rigorous high school program, specifically the International Baccalaureate, experience more stress upon entering high school than do non-IB students. The study found that although IB students had higher reported levels of stress, psychological functioning was similar across the groups.

<http://joa.sagepub.com/content/24/3/195.short>

## Global Inquiry

Journal article

Lenihan, E. (2013). A theatre for action: Adopting the Khan Academy in support of a classroom model in the MYP. *The International Schools Journal*, 32(2), 66-71.

Inquiry; Distance learning; Flipped classroom

The author focuses on two key challenges with using an inquiry-based approach in the Middle Years Programme and suggests that the Khan model could be useful for encouraging inquiry. The basic concept, remote teaching, has already been implemented by many schools around the world. These schools have created innovative off-campus opportunities for learning such as internet forums, blogs, and YouTube videos.

<http://search.proquest.com/docview/1372327372?accountid=50153>

## Global Organizational growth

Journal article

Nicolson, M. (2013). MYP: The next chapter. *IS: International School*, 15(2), 26-27.

Middle Years Programme; Next chapter

The article discusses the current changes occurring in the Middle Years Programme of the International Baccalaureate. The author explains how the adaptations to the programme will enhance opportunities to specialize within the eight subject areas, to learn conceptually and to gain useful skills in multiple subjects.

<http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=89529776&site=ehost-live>

## Global Pedagogy

Journal article

Gioko, A. M. (2013). Students' perspectives on poster preparation and presentation in an atomic physics unit. *IB Journal of Teaching Practice*, 1(2)

Group work; Presentation; Peer assessment; Posters

In this article, the author discusses the use of poster presentations as a method for teaching abstract topics to MYP students. Students scored better on assessments in subject areas they learned using the poster method and the method encouraged clear thinking and concise writing as well as collaboration among students.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/76>

## Middle Years Programme (MYP); Primary Years Programme (PYP)

### Americas Pedagogy

Journal article

Alford, B., Rollins, K., Stillisano, J., & Waxman, H. (2013). Observing classroom instruction in schools implementing the International Baccalaureate programme. *Current Issues in Education, 16*(2)

Classroom observation; Student behavior; Instructional practice

This study examines teaching styles and student behavior in Texas International Baccalaureate classrooms, while advancing "systematic classroom observation" as an effective evaluative method. The study concludes that IB instruction was generally active, engaging, exploratory, and reflective. In terms of student behavior in class, it was found to be favorable, and markedly more focused when compared to student behavior in other non-IB Texan schools.

<http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1161>

### Americas Pedagogy

Journal Article

Larrison, A. L. (2013). *Mind, brain and education as a framework for curricular reform*. University of California, San Diego. ProQuest Dissertations and Theses, 455. (1330090600)

Neuroeducation; Curricular reform

This study examines the discipline of Mind, Brain, and Education (MBE) as a new framework for pedagogical reform. Waldorf and the International Baccalaureate are used as examples of neuroeducation. The author proffers that examining existing curricular models can be helpful in understanding the impact of MBE on student outcomes and development.

<http://search.proquest.com/docview/1330090600/abstract?accountid=50153>

### Americas Performance

Dissertation/thesis

Healer, M. I. (2013). *A quasi-experimental quantitative study of the effect of IB on science performance*. University of Phoenix.

Science; Student performance

This quasi-experimental quantitative study compares IB to non-IB student performance in science. The author found a statistical difference between IB and non-IB students science performance as measured by the CSAP assessment.

<http://search.proquest.com/docview/1442456284/abstract/1418944F2CEC678AE0/1?accountid=50153>

## **AP**      **Learner profile**

Report

Jarvis, J., & et al. (2013). *Evaluation of learner profile attributes and competencies in South Australian International Baccalaureate (IB MYP) students*. Retrieved from [http://www.ibo.org/research/resources/jeffthompson/jtwinners/documents/IB2013\\_ResearchReportFINAL.pdf](http://www.ibo.org/research/resources/jeffthompson/jtwinners/documents/IB2013_ResearchReportFINAL.pdf)

Learner profile; Personal project

Examining target schools in South Australia, this study investigates the extent to which students participating in the IB MYP demonstrated characteristics of the learner profile. Three studies were implemented. The first (1) and second (2) studies compared students with and without prior IB experience on characteristics described in the learner profile in both mathematics and humanities. The third study (3) examined how students conceptualized, planned and reflected on their MYP personal project.

[http://www.ibo.org/research/resources/jeffthompson/jtwinners/documents/IB2013\\_ResearchReportFINAL.pdf](http://www.ibo.org/research/resources/jeffthompson/jtwinners/documents/IB2013_ResearchReportFINAL.pdf)

## **Primary Years Programme (PYP)**

### **AEM**      **Inquiry**

Journal article

Henningsen, M. (2013). Making sense of experience in preschool: Children's encounters with numeracy and literacy through inquiry. *South African Journal of Childhood Education*, 3(2), 41-55.

Inquiry; Primary Years Programme; Numeracy; Literacy

With a focus on the IB Primary Years Programme, this article discusses how to best stimulate authentic inquiry in preschoolers. The author uses three examples to show how math and language learning should be intertwined at the preschool level.

<http://www.uj.ac.za/EN/Faculties/edu/CentresandInstitutes/UJICE/SouthAfricanJournalofChildhoodEducation/Documents/SAJCE%20September%202013.pdf#page=51>

### **AEM**      **Learner profile**

Dissertation/thesis

Weiss, K. (2013). *Teachers' perspectives on assessment of the learner profile attributes in the Primary Years Programme*. Unpublished Ankara, Turkey.

Learner profile; Primary Years Programme; Assessment

This study sought to gauge the perspectives of Primary Years Programme International Baccalaureate teachers on assessing learner profile attributes. According to teachers, “caring” was the most easily defined attribute, while “balanced” was the least clear attribute. The study suggests that the IB develop materials to better assess the adoption of learner profile attributes, offer professional development to teachers and create a developmental continuum for each of the learner profile attributes.

<https://tez.yok.gov.tr/UlusalTezMerkezi/>

## **AEM**      **Non-academic outcomes**

Journal article

Killoran, T., Hoffart, J., & Bourret, A. (2013). Sustained student action in the PYP: A multi-staged action research project. *IB Journal of Teaching Practice*, 1(1)

Student action; Primary Years Programme

The purpose of this study was to investigate student-generated action within an IB Primary Years Programme school in Germany. The study reflected on action as part of the IB curriculum. The author proposes further research within the MYP and DP to develop a comprehensive definition, philosophy and curriculum to support sustainable student action.

<http://ibpublishing.ibo.org/journal/index.php/ibjoftp/article/view/63>

## **AEM**      **Non-academic outcomes**

Journal article

Marin, E., & Ivan-Bulie, A. (2013). Building bridges between the Romanian national curriculum for elementary students and the global context. *Procedia - Social and Behavioral Sciences*, 92(0), 512-516. doi: <http://dx.doi.org/10.1016/j.sbspro.2013.08.710>

Global citizenship; Curriculum; Elementary students

The authors of this article examine the extent to which the Romanian national curriculum for elementary students advances global citizenship. The article highlights the International Baccalaureate as a curricular model that fosters global citizenship and understanding.

<http://dx.doi.org/10.1016/j.sbspro.2013.08.710>

## **AEM**      **Professional development**

Journal article

Shabeeb, L. E. A., & Akkary, R. K. (2013). Developing teachers' reflective practice: An explorative study of teachers' professional learning experience in a private Lebanese school. *Professional Development in Education*, 1-22. doi: 10.1080/19415257.2013.775662

Professional development; Reflection

The present article looks at the professional development program of a Lebanese IB school, and how it trains teachers to reflect as part of their teaching practice. It describes what factors the teachers see

as supporting this reflection and studies the perceived impact of professional development on their ability to reflect.

<http://dx.doi.org/10.1080/19415257.2013.775662>

## Americas Inquiry

Dissertation/thesis

Coppersmith, S. A. (2013). *From curriculum to classroom: Teachers' perceptions and practice of inquiry at an International Baccalaureate language immersion elementary setting*. ProQuest Dissertations and Theses. (1366757875)

Inquiry; Pedagogy; Curriculum development; IB teachers

In a mixed-methods case study, the author used classroom and professional development observations, interviews and curricular analysis to investigate teacher perceptions of inquiry-based teaching and learning. The study took place in a language immersion school that is carrying out a Primary Years Programme of inquiry. Findings from 29 kindergarten-grade three teachers and three school administrators suggest a continual effort to develop and apply inquiry standards in teaching and curriculum although perceptions of inquiry appear to differ.

<http://search.proquest.com/docview/1366757875?accountid=50153>

## Americas Inquiry

Journal article

Hamm, E. M., Cullen, R., & Ciaravino, M. (2013). Using inquiry-based instruction to teach research methods to 4th-grade students in an urban setting. *Childhood Education, 89*(1), 34-39. doi: 10.1080/00094056.2013.757522

Inquiry; Research methods; Urban school

This article describes an action research project that was designed to find an effective way to teach research methods to 4th-grade students in a large urban public school, using inquiry based instruction techniques. The article also offers recommendations for instructors who wish to teach research skills to young students.

<http://dx.doi.org/10.1080/00094056.2013.757522>

## Americas International mindedness

Dissertation/thesis

Carlin, A. F. (2013). *What does international mindedness in an elementary school look like?* CSUSM ScholarWorks.

International mindedness; Elementary education; 21<sup>st</sup> Century skills

With the aim of examining how the concept of international mindedness is incorporated into elementary education, this Master's thesis surveyed teacher and staff perceptions in three IB Primary Years Programme schools in the United States. The study sought to explore the ways in which international mindedness is experienced by students in their daily learning and integrated into PYP curriculum.

<http://csusm-dspace.calstate.edu/handle/10211.8/498>



## Americas Programme implementation

Report

Mills, H. (2013). *The impact of U.S. educational policy on the implementation of the IB Primary Years Programme: A case study of an urban, low-income public school*. Retrieved from <http://www.ibo.org/research/resources/jeffthompson/jtwinners/documents/FINALExecutiveSummary-Mills.pdf>

Programme implementation; Primary Years Programme

In this report, the author discusses the challenges of implementing the requirements of both No Child Left Behind and the Primary Years Programme in a low-income, urban public school in the United States. The article also offers a conceptual framework that highlights conformity and resistance mechanisms that teachers adopt under the two educational paradigms.

<http://www.ibo.org/research/resources/jeffthompson/jtwinners/documents/FINALExecutiveSummary-Mills.pdf>

## AP Pedagogy

Report

Manson, E. (2013). *Writing to enhance learning and inform teaching in mathematics*. Retrieved from <http://www.ibo.org/research/resources/jeffthompson/jtwinners/documents/MansonExecutiveSummary.pdf>

Mathematics; Journaling; Pedagogy

In this action research project, the author reports on the introduction of journaling in mathematics with a cohort of students engaged in their final year of the Primary Years Programme, within a large International Baccalaureate school in Hong Kong. The project sought to respond to the question: does journal writing in mathematics support students to articulate their thinking and develop their conceptual understandings, while also serving to better inform teachers in order to guide planning?

<http://www.ibo.org/research/resources/jeffthompson/jtwinners/documents/MansonExecutiveSummary.pdf>

## AP Programme impact

Report

Pushpanadham, K. (2013). *A critical analysis of the International Baccalaureate Primary Years Programme in India*. Vadodara, Gujarat, India: Department of Educational Administration, the Maharaja Sayajirao University of Baroda.

Programme impact; PYP implementation; Pedagogy

This project aimed to examine the impact of PYP adoption on learning and teaching in India. Findings indicated that trust and respect existed between teachers and school leaders, teaching in PYP schools was generally rated as good or effective, teachers were generally satisfied with their positions, students indicated high levels of emotional intelligence, and parents felt involved and satisfied with the programme. Some challenges for the PYP included teacher time-management issues due to heavy workload, a lack of teacher training in international curriculum, and a need for increased recognition of the programme in the country.

[http://www.ibo.org/research/policy/programmevalidation/pyp/documents/IndiaPYPReport\\_final.pdf](http://www.ibo.org/research/policy/programmevalidation/pyp/documents/IndiaPYPReport_final.pdf)

## Global Programme development

Report

Eaude, T. (2013). *Primary education: A literature review*. The Hague, NL: International Baccalaureate Organization.

Primary Years Programme; Primary education; Curriculum

Examining research since 2003, this literature review analyzes written and taught curriculum for PYP students ages 3-12. The literature review explores lessons about children's learning and curriculum trends across countries. The author concludes by making several recommendations on how the IB can apply lessons learned to the Primary Years Programme.

<http://web7.ibo.org/fr/research/programmedevelopment/programmedevstudies/literature/documents/IB-Report-PYP-English.pdf>

## Global Programme development

Report

Kong, P., & Sperandio, J. (2013). *How schools evaluate the success of the International Baccalaureate Primary Years Programme (PYP)*. Bethlehem, PA: Lehigh University.

Programme development; Programme implementation

This study compares how schools define and evaluate the "success" of the Primary Years Programme in relation to topics such as: school leadership, pedagogy and student learning outcomes. The study examines the most valued aspects of the PYP from the perspective of programme stakeholders in different school contexts and points to the key variables that these groups use to measure successful implementation. The study also suggests areas for future programme improvement.

<http://www.ibo.org/research/programmedevelopment/programmedevstudies/other/documents/HowschoolsvaluatethesuccessofthePYPFullReport.pdf>

## Global Programme development

Report

Van Vooren, C., Lai, C., Ledger, S., Villaverde, A. B., & Veronica, S. (2013). *Additional language teaching and learning in International Baccalaureate Primary Years Programme schools*. The Hague, NL: International Baccalaureate Organization.

Additional language; Primary Years Programme

This study focuses on additional language (AL) teaching and learning in a range of diverse Primary Years Programme settings. The qualitative case study provided an opportunity to collect data in PYP schools in six different countries across the globe. The research findings provide insight into the effectiveness of AL teaching and learning in PYP schools, demonstrate how language-related curriculum documents can be used to support AL curriculum implementation, and inform the development of policy documents and materials to provide guidance to IB schools and teachers.

<http://www.ibo.org/research/programmedevelopment/programmedevstudies/other/documents/AdditionalLanguageFinalReport.pdf>