Research on the International Baccalaureate

An Annotated Bibliography
of Studies Published in 2023

Fenot Aklog, Ed.D.
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Introduction

This annotated bibliography aims to document scholarly work on the International Baccalaureate (IB) published during the 2023 calendar year. The report is intended for multiple audiences, including IB school leaders, coordinators, teachers, International Baccalaureate Organization (IBO) staff, and researchers in the field of international education.

The sources included in this annotated bibliography aim to be as comprehensive as possible of the works on the IB published in 2023. The source summaries are not meant to be in-depth discussions of background, methodological features, findings, or conclusions, and no assessments are provided regarding the rigor or validity of study findings.

Methodology

For this report, the search for works on IB published in 2023 focused on the academic and grey literature. The sources were drawn from the following databases and search engines: Ebook Central, Education Full Text, JSTOR, EBSCO, ERIC, Google Scholar, ProQuest Dissertations & Theses, SAGE Premier, SpringerLink, Taylor & Francis Journals. In addition, IB-commissioned research studies were identified and accessed from the IB website.

The sources were located using first-tier search terms such as "International Baccalaureate," "Primary Years Programme," "Middle Years Programme," "Diploma Programme," "Career-related Programme," and their respective acronyms. Other search terms used included "international education," "international mindedness," "learner profile," "theory of knowledge," "creativity, activity, service," and "extended essay."

Included in the annotated bibliography are scholarly works—empirical and non-empirical—of the following types: (1) IB-commissioned studies; (2) journal articles; (3) dissertations and theses; (4) book chapters; (5) conference presentations; and (6) reports. Excluded from this report are non-scholarly sources about the IB including but not limited to, magazine/newspaper articles, blogs, and social media postings. In addition, sources in which the term *International Baccalaureate* does not appear at least one time were excluded. While every effort was made to include every available piece of scholarly work published in 2023 relating to the IB in this annotated bibliography, there may be some sources that have been overlooked.

Findings

A total of 109 pieces of scholarly work published in 2023 on the IB were identified (see Table 1). Of these, 22 relate to the Primary Years Programme (PYP), 16 to the Middle Years Programme (MYP), 51 to the Diploma Programme (DP), 2 to the Career-related Programme (CP), and 21 are cross-programme studies.

By study type, the majority are journal articles (55), followed by dissertations or theses (31), IB-commissioned studies (11), conference presentations (6), book chapters (3), and reports (3).

Geographically, 37 of the studies relate to the IB Africa, Europe, Middle East region, 21 to the IB Americas region, 23 to the IB Asia-Pacific region, and 28 are cross-regional or global in scope.

The most frequently addressed topics across the studies concern international mindedness, mathematics education, science education, curriculum alignment, global citizenship education and IB growth and expansion.

Table 1. IB-Related Studies Published in 2023

By IB Programme*		By Type of Study		By IB Region*	
Primary Years Programme (PYP)	22	IB-commissioned studies	11	Africa, Europe, Middle East	37
Middle Years Programme (MYP)	16	Reports	3	Americas	21
Diploma Programme (DP)	51	Journal articles	55	Asia-Pacific	23
Career-related Programme (CP)	2	Dissertations and thesis	31	Global	28
Cross-programme	21	Book chapters	3		
		Conference presentations	6		

*Due to overlaps in programme focus, the number of studies in this category is greater than the total.

Organization of the Report

This report is organized in five major sections that correspond to the four IB programmes: Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), Career-related Programme (CP), and an additional section for Cross-programme studies. Within each of these sections, the associated studies are first organized by the type of work, then alphabetically by author. Following each study's bibliographic citation is a list of keywords of its IB programme, central topics, and country of focus then a brief summary of its content.

Journal Articles

Adiyaman, H., & Keser Özmantar, Z. (2023). Impact of accreditation on schools: An examination in terms of open system elements. *Participatory Educational Research*, *10*(2), 174–194.

https://dergipark.org.tr/en/pub/per/issue/75178/1220544

Keywords: *PYP, school accreditation, staff perceptions, Turkey*

This study aimed to understand the organizational and instructional effects of the PYP authorization process on schools. The research used a case study design and was conducted in three schools in Turkey. Data were collected through interviews with 21 administrators, teachers, and PYP coordinators as well as through classroom observations and document analysis. The study found that PYP authorization was perceived to have mostly positive effects on communication, organizational culture, student academic and social outcomes, and educator skills. However, teachers and administrators reported tensions in balancing national curriculum and PYP goals. The researchers recommended that schools evaluate readiness and provide teacher professional development before and during the accreditation process to improve PYP implementation.

Bores-García, D., González-Calvo, G., Barba-Martín, R. A., García-Monge, A., & Hortigüela-Alcalá, D. (2023). International Baccalaureate Primary Years Programme: A systematic review. *Journal of Research in International Education*, Advanced online publication.

https://doi.org/10.1177/14752409231188215

Keywords: *PYP, research, implementation, impact, global*

The purpose of this study was to conduct a systematic review of PYP-related research. Using a content analysis approach, the review was conducted on 21 journal-based research studies drawn from four databases. The systematic review revealed an increase in PYP-related research globally. The reviewed studies mostly utilized qualitative or mixed methods designs, included PYP teachers, students, administrators, and families as participants, and used data collection methods such as interviews, direct observations, and questionnaires. Predominant research purposes were on PYP implementation, multilingualism, and intercultural education. Common themes that emerged in the findings of the reviewed studies included tensions between the PYP curriculum and national curricula, teacher perceptions of the PYP, and challenges in teacher training. Recommendations included a call for research into the academic benefits of the PYP compared to other programs.

Ester, P., Morales, I., & Herrero, L. (2023). Micro-videos as a learning tool for professional practice during the post-COVID era: An educational experience. *Sustainability*, *15*(6), 5596.

https://doi.org/10.3390/su15065596

Keywords: *PYP, video-based pedagogy, pre-service teacher education, mathematics, Spain*

This study evaluated replacing classroom internships with classroom instruction micro-videos in pre-service teacher education. The research utilized a mixed-methods design and was conducted with a teacher education program at a university in Spain. Data were collected on 186 elementary school students' mathematical learning through video-recorded mathematics classrooms using four different approaches: PYP, gamification, flipped classroom, and project-based learning. The study also collected perception data from 85 pre-service teacher education students. The study showed that pre-service teacher education students perceived the micro-videos as beneficial for active and deep content learning. Additionally, the study found that students taught using PYP methods demonstrated higher problem-solving and calculation skills compared to when they were taught by the other three methodologies. The study recommended the integration of micro-videos of real classroom practices to enhance pre-service teacher education pedagogy.

Hameed, S., & Lingard, B. (2023). Shrewd marketization: The impact of internationalization policies on curricula practices in a Singaporean and an Australian school. *Asia Pacific Journal of Education*, Advanced online publication.

https://doi.org/10.1080/02188791.2023.2208764

Keywords: PYP, *internationalization, global citizenship education, Singapore, Australia*

This study examined the effects of internationalization and marketization policies on the global citizenship education (GCE) practices of international schools. Using a case study design, the study was conducted in a PYP school in Australia and a school in Singapore that implements the International Primary Curriculum (IPC). Participants were administrators and teachers, with data collected through interviews and analysis of school documents. The study found that both schools, as part of their marketization strategies, adopted international curricula and blended them with local curricula to create hybridized GCE programs. The schools differed in the targets of their marketing strategies. The school in Singapore emphasized its IPC curriculum's unique offerings, such as Daily Mandarin to appeal to a globally mobile elite, while the Australian school aimed to appeal to a local middle class through a hybrid PYP curriculum that combined the Australian national curriculum. The researchers concluded that while schools may be committed to fostering GCE, their practices are also shaped by market forces, which can influence curricular decisions.

Hameed, S., Lingard, B., & Creagh, S. (2023). Global citizenship education practices in Singapore and Australia: Tensions between educational and market rationales. *Research in Comparative and International Education*, *18*(3), 465–484.

https://doi.org/10.1177/17454999231158901

Keywords: PYP, *global citizenship education, market competitiveness, Australia, Singapore,*

This study examined the tensions between market forces and democratic ideals within global citizenship education (GCE) practices in elementary schools. Using a multiple case study design, the research was conducted in an international school in Singapore and a PYP school in Australia. Data were collected through interviews with school leaders and teachers, classroom observations, and content analysis of the schools' policies, curriculum, and websites. Results showed that both schools struggled to balance market-driven competitiveness and GCE values. The school in Singapore adopted the Daily Mandarin program and Singapore Math, while the school in Australia adopted the PYP to distinguish itself in a competitive local market. However, these strategic decisions often compromised the critical democratic aspects of GCE, as both schools balanced parental expectations for academic excellence while also adhering to GCE goals. The researcher concluded that there is a need for more nuanced understandings of these tensions faced by schools aiming to internationalize.

Hegseth, W. M. (2023). Attempting equity in classroom practice: A debate across educational systems. *The Elementary School Journal*, *124*(1), 129–156.

https://www.journals.uchicago.edu/doi/full/10.1086/725728

Keywords: *PYP, equity, mutual respect, classroom strategies, Canada, United States*

This study compared the implementation and understanding of equity in PYP and Montessori schools. Using an ethnographic research design, the study was conducted in four elementary schools, two in the United States and two in Canada. Data were collected through classroom observations and teacher focus groups. The main finding of the study was that PYP and Montessori teachers differed in their approaches to equity in practice, and these differences were consistent across the two country contexts. Another key finding was that the PYP teachers tended to address mutual respect by emphasizing equality, while Montessori teachers did so by prioritizing autonomy, which they believed facilitated equity. The study suggested that educational programs can shape daily experiences of equity in classrooms, and it underscored the complex nature of implementing and understanding equity across different educational frameworks.

Kamrani, Z., Tajeddin, Z., & Alemi, M. (2023). Scaffolding principles of content-based science instruction in an international elementary school. *Pedagogies: An International Journal*, Advanced online publication.

https://doi.org/10.1080/1554480X.2023.2222716

Keywords: *PYP, scaffolding strategies, content-based instruction, science education, Iran*

This study explored scaffolding in content-based instruction (CBI) science classrooms. Scaffolding is a teaching strategy that provides students with successive temporary support to help them reach higher levels of understanding. CBI supports students to attain foreign/second language and subject skills simultaneously. Using a qualitative design, the study was conducted in an IB school in Iran. Participants were three PYP science teachers and data were collected through observations of CBI classrooms. Results show that the scaffolding principle of continuity was most frequently used by teachers to reinforce concepts and assess student comprehension. Intersubjectivity, another scaffolding principle, was also prominent, with teachers engaging students through questioning and real-life examples. However, the principles of flow and handover were less frequently observed. The study concluded that understanding and implementing scaffolding principles can significantly enhance student engagement and conceptual understanding in science. It recommended that teachers and educators focus on less frequently used scaffolding principles, such as handover and flow, to foster more interactive classroom environments.

Krataytong, A., & Saleemad, K. (2023). Growth mindset teaching model in Primary Years Programme (PYP) context for supporting self-development in learning language. *Journal of Namibian Studies*, *33*(2), 1267–1279.

https://doi.org/10.59670/jns.v33i.785

Keywords: *PYP, growth mindset, language learning, student development, Thailand*

This study examined the impact of growth mindset classroom strategies on elementary students' language learning. The research used a mixed methods design and was conducted in a PYP school in Thailand. Participants were grades 1 through 5 students in Thai language classes, and data were collected through the implementation of growth mindset classroom strategies, administration of pre-test/post-tests, and questionnaires. The study found that explicitly teaching growth mindset had positive effects on students' Thai language acquisition, with students demonstrating increased self-confidence, resilience, and openness to feedback. The study also found that students ranked effort, admiring the success of others, facing challenges, overcoming obstacles, and responding to criticism as significant areas where a growth mindset impacted their learning. Additionally, most

students expressed satisfaction with the growth mindset teaching approach, indicating a boost in their confidence to learn the Thai language and other subjects. The study recommended the integration of growth mindset with inquiry-based learning in the PYP classroom.

Kuykendall, T. M. (2023). Intersectional program evaluation: Considering race, class, sex, and language in gifted program effectiveness. *Education Sciences*, *13*(7), 719.

https://www.mdpi.com/2227-7102/13/7/719

Keywords: *PYP, gifted education, math achievement, student subgroups, United States*

This study compared the impact of gifted education approaches on elementary student math achievement, based on student race, socioeconomic status, gender, disability, and English learner status. Using an ex post facto quasi-experimental design, the study analyzed mathematics test scores, demographic data, and gifted education participation data obtained from the Ohio Department of Education in the United States. Participants were grades 3 to 5 students, 125,972 who received gifted education services and 23,935 who did not. Gifted education types were the PYP, cluster grouping, pullout enrichment, self-contained gifted classrooms, and subject acceleration. The study found significantly higher math scores for minoritized students who received gifted education compared to those who did not. The study also found that the PYP had positive effects on mathematics scores. The study suggested that there is no universal approach to gifted education and that programming must consider students' demographic identities.

Pham, M. A. (2023). A case study of a small-group EAL intervention for Grade 5 students in an International Baccalaureate (IB) school in Vietnam. *Sunderland Reflective Action in Education Journal*, *2*(2), 53–70.

https://ojs.sunderland.ac.uk/index.php/sunrae/article/view/43

Keywords: *PYP, English as an Additional Language, student peer connection, Vietnam*

This study assessed the impact of an English as an Additional Language (EAL) instructional intervention on elementary students' language skills and peer connections. The research used a mixed method case study design and was carried out in an IB school in Vietnam. Participants included grade 5 students, teachers, and teaching assistants, and data were collected through classroom observations, teacher questionnaires, student assessment data, and interviews with the EAL teacher. The main findings indicated that the EAL intervention had positive impacts on students' language skills, particularly in areas of verbal expression, listening comprehension, and social language, leading to enhanced peer connections. The study suggested the need for more

opportunities for students to practice communication skills outside the classroom, highlighting the importance of a multilingual environment and teacher collaboration to support EAL learners.

Scott-Barrett, J., Johnston, S.-K., Denton-Calabrese, T., McGrane, J. A., & Hopfenbeck, T. N. (2023). Nurturing curiosity and creativity in primary school classrooms. *Teaching and Teacher Education*, *135*, Advanced online publication.

https://doi.org/10.1016/j.tate.2023.104356

Keywords: *PYP, curiosity and creativity, teaching practices, Denmark, France, Germany, Ghana, India, Italy, Netherlands, Norway, Sweden*

This study explored teacher practices that promote elementary student curiosity and creativity. The research used a case study design and was conducted in nine PYP schools in Sweden, Ghana, Germany, India, the Netherlands, Norway, Denmark, France, and Italy. Participants were 22 teachers and 92 students, and data collection consisted of classroom video recordings and interviews with teachers and students. The study found several teaching practices that nurtured curiosity and creativity, such as providing students with choices for self-expression, use of diverse feedback pathways, and fostering self-regulatory learning. In addition, teachers structured the learning environments and tasks to promote decision-making skills and focus among students. The researchers concluded that teacher pedagogical expertise and contextual knowledge are crucial for developing instructional practices that foster student curiosity and creativity.

Triana, H., Abustang, P., Utomo, E., Rakhman, G., & Fahrurrozi, F. (2023). Assessment evaluation using solo taxonomy for measuring levels of critical thinking skills: PYP International Baccalaureate case study. *Jurnal Pengkajian Ilmu dan Pembelajaran Matematika dan IPA IKIP Mataram, 11*(2), 581–595.

https://e-journal.undikma.ac.id/index.php/prismasains/article/view/7894

Keywords: *PYP, critical thinking skills, SOLO taxonomy, Indonesia*

This study assessed PYP students' critical thinking skills using the Structure of Observed Learning Outcomes (SOLO), a taxonomy that classifies critical thinking into five levels of increasing complexity: pre-structural, unistructural, multi-structural, relational, and extended abstract. Using a mixed method design, the study was conducted in two PYP schools in Indonesia. Research participants included 25 fourth grade students and 3 teachers. Data were collected and analyzed from a sample of student assessments and teacher interviews. Results showed that the PYP students demonstrated critical thinking skills across the various levels of the SOLO, with the

highest level observed being extended abstract, indicating a sophisticated understanding and application of knowledge. Recommendations included increased use of the SOLO as a framework for assessing student learning, suggesting that it could be effectively combined with Bloom's taxonomy for a more comprehensive assessment of student learning.

Üzümcü, Ö. (2023). Infographics experiences of International Baccalaureate teacher candidates in educational technologies. *Journal of Educational Technology and Online Learning*, *6*(3), 740–755.

https://dergipark.org.tr/en/pub/jetol/issue/80193/1310400

Keywords: *PYP, infographics, IB Educator Certificate, education technology, Turkey*

This study assessed the effectiveness of using infographics in IB Educator Certificate (IBEC) coursework for increasing teacher candidate subject knowledge. Using a case study design, the research was conducted at a university in Turkey. Participants were twelve IBEC-PYP candidates, including ten teachers, one assistant principal, and one pre-service student. Data were collected from participants' infographic course assignments, pre-tests/post-tests of the Web 2.0 Tool Usage Competency Scale, and a questionnaire. The study found that developing infographics enabled participants to effectively demonstrate their subject knowledge and improve their web tools proficiency. Additionally, participants reported that using infographics allowed them to concisely summarize lessons, increasing their engagement with and comprehension of the content. The researchers recommended using infographics in pre-service teacher education coursework.

Yüksel, Z., Çeliköz, N., Akin, H. B., & Bozkurt, S. H. (2023). The effect of lesson plans based on IB education philosophy and UbD Model on student achievement. *International Journal of Educational Research Review*, *8*(3), 671–681.

https://doi.org/10.24331/ijere.1291417

Keywords: *PYP, social studies education, lesson planning, student achievement, Turkey*

This study examined the impact of social studies lesson plans, developed using the IB Planner and Understanding by Design (UbD), on PYP student achievement. The study used an experimental design and was conducted in an IB school in Turkey. Participants were 320 grade 3 students, with 160 taught using IB and UbD lesson plans and 160 with no change in lesson planning. Data collection involved 36 teachers implementing the new lesson plans and pre-test/post-test social studies assessment scores. The study found that IB and UbD-based lesson plans significantly improved student social studies performance. Additionally, teachers found both approaches to lesson planning benefited all students, including special needs and gifted students.

Wong, J. M. S. (2023). Embracing team heterogeneity: A case study of the collaborative teaching practice in an international kindergarten in Hong Kong. *International Journal of Child Care and Education Policy*, *17*(17).

https://doi.org/10.1186/s40723-023-00120-9

Keywords: *PYP, collaborative teaching, multilingual education, Hong Kong*

This study explored collaborative teaching practices among local and expatriate kindergarten teachers in international schools. Using a case study design, the research was conducted in a PYP school in Hong Kong that offered multilingual instruction. The participants included the school's chief principal, an English co-principal, one Chinese headteacher, two English teachers, two Cantonese teachers, and two Putonghua teachers. Data were collected using multiple methods, including interviews with the chief principal and the headteacher, and open-response questionnaires with the remaining participants. Key findings showed the effectiveness of a "one-teacher-one-language" co-teaching approach in fostering bilingual abilities in students. The study also highlighted the importance of voluntariness in collaboration among teachers. Implications of the study included that a supportive administration and positive school culture that values teamwork are crucial for successful collaborative teaching in a multilingual environment. Recommendations included increasing opportunities for staff to engage with a culturally diverse team and professional development to enhance collaborative skills among teachers.

Zonca, B., & Ambrosy, J. (2023). Using teacher narratives to map policy effects in the Victorian Government International Baccalaureate Primary Years Programme (IB-PYP) context. *Qualitative Research Journal*, Advanced online publication.

https://doi.org/10.1108/QRJ-08-2023-0131

Keywords: *PYP, teacher experiences, local curriculum, Australia*

This study explored how teachers navigate PYP and state curriculum policy. The study used a narrative inquiry design and was conducted in two schools in Australia. Participants were two PYP teachers, a male teacher from a newly established school and a female teacher from a more established school. Data were collected through interviews. The study found that the two teachers navigated policy differently. The male PYP teacher followed standard procedures, which restricted his ability to teach as he wished. The female PYP teacher interpreted policy in a way that supported her educational goals, allowing for more innovative and socially conscious teaching. The researchers concluded that critical engagement with the PYP framework can enhance education that supports democratic values and challenges the rigid guidelines established by state policy.

Dissertations and Theses

Claire, R. (2023). *Theorizing literacy learning for the 21st century: A case study investigation of literacy practices within inquiry learning in the International Baccalaureate Primary Years Programme* [Doctoral dissertation, The University of Queensland].

https://doi.org/10.14264/f3ca737

Keywords: *PYP, literacy instruction, inquiry-based learning, Europe*

This study examined how inquiry-based approaches support PYP students to develop complex literacy skills. Using a case study design, the research was conducted in a school in Australia. Participants were 15 grade five students and their classroom teacher. Main data sources were classroom observations, student work samples, and student interviews. Additional data were collected from interviews with the principal, PYP coordinator, library teacher, and ICT teacher. Results showed that inquiry-based approaches facilitated the development of PYP students' complex literacy skills by encouraging them to locate, evaluate, and communicate information through multimodal texts. Additionally, the study found that peer collaboration fostered students' constructed knowledge and complex literacy skills. Recommendations included embedding challenging and collaborative learning opportunities to support student complex literacy learning.

Cooper-Prince, F. R. (2023). *The phenomenon of change: Determining the level of coherence in adopting IB PYP in an underserved suburban-urban school district* [Doctoral dissertation, Hofstra University].

https://www.proquest.com/docview/2860457552/abstract/AAD17B29BC9F4E62PQ/1

Keywords: *PYP, IB school authorization, Coherence Framework, United States*

This study explored the alignment of PYP school authorization processes with the Coherence Framework—a model for transformation with four domains for fostering coherence: focused direction, cultivating a collaborative culture, deepening learning, and securing accountability. Using a case study design, the research was conducted in six elementary schools in the United States. Participants were the principals and PYP coordinators, with data collected via interviews and PYP authorization-related documents. The study found that PYP authorization processes are aligned with all four Coherence Framework domains and improved engagement within the school community, and that collaborative practices and professional development helped sustain the transformation. Recommendations included that school leaders in similar districts incorporate the Coherence Framework into their action plans for school transformation and reform.

Jamal, S. K. (2023). *Ethnocultural pluralism and the International Baccalaureate Primary Years Programme* [Doctoral dissertation, University of British Columbia].

https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/24/items/1.0434278

Keywords: *PYP, ethnocultural pluralism, international mindedness, global*

This study examined the extent to which PYP curriculum and pedagogical practices reflect ethnocultural pluralism—a component of international mindedness that calls for respect for and engagement with diverse ethnic and cultural groups and perspectives. The study used a critical discourse analysis design and was conducted with three PYP-implementing schools located in Africa, the Middle East, and North America. Sources of data were the official IB website and 89 Grades 1 to 5 unit planners. The study found that although there is a strong theoretical commitment to ethnocultural pluralism in the PYP, the schools' unit planners showed inconsistent applications of it. The study identified that the unit planners typically overlooked significant portions of the world's population, particularly those from Africa and Asia, and that discussions on world religions and controversial issues were often minimal or avoided altogether. The research recommended that more concrete guidance and support should be provided for teachers to embed ethnocultural pluralism and international mindedness effectively within the classroom.

Molloy, K. L. (2023). *Honoring cultural diversity in an international school: How culturally responsive practices support teacher collaboration* [Doctoral dissertation, East Carolina University].

http://hdl.handle.net/10342/12805

Keywords: *PYP, culturally responsive practices, community of practice, Ethiopia*

This study identified and implemented culturally responsive practices and assessed the extent to which they foster equitable and cooperative environments for local and expatriate school staff in an international school. Using a participatory action research design, the study was conducted at an IB school in Ethiopia. Participants included the school's PYP leadership team, teachers, and educational assistants, with data gathered through interviews, observations, reflective memos, community learning exchanges, and focus groups. The study revealed notable cultural dissonance among staff, which served as a barrier to collaboration. The implementation of deliberate activities and strategies that acknowledged staff members' dignity, value, and personal identity, as well as cultural backgrounds, was found to reduce these barriers, fostering better understanding and cooperation among staff. The researcher generated a framework for use by similar schools to advance cross-cultural understanding and collaboration in diverse educational settings.

Book Chapters

Tsiledaki, E., Kassotaki, I., & Palaiologou. (2023). Teachers' attitudes and practices for promoting multilingualism: A case study of an international school in the Netherlands. In *Rethinking Intercultural Education in Times of Migration and Displacement* (pp. 38–54). Cambridge Scholars Publishing.

https://www.cambridgescholars.com/product/978-1-5275-2884-0

Keywords: *PYP, multilingualism, teacher beliefs and practices, Netherlands*

This study featured in this book chapter explored PYP teachers' experiences with implementing practices that foster multilingualism. The research used a case study design and was conducted in an English medium of instruction international IB school in the Netherlands. Participants were eight PYP teachers, one of whom was the PYP coordinator and another the coordinator of the English Language Arts (ELA) department. Data were collected through questionnaires and interviews. Additional data were collected through reviews of school policies and teachers' lesson plans. The study found that PYP teachers actively promoted multilingualism through daily and weekly routines, informal and formal teaching, the arts, and parental involvement. Additionally, the study found that the ELA department played a crucial role in supporting students with limited English proficiency by placing them with same-language peers and providing individualized support. However, challenges such as communication barriers, teachers' lack of second language acquisition training, and the absence of clear multilingual curricular outcomes were noted. Recommendations included setting specific multilingual outcomes, offering teacher professional development, and establishing home language classes to enhance multilingualism.

Conference Presentations

Murray, A. K., & Lee, J. (2023, April 13-16). *Leveraging learner agency to support practices for trauma-informed teaching: Lessons from Montessori, Reggio Emilia, Waldorf, project-based learning and the International Baccalaureate Primary Years Program*. [Presentation paper]. American Educational Research Association (AERA) Annual Conference. Chicago, IL, United States.

https://doi.org/10.3102/2017497

Keywords: *PYP, student agency, trauma-informed practices, global*

This conference paper summarized a study that compared six student-centered teaching and learning approaches for increasing agency among students dealing with traumatic experiences.

The study utilized a meta-narrative synthesis design to review the practices of the PYP, Montessori, Waldorf, Reggio Emilia, project-based learning, and inquiry-based learning. Among the study's findings was that the PYP incorporates international-mindedness and recognizes the importance of context in develop caring, active learners. In addition, the study found that Montessori and Waldorf approaches use experiential learning and following students' interests to increase learner agency, while project- and inquiry-based learning approaches actively engage students in their own education through student-driven projects and questions. The study culminated its findings with a conceptual map that demonstrated integration across trauma-informed practices, highlighting key principles and how they support students experiencing trauma.

Middle Years Programme (MYP) Studies

IB-Commissioned Studies

Wright, E., Bryant, D. A., Keung, C., Walker, A., Hassan, K. S., & Lun, L. W. Y. (2023). *Personal project: Outcomes of the IB Middle Years Programme's capstone experience*. International Baccalaureate Organization.

https://www.ibo.org/research/outcomes-research/myp-studies/personal-project-outcomes-of-the-international-baccalaureate-middle-years-programmes-capstone-experience-2023/

Keywords: *MYP, Personal Project, DP academic performance, global*

This study explored the long-term outcomes of the Personal Project, the capstone assignment for MYP students. The study employed a mixed methods design using two sources of data: Personal Project scores from 66,698 MYP students globally and interviews with 107 MYP students and administrators across six IB continuum schools in Hong Kong, Peru, Korea, Qatar, the United States, and Zambia. A key finding was that students' Personal Project scores were associated with higher subsequent performance on DP examinations and the Extended Essay. Furthermore, the study found that DP students who participated in the Personal Project achieved higher scores on DP examinations and the Extended Essay compared to DP students who did not participate in the Personal Project. Finally, completion of the Personal Project was associated with increased opportunities for students to build their skills for self-management, critical thinking, communication, and research. The study recommended ways for schools and the IB to further support the Personal Project experience, such as providing targeted support to newly authorized schools and enhancing the role of the IB Educator Network.

Journal Articles

Adly Gamal, M. (2023). Educating the glocalised citizen: Fusing Islamic values with global citizenship in an international school in Qatar. *Globalisation, Societies and Education*, Advanced online publication.

https://doi.org/10.1080/14767724.2023.2292631

Keywords: *MYP, DP, Islamic values, global citizenship education, international mindedness, Qatar*

This study explored the intersection between Islamic values and the principles of global citizenship education (GCE) within an international school context. Using an ethnographic case study design, the research was conducted at an international school in Qatar, offering the MYP and DP and

primarily serving a local student population. Data were collected through observations of the schools' daily routines, whole-school ceremonies, and activities organized by the school's Islamic Studies department. Additional data were collected through interviews with six Islamic studies teachers each of whom were interviewed twice over the course of the study. Key findings showed that the school successfully integrated Islamic teachings and global citizenship ideals within its curriculum without cultural dissonance. For example, school-wide assemblies were adapted to begin with Quranic verses and included discussions that intertwined Islamic values with the IB learner profile traits. The DP's Creativity, Action, and Service (CAS) program was used to foster a sense of belonging to the Islamic Ummah (community). The study concluded that the school's approach provides a model for incorporating local Islamic values into a global education framework, addressing concerns about the erosion of cultural identity in international education.

Badham, L. (2023). Statistically guided grading judgements: Contextualisation or contamination? *Oxford Review of Education*, Advanced online publication.

https://doi.org/10.1080/03054985.2023.2290640

Keywords: *MYP, DP, grading award, statistical evidence, examiner decision-making, global*

This study aimed to investigate the effect of statistical evidence on IB examiners' grading decisions and the integration of judgmental and statistical evidence in the grade-awarding process. A mixed method design was used to conduct a trial replicating the IB grade award processes across nine DP and MYP exams in five subjects. Two models of grade awarding were used for comparison: an extended model in which examiners had access to statistical evidence and teacher feedback on exams, and a limited model in which examiners graded scripts without access to additional evidence. Participants included 25 examiners and 5 subject managers, who engaged in grading scripts and responded to feedback questionnaires, with 15 also participating in focus groups. The results of the study indicated that both the extended and limited models of grading led to broadly similar results, suggesting a minimal influence of statistical evidence on the overall outcomes of grade awards. Notably, the study also revealed that examiners' grading judgments aligned more closely with statistically recommended boundaries when they did not have access to additional contextual evidence, indicating that providing contextual data does not necessarily promote alignment of examiners' grades with statistical recommendations. The researchers' recommendations included allowing IB examiners to access statistical evidence after rather than before grading to prevent potential judgment contamination.

Ferguson, C., & Brett, P. (2023). Teacher and student interpretations of global citizenship education in international schools. *Education, Citizenship and Social Justice*, Advanced online publication.

https://doi.org/10.1177/17461979231211489

Keywords: *MYP, global citizenship education, perceptions, Australia, Finland, Netherlands*

The purpose of this study was to explore the ways that global citizenship education (GCE) is understood and experienced in international schools. The study used a phenomenological research design and was conducted in three MYP schools located in Australia, Finland, and the Netherlands. Participants were three school directors, five MYP teachers or school leaders and fourteen MYP students and data were collected through interviews with all participants. The study found that students understood and experienced GCE through a sense of global community, curriculum-based community service, charity, and student activism. In contrast, teachers and school leaders demonstrated uncertainty regarding GCE and resorted to superficial celebrations of global citizenship or limited interculturalism without critique. The study concluded that while international schools aimed to nurture global citizenship, they generally relied on shallow pedagogies and methods that did not critically address global inequities. Recommendations included that international schools should review and enhance their GCE practices by adopting more social justice-oriented approaches.

Hung, L., & Liu, M. (2023). From a public school to an IB school: Experiences and challenges for curriculum transformation in a junior high school in Taiwan. *Asia Pacific Education Review*, Advance online publication.

https://doi.org/10.1007/s12564-023-09884-8

Keywords: *MYP, IB programme implementation, school transformation, Taiwan*

This study examined the transformation of a public middle school into an MYP school. Using a case study design, the study was conducted in a school in Taiwan. Participants were 26 teachers and 5 administrators, with data collected through document analysis, observations, and interviews. The study found that the MYP transformation was motivated by the school's need for survival in the face of declining student enrollment. Challenges faced in the transformation included aligning the MYP with the national curriculum, changing teachers' mindsets, and restructuring the school organization. The researchers concluded that despite these challenges, adoption of the MYP empowered teachers to use innovative teaching practices, which allowed them to better reconcile the MYP and national curricula. In turn, this facilitated ongoing teacher professional growth.

Johnston, S.-K., McGrane, J. A., Vendrell-Morancho, M., & Hopfenbeck, T. N. (2023). A multi-country comparison of lower secondary students' critical thinking under the International Baccalaureate and national curricula. *Review of Education*, *11*(3), Advance online publication.

https://doi.org/10.1002/rev3.3442

Keywords: *MYP, critical thinking skills, national curricula, Australia, England, Norway*

This study examined and compared thinking skills among students enrolled in MYP schools and their peers in non-MYP schools. The study used propensity score matching and regression approaches and was conducted across 21 schools located in Australia, England, and Norway. Participants were 870 students in grades 9 and 10 enrolled in MYP (n = 386) and national curriculum programs (n = 484). Data were collected and analyzed on students' critical thinking, cognitive, non-cognitive, and background characteristics. The study found that MYP students generally exhibited moderately higher levels of critical thinking skills than their non-MYP peers. This difference was found across both grade levels and among the Australian and English students, but not among the Norwegian students. The researchers suggested that curricula which explicitly focus on critical thinking, such as the MYP, are effective in fostering these skills among students.

Kwong, C.-Y. C., & Churchill, D. (2023). Applying the activity theory framework to analyse the use of ePortfolios in an International Baccalaureate Middle Years Programme sciences classroom: A longitudinal multiple-case study. *Computers & Education*, Advanced online publication.

https://doi.org/10.1016/j.compedu.2023.104792

Keywords: *MYP, ePortfolios, technology integration, science education, Hong Kong*

This study assessed the impact of integrating electronic portfolios (ePortfolios) into MYP science classrooms. An ePortfolio is a digital collection of artifacts that showcase students' work and is used to document and assess students' performance over time. Using a case study design, the study was conducted in an IB school in Hong Kong. Participants were eight MYP students and data were collected from their science ePortfolios and from interviews. The study identified several barriers to effective ePortfolio use, including students' inconsistent updates to their ePortfolio, lack of technology skills, and unfamiliarity with and conflicting expectations for feedback, which impacted their artifact inclusion and removal decisions. The study recommended integrating ePortfolio activities into classroom routines and addressing the challenges students encountered, for more consistent and effective ePortfolio use and impact on student learning.

Norman, T. D. (2023). Using GarageBand for Mac in the International Baccalaureate Middle Years Programme. *Journal of General Music Education*, Advanced online publication.

Keywords: *MYP, music education, GarageBand IB assessment, Australia*

This study explored the efficacy of using *GarageBand for Mac*, a music composition software, in MYP Arts classrooms. This qualitative case study was carried out in the researcher's music classroom at an MYP school in Australia. Participants were an unspecified number of MYP Year 2 students who participated in a music composition activity as part of their class assignment. Data collection centered on the students' use of GarageBand for Mac to create compositions that demonstrated their understanding and application of musical texture. Key findings revealed that GarageBand for Mac effectively engaged students by allowing them to connect with music composition in ways reflective of their experiences with popular culture. The research also found that the task facilitated authentic learning experiences and differentiation among students. The study concluded that carefully constructed activities using GarageBand for Mac can offer authentic and challenging learning opportunities that align within the MYP framework, which emphasizes critical and creative thinking for students.

Poddar, P. (2023). Teachers' perceptions of criteria-based assessment model of the International Baccalaureate Middle Years Program. *Education Journal Magazine*, *3*(2), 43–48.

Keywords: *MYP, criterion-based assessment, teacher perceptions, India*

The purpose of this study was to explore MYP teachers' and coordinators' perceptions of criterion-based assessment (CBA) teaching and learning practices. The study employed a survey research design and was conducted in an IB continuum school in India. The research involved administering questionnaires to 15 teachers of MYP languages, science, mathematics, design, and Individuals and Societies courses. Additionally, interviews were conducted with two MYP coordinators and three MYP teachers regularly involved in the CBA process. The findings indicated that teachers' understanding of assessment criteria was limited by misconceptions and prior educational experiences, which impacted their capacity to effectively use assessment rubrics and to align assessment tasks with the established criteria. Additionally, the study found that teachers struggled with time constraints and workload associated with setting performance levels and providing timely feedback. The study highlighted the need for continuous professional development and mentoring to enhance teachers' understanding and implementation of CBA.

Sandoval, S., & Lamb, J. A. (2023). Gamification: The experiences of International Baccalaureate (IB) teachers shared. *International Journal of Technology in Education*, *6*(2), 187–202.

https://doi.org/10.46328/ijte.375

Keywords: *MYP, gamification, teacher perspectives, United States*

This study examined MYP teachers' experiences with implementing gamification systems in their classrooms. The study used a mixed methods design and was conducted in a school in the United States. Participants were twelve MYP teachers who attended a workshop on gamification and alignment with the IB Approaches to Learning (ATL) skills. Data were collected through pre- and post-implementation questionnaires on teacher knowledge, attitudes, and experiences with gamification. In addition, interviews were conducted with the teachers at the end of a two-week implementation period. The study found that teachers initially had positive views about implementing gamification systems. However, their perceptions changed as technological challenges posed significant obstacles, including one notable incident of a security breach that led to the cessation of the gamification system in one grade. Additionally, while some teachers reported positive changes in their knowledge and attitudes towards gamification, others experienced negative aspects, such as feeling that the system felt inorganic and did not allow for authentic student responses. The study recommended that for effective implementation of gamification, teacher professional development should be ongoing and context specific.

Spencer, J. (2023). Working together: Why language policies of international schools must evolve to incorporate collaborative strategies between EAL and the mainstream. *Journal of Research in International Education*, *22*(3), 222–239.

https://doi.org/10.1177/14752409231213844

Keywords: *MYP, English as an Additional Language, teacher collaboration, Ukraine*

This study explored collaborative teaching in MYP classrooms among English as an Additional Language (EAL) and subject teachers. Using a case study design, the research was conducted in a school in Ukraine. Data were collected from interviews and focus groups with an unspecified number of MYP subject and EAL teachers, and observations of teacher co-planning meetings. Results showed that barriers to effective collaboration between EAL and subject teachers included scheduling conflicts and inadequate planning time. The study also found that co-planning ahead and involving EAL teachers in professional development improved classroom support for EAL learners. Recommendations included that school language policies should build in co-planning time and professional development and that EAL teachers should lead these efforts.

Termaat, A. (2023). Framing, classification, and conceptual linkages: What can interdisciplinary practice in small secondary schools contribute to the curriculum conversation? *The Curriculum Journal*, Advanced online publication.

https://doi.org/10.1002/curj.229

This study assessed the implementation of interdisciplinary units (IDUs) and their integration in MYP curriculum. Using a mixed method design, the research was carried out in five English-medium MYP schools, four located in Denmark and one in Norway. Participants were 36 teachers, and data were collected through surveys and interviews with 9 of them. In addition, the researcher analyzed a sample of teachers IDU outlines. The study found that the timeframe for IDU implementation did not significantly change as students progressed through the MYP, with IDUs typically spanning eight weeks, which was found to be similar to the duration dedicated to traditional subjects. In terms of design features, the study found that nearly all subject pairings were feasible for IDUs, and there was no evidence of significant changes in subject pairings as students moved through the MYP. Additionally, the study found that teachers valued IDUs for enabling students to connect knowledge across disciplines and develop metacognitive skills. The researcher concluded that the consistent implementation of IDUs, as found in the research schools, highlighted the potential for sustainable interdisciplinary practice within the MYP framework.

Termaat, A. (2023). Nurturing interdisciplinary practice in small secondary schools. *Cogent Education*, *10*(2), Advance online publication.

https://doi.org/10.1080/2331186X.2023.2225003

This study explored MYP teacher experiences with designing and implementing interdisciplinary units (IDUs). The study used a mixed method design and was conducted in five schools in Norway and Denmark. Data were collected through a survey completed by 36 teachers and interviews with 9 teachers in Norwegian schools. Results showed that teachers viewed the collaborative nature of designing and implementing IDUs as positive, but it required more time than was allocated by the schools. The study identified four necessary school structures and practices for fostering a supportive environment for interdisciplinary education and for addressing the challenges of IDU design and implementation. These were: (1) sufficient collaborative planning time, (2) flexible

scheduling to allow for common teacher release times, (3) pairing teachers in shared workspaces, and (4) providing IDU design and development professional development opportunities.

Dissertations and Theses

Knudsen, L. (2023). *"Cause I like working when I'm happy": A case study of students in linguistic vulnerability and verbal interactions with peers in the social studies classroom* [Master's thesis, Malmö University].

https://urn.kb.se/resolve?urn=urn:nbn:se:mau:diva-60937

Keywords: *MYP, developmental language disorders, Individuals and Societies, Sweden*

The purpose of this study was to describe the experiences of MYP teachers and students with linguistic vulnerability (language impairments) during verbal peer interactions in Individuals and Societies (I&S) classrooms. The research employed a case study design and was conducted in two IB schools located in Sweden. Participants included three MYP students with linguistic vulnerability and their teachers, with data collected through observations of I&S lessons and interviews. The findings indicated that students with linguistic vulnerability either perceived their peers as supportive or obstructive in verbal interactions, which influenced their levels of classroom participation. The study also found that teachers reported experiencing challenges in effectively supporting these students. The researcher underlined the important role of special education teachers in enhancing the inclusiveness of classroom learning environments and recommended a collaborative approach between special education and subject teachers to better structure interactive activities and address the students' language and social needs.

Moseley, A. C. (2023). *One year impact of the Advancing Coping and Engagement (ACE) program on Advanced Placement and International Baccalaureate student success* [Doctoral dissertation, University of South Florida].

https://www.proquest.com/docview/2846526517/abstract/D6F921FFD85C4BD5PQ/1

Keywords: *MYP, academic stress, coping strategies, United States*

The purpose of this study was to assess whether the academic and social-emotional impacts of the Advancing Coping and Engagement (ACE) program were sustained one year after students completed the program. The ACE program targets ninth grade MYP and Advanced Placement (AP) students, aiming to promote coping and connectedness while addressing elevated levels of academic stress as students prepare to enroll in high school accelerated curriculum programs. Utilizing secondary data analysis, the study was conducted in the United States with 336 tenth

graders who had previously participated in the ACE impact study, either in the treatment or control group. The analyzed data included student social-emotional state, course grades, and test scores. The study found sustained impacts of the ACE program in areas such as sense of belongingness at school, in-class participation, and eustress (positive stress related to being engaged, motivated, and appropriately challenged). Newly observed effects emerging one year after program completion included enhanced engagement in extracurricular activities and reduced externalizing problems. Furthermore, a higher percentage of ACE participants continued their enrollment in MYP/AP courses into tenth grade compared to counterparts in the control group. However, nearly half of the students in both treatment and control groups still demonstrated a need for additional support. The recommendations included a call for incorporating similar social-emotional learning programs in schools to bolster student resilience and success over time.

Phillips, C. (2023). *School culture's influence on curriculum development: A case study of the Middle Years Programme at an International Baccalaureate school in Latin America* [Master's thesis, Tampere University of Applied Sciences].

http://www.theseus.fi/handle/10024/805653

Keywords: *MYP, curriculum development, teacher and leader perceptions, Latin America*

This study examined the influence of school culture on MYP curriculum development practices. Using a mixed method case study design, the research was carried out in an MYP school in Latin America. Participants were 29 classroom teachers and teaching assistants, and data were collected through a modified version of the School Culture Survey. Additional data were collected through interviews with an unspecified number of school leaders, teachers, and teacher leaders. The study found that supportive and collegial staff relationships were among the features of the school's culture that facilitated effective curriculum development processes. However, the study also found that teachers reported adequate involvement in curriculum development decision-making and a lack of recognition for their willingness to engage in experimentation with curriculum design. Additional challenges included tensions that emerged within interdisciplinary curriculum design teams due to differing subject philosophies and external examination requirements. Recommendations included that schools enhance collaborative curriculum development practices, protect teachers' collaborative planning time in school schedules, and reduce tensions between differing curriculum philosophies and exam requirements.

Conference Presentations

Wright, E. T. M., Bryant, D. A., Keung, P. C. C., & Walker, A. D. (2023, April 13-16). *The International Baccalaureate's Personal Project: Socially classed experiences and outcomes*. [Presentation abstract]. American Educational Research Association (AERA) Annual Conference. Chicago, IL, United States.

https://convention2.allacademic.com/one/aera/aera23/index.php?cmd=Online+Program+View+Paper&selected_paper_id=2016809&PHPSESSID=5bhfkqeabtoa4dgcsp8e3jjik9

Keywords: *MYP, Personal Project, socio-economic status, inequities, global*

This study summarized in this conference paper abstract examined how socioeconomic class inequities impact IB students' experiences and outcomes. Using a quantitative research design, the study was conducted across 108 countries. The participants were 66,698 students and their MYP Personal Project scores comprised the data for the study. Additional data were obtained through interviews with 107 students across six countries. The results showed that private school attendance and not participating in programs for free or reduced-price meals were associated with higher DP achievement. The interview findings highlighted how family and school resources linked to social class could create inequalities in realizing educational benefits from the Personal Project.

IB-Commissioned Studies

Ecctis. (2023). *Benchmarking selected IB language courses to the Common European Framework of Reference for Languages*. International Baccalaureate Organization.

https://www.ibo.org/research/assessment-research/research-studies/cefr/

Keywords: *DP, CP, language proficiency assessment, CEFR, Europe*

This study assessed the alignment of DP language course proficiency standards for English, French, German, and Spanish with the Common European Framework of Reference for Languages (CEFR) standards. The CEFR is widely used by many European universities, and a B2 level is the most common minimum language proficiency required for undergraduate and postgraduate admissions. The study was carried out through benchmark analyses of DP language subject guides, assessments and tasks, and samples of student assessment papers. Results indicated that the DP language assessments for Language A and Language B generally align with the CEFR levels from A2+ to B2+ depending on the language and level of study. The report included recommendations for improving language teaching within the DP framework to further enhance alignment with the CEFR standards.

Ecctis. (2023). *DP country alignment studies: Alignment of the Diploma Programme with the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS)*. International Baccalaureate Organization.

https://ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/united-states-alignment-of-the-dp-with-the-common-core-state-standards-and-the-next-generation-science-standards/

Keywords: *DP, curriculum alignment, mathematics, English, sciences*, CCSS*, NGSS, United States*

This study examined the alignment between DP mathematics and English courses and the Common Core State Standards (CCSS) for mathematics (CCSSM) and CCSS for English language arts as well as alignment between DP sciences (biology, chemistry and physics) and the Next Generation Science Standards (NGSS). The researchers conducted content analysis of key documents to compare the learning outcomes, content, and demand between the DP courses and the corresponding CCSS and NGSS standards. In terms of learning outcomes, there was moderate alignment between DP standard level (SL) and higher level (HL) mathematics and the CCSSM and high alignment between DP SL and HL English and the CCSS for English. Additionally, there was

high alignment in learning outcomes between DP SL and HL sciences and the NGSS. With regard to content alignment, DP HL mathematics had more breadth and depth than the CCSSM and DP SL and HL English offered greater depth, particularly by encouraging metacognitive thinking. DP HL sciences had considerably more content that the NGSS. In demand, all DP SL and HL mathematics courses notably surpassed the CCSSM while DP SL English matched the demand of the CCSS and DP HL exceeded it. All DP SL and HL science courses surpassed the NGSS in demand.

Ecctis. (2023). *DP country alignment studies: Alignment of the DP with the Ontario Secondary School Diploma (OSSD)*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/canada-alignment-of-the-dp-with-the-ontario-secondary-school-diploma/

Keywords: *DP, curriculum alignment, mathematics, sciences, OSSD, Canada*

This study assessed the alignment in learning outcomes, content, and demand between DP mathematics and sciences courses and comparison courses from the Ontario Secondary School Diploma (OSSD) for Ontario, Canada. The study employed content analysis of relevant documentation and curriculum. Results on learning outcomes showed high alignment between OSSD subjects and all DP mathematics and science subjects at the standard level (SL) and higher level (HL). Key findings on content alignment in mathematics included greater alignment between grade 12 OSSD and DP courses compared to grade 11 courses, with DP HL mathematics courses covering more content than OSSD mathematics. In the sciences, OSSD chemistry and biology slightly exceeded the content of DP SL chemistry and biology, and in certain areas, OSSD physics content had greater depth than DP SL physics. However, all DP HL science courses covered content with broader depth and breadth compared to their OSSD counterparts. In terms of demand, results showed that DP SL and HL mathematics courses exceeded OSSD courses, with differences particularly pronounced in HL courses. In science subjects, DP SL courses were comparable in demand to OSSD science courses, but DP HL science courses notably exceeded the OSSD courses.

Ecctis. (2023). *DP country alignment studies: Alignment of the DP with the Spanish Bachillerato (SB)*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/alignment-of-the-diploma-programme-with-the-spanish-bachillerato/

Keywords: *DP, curriculum alignment, mathematics, sciences, economics, business*, *SB*, *Spain*

This study assessed the alignment of DP mathematics, sciences, economics, and business standards with comparison courses from the Spanish Bachillerato (SB), the national upper

secondary curriculum of Spain. The study was conducted through a review and analysis of relevant curricular documentation for the DP and SB, and comparative analyses were conducted on learning outcomes, content, and demand. Results showed a high degree of alignment in learning outcomes across the DP and SB mathematics, sciences, economics, and business courses reviewed. In mathematics, the SB courses shared considerable content with DP at the standard level (SL) and higher level (HL) and reflected similar levels of cognitive demand. In the sciences, DP courses had greater content overlap with second-year SB science courses, while DP HL science courses surpassed the levels of demand compared to their SB counterparts. In economics, DP SL economics had considerable content overlap but slightly less demand than SB economics. However, SB economics only partially aligned content-wise and was less demanding than DP HL economics. In business, SB courses showed moderate content overlap with DP SL, and limited overlap with DP HL content. The demand in both DP SL and HL business courses exceeded that of SB business.

Ecctis. (2023). *DP country alignment studies: Alignment of the DP with the Victorian Certificate of Education (VCE)*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/australia-victoria-alignment-of-the-dp-with-the-victorian-certificate-of-education/

Keywords: *DP, curriculum alignment, mathematics, sciences, history, VCE, Australia*

This study determined the alignment between DP mathematics, sciences, and history courses with comparison courses from the Victorian Certificate of Education (VCE) in Victoria, Australia. The research utilized a comparative content analysis approach to assess learning outcomes, content, and demand. Results showed low to moderate learning outcomes alignment between DP and VCE mathematics courses, and high alignment between the science and history courses. In mathematics, the study found that content-wise, there was varying overlap between DP standard level (SL) and VCE courses, while DP higher level (HL) courses offered more breadth and depth. In terms of demand, DP SL mathematics courses were more challenging than the majority of VCE subjects, while DP HL surpassed the demand level of all VCE mathematics subjects. In the sciences, in terms of content, VCE science courses covered most DP SL science content, but DP HL science courses offered a broader scope in both breadth and depth. Demand-wise, VCE sciences were similar to DP SL science courses; however, the DP HL science courses offered a greater depth of knowledge, volume of work, and more challenging areas. In history, there was substantial content overlap between VCE history and both DP SL and HL history. While the demand was comparable between VCE and DP SL history, DP HL history had more depth and volume of work.

Ecctis. (2023). *DP country alignment studies: Alignment of the Finnish National Core Curriculum (FNCC) for General Upper Secondary Education*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/finland-alignment-of-the-dp-with-the-finnish-national-core-curriculum-for-general-upper-secondary-education/

Keywords: *DP, curriculum alignment, mathematics, sciences, FNCC, Finland*

This study aimed to assess the degree of alignment between DP mathematics and sciences courses and comparison courses from the Finnish National Core Curriculum (FNCC). The study involved a review and analysis of relevant curricular documentation for the DP and the FNCC, and comparative analyses along several dimensions, including learning outcomes, content, and demand. The study found a high degree of alignment in learning outcomes between all DP mathematics and science subjects at both the standard level (SL) and higher level (HL) and FNCC courses. In mathematics, key content alignment findings included that DP mathematics overall, and the HL courses in particular, offered greater breadth and depth of content compared to the FNCC. Regarding demand, the FNCC advanced syllabus showed similar levels to DP mathematics SL but did not reach the demand level of the DP mathematics HL courses. In the sciences, content alignment findings showed alignment between FNCC and both SL and HL courses, with chemistry and biology displaying stronger alignments than physics. In terms of demand, FNCC sciences overall closely matched DP SL, while DP HL courses were found to be more demanding than the FNCC courses.

Ecctis. (2023). *DP country alignment studies: Alignment of the French Baccalauréat (FB)*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/alignment-of-the-diploma-programme-with-the-french-baccalaureat/

Keywords: *DP, curriculum alignment, mathematics, sciences, philosophy, FB, France*

This study examined the alignment between DP mathematics, DP sciences and DP philosophy courses and comparison courses from the French Baccalauréat (FB). The research utilized a content analysis approach to compare DP and FB learning outcomes, content, and demand. Results showed that learning outcomes alignment with the FB courses was moderate for DP mathematics courses, and high for DP science and DP philosophy courses. There was moderate content overlap between DP and FB mathematics courses. In the sciences, DP standard (SL) courses aligned more closely with FB science courses than with DP higher level (HL) courses. For philosophy, while there was moderate overlap between DP and FB courses, the content overlap

between theory of knowledge (TOK) and FB philosophy was limited. Regarding demand, results showed that DP HL mathematics courses exceeded the demand of both FB mathematics courses. In the sciences, DP SL courses were marginally more demanding, while DP HL courses exceeded the demand of FB science courses. In philosophy, DP HL and TOK both surpassed the demand level of FB philosophy.

Ecctis. (2023). *DP country alignment studies: Alignment of the Singaporean GCE A Level (SGA)*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/singapore-alignment-of-the-dp-with-the-singaporean-gce-a-level/

Keywords: *DP, curriculum alignment, mathematics, sciences, Singapore*

This study assessed the alignment between DP mathematics and sciences with comparison courses from the Singaporean General Certificate of Education Advanced Level (SGA). The research utilized a comparative content analysis of learning outcomes, content, and demand. Results showed that learning outcomes alignment was high between SGA courses and all DP standard level (SL) and higher level (HL) mathematics and science courses. In mathematics, SGA Higher (H)1 mathematics overlapped with but had less content than DP SL mathematics, while SGA H2 was similar in scope to DP HL. The H2F and H3 subjects were beyond the scope of DP mathematics. In terms of demand, DP SL and HL mathematics substantially surpassed H1 mathematics. SGA H2 was comparable to DP SL in demand but paralleled DP HL in depth of knowledge. SGA H2F and H3's demand levels closely resembled those of DP HL mathematics courses. In science, considerable content overlap was found between DP physics and chemistry and their SGA counterparts, with moderate overlap in biology. Demand-wise, DP SL courses greatly exceeded SGA H1, and DP SL and HL surpassed SGA H2 and H3 courses respectively.

Ecctis. (2023). *DP country alignment studies: Alignment of the South Korean High School Certificate of Graduation (KHSCG)*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/south-korea-alignment-of-the-dp-with-the-south-korean-high-school-certificate-of-graduation/

Keywords: *DP, curriculum alignment, mathematics, sciences, KHSCG, South Korea*

This study determined the degree of alignment between select DP mathematics and sciences courses and comparison courses from the South Korean High School Certificate of Graduation (KHSCG). Utilizing a content analysis design, the study was carried out through a comparison of DP

and KHSCG learning outcomes, content, and demand. Results showed high alignment in learning outcomes between KHSCG courses and DP mathematics and science courses at the standard level (SL) and higher level (HL). In mathematics, the KHSCG mathematics pathway aligned more with DP's analysis and approaches than with applications and interpretation at both SL and HL, with significant alignment to analysis and approaches HL. Demand-wise, KHSCG mathematics paralleled DP SL courses in difficulty, while DP HL courses were more demanding. KHSCG biology had more content than the DP SL course, but had less depth and content than DP HL; KHSCG chemistry had similar breadth and depth to DP HL chemistry; and KHSCG physics had less breadth and depth than both SL and HL physics. Demand-wise, KHSCG sciences aligned closely with DP SL sciences, but DP HL science subjects were more demanding across all categories.

Reports

Kirmani, N. (2023). *The changing face of teaching and learning: An empirical study to explore the impact of technology-enhanced learning on pedagogy, assessment and learning environments in International Baccalaureate Diploma Programme schools.* International Baccalaureate Organization.

https://ibo.org/research/research-resources/jeff-thompson-research-award-winners-studies/the-changing-face-of-teaching-and-learning/

Keywords: *DP,* technology-enhanced learning*, COVID-19 pandemic, artificial intelligence, global*

This study examined the effects of technology-enhanced learning on DP pedagogy, assessment, and learning environments. The study used a mixed method design and was carried out in two stages. The first stage surveyed 80 DP teachers, coordinators, and administrators globally on their transition to online learning during the COVID-19 pandemic, using questionnaires and interviews for data collection. The second stage investigated the use of artificial intelligence (AI) in a DP mathematics course at a case study international school in the United Kingdom. Participants were six students and their teacher, with data collected via surveys and interviews. The global survey results indicated that teachers faced several challenges with online instruction, including inadequate technology and low student engagement. Findings from the case study revealed that the use of AI enhanced student motivation and engagement, by facilitating personalized learning supports and self-paced and self-directed learning opportunities. The study recommended integrating digital technologies into DP teaching methods.

Journal Articles

Adly Gamal, M. (2023). Educating the glocalised citizen: Fusing Islamic values with global citizenship in an international school in Qatar. *Globalisation, Societies and Education*, Advanced online publication.

Keywords: *DP, MYP, Islamic values, global citizenship education, international mindedness, Qatar*

This study explored the intersection between Islamic values and the principles of global citizenship education (GCE) within an international school context. Using an ethnographic case study design, the research was conducted at an international school in Qatar, offering the MYP and DP and primarily serving a local student population. Data were collected through observations of the school's daily routines, whole-school ceremonies, and activities organized by the school's Islamic Studies department. Additional data were collected through interviews with six Islamic Studies teachers, each of whom was interviewed twice over the course of the study. Key findings showed that the school successfully integrated Islamic teachings and global citizenship ideals within its curriculum without cultural dissonance. For example, school-wide assemblies were adapted to begin with Quranic verses and included discussions that intertwined Islamic values with the IB learner profile traits. The DP's Creativity, Action, and Service (CAS) program was used to foster a sense of belonging to the Islamic Ummah (community). The study concluded that the school's approach provides a model for incorporating local Islamic values into a global education framework, addressing concerns about the erosion of cultural identity in international education.

Badham, L. (2023). Statistically guided grading judgements: Contextualisation or contamination? *Oxford Review of Education*, Advanced online publication.

Keywords: *DP, MYP, grading award, statistical evidence, examiner decision-making, global*

This study aimed to investigate the effect of statistical evidence on IB examiners' grading decisions and the integration of judgmental and statistical evidence in the grade-awarding process. A mixed method design was used to conduct a trial replicating the IB grade award processes across nine DP and MYP exams in five subjects. Two models of grade awarding were used for comparison: an extended model in which examiners had access to statistical evidence and teacher feedback on exams, and a limited model in which examiners graded scripts without access to additional evidence. Participants included 25 examiners and 5 subject managers, who engaged in grading

scripts, responded to feedback questionnaires, and 15 of whom participated in focus groups. The results of the study indicated that both the extended and limited models of grading led to broadly similar results, suggesting a minimal influence of statistical evidence on the overall outcomes of grade awards. Notably, the study also revealed that examiners' grading judgments aligned more closely with statistically recommended boundaries (SRBs) when they did not have access to additional contextual evidence, indicating that providing contextual data does not necessarily promote alignment of examiners' grades with statistical recommendations. The researchers' recommendations included allowing IB examiners to access statistical evidence after rather than before grading to prevent potential judgment contamination.

Badham, L., & Furlong, A. (2023). Summative assessments in a multilingual context: What comparative judgment reveals about comparability across different languages in Literature. *International Journal of Testing*, *23*(2), 111–134.

https://doi.org/10.1080/15305058.2022.2149536

Keywords: *DP, Language and Literature, multilingual assessment, comparative judgement, global*

This study investigated the comparability of DP Literature exams assessed in different languages (English and Spanish) using bilingual Comparative Judgment (CJ). The research employed a mixed methods approach, conducted in two phases: a monolingual judgment trial with two teams of 15 monolingual DP examiners each, followed by a bilingual judgment trial using 14 bilingual DP examiners. The examiners utilized CJ on a sample of 150 Literature essays (75 in English and 75 in Spanish) from the May 2018 examination session. Additionally, a questionnaire was administered to the examiners to solicit their feedback on the experience. The study yielded several key findings. First, bilingual CJ demonstrated high reliability, as examiners consistently scored essays in both languages using the CJ method. However, the bilingual CJ approach raised validity concerns due to differences in how English and Spanish literature assignments approach the concept of literary analysis. Furthermore, the bilingual examiners noted that high levels of bilingualism would be required for the bilingual CJ approach, which increases the intellectual demand of the task and presents a challenge for scaling the approach.

Chernoff, K. (2023). An overview of systematic reviews: International mindedness as a component of the IB Diploma Programme's expansion. *Journal of Research in International Education*, Advanced online publication.

Keywords: *DP, international mindedness, IB expansion, global*

The purpose of this study was to provide an overview of the research on the concept of international mindedness as a component of the DP expansion. The study employed a systematic review methodology to examine existing literature on international mindedness and the DP, including studies on the implementation of the DP globally. The researchers selected 15 sources, all of which were systematic reviews based on empirical qualitative research, representing research locations or sites in 11 countries. Key findings from the review indicated that international mindedness is foundational to the DP but challenging to implement fully. Additionally, the study identified tensions between the Western-centric nature of the concept of international mindedness and its goal of fostering intercultural understanding. The study also highlighted the relevance of international mindedness in connecting the global community but pointed out potential conflicts with national and local concerns. The researchers recommended that further attention be given to interpreting and implementing international mindedness within diverse cultural contexts to better meet the needs of the global DP community.

Daniels, H., Lakin, T., & Reynolds, J. (2023). Racial/ethnic differences in accelerated credit and inequalities in college completion. *Social Currents*, Advanced online publication.

Keywords: *DP, accelerated credit, higher education completion, inequities, United States*

The study examined racial/ethnic disparities in student college completion rates, focusing on the influence of student participation in accelerated credit programs such as the DP, Advanced Placement (AP), and Dual Enrollment (DE). Employing a quantitative research design, the study was conducted using institutional data from a public university in Florida, United States. The participants included 21,494 students who graduated from a Florida public high school and subsequently enrolled as first-time-in-college students between the summer of 2007 and the fall of 2013. Key findings indicated that, although there were notable differences in the amount and type of accelerated credit earned by students from different racial and ethnic backgrounds, these differences accounted for only a small portion of the racial gap in college completion rates. Additionally, the study found that AP credits were more likely to increase the odds of college

completion compared to DE credits. The researchers concluded that accelerated credit programs like the DP, AP, and DE offer substantive benefits, and they do not substantially contribute to stratification in higher education among those who have already matriculated.

Double, K. S., Masri, Y. E., McGrane, J. A., & Hopfenbeck, T. N. (2023). Do IB students have higher critical thinking? A comparison of IB with national education programs. *Thinking Skills and Creativity*, *50* Advanced online publication.

https://doi.org/10.1016/j.tsc.2023.101416

Keywords: *DP, critical thinking skills, Australia, England, Norway*

This study aimed to assess and compare the critical thinking skills of DP students and their peers enrolled in non-DP and national education programs. Utilizing a quantitative design, the research was conducted across three countries: Australia, England, and Norway. Participants included 566 students, drawn equally from grades 11 and 12, with nearly an even split between those enrolled in the DP (282 students) and those in equivalent national programs (284 students). Data were collected using the Cornell Critical Thinking Test, as well as measures of students' cognitive ability, personality, and parental education. Key findings indicated that DP students demonstrated higher critical thinking skills than non-DP students, a difference that persisted even after controlling for students' socioeconomic backgrounds, cognitive abilities, and personality traits. The study suggested a potential advantage of the DP in cultivating critical thinking skills but emphasized the need for cautious interpretation and further research.

Dyrness, A. (2023). "The other side of diversity": Students' experiences of race, difference, and inequality in a Costa Rican international school. *Race Ethnicity and Education*, Advanced online publication.

https://doi.org/10.1080/13613324.2023.2192949

Keywords: *DP, global citizenship education, diversity, structural inequality, Costa Rica*

This study explored students' experiences with race and inequality in an international school context. Employing a case study design, the research was conducted at an IB school in Costa Rica. The participants were 13 DP students, from 13 different countries, and data was collected through focus groups. The study found that students critically engaged with the Eurocentric and post-racial multiculturalism inherent in the school's curriculum and extracurricular activities. They expressed a desire for more critical discussions about race and structural inequality and criticized the school's portrayal of their home regions, which often excluded significant political and environmental

issues. The study also revealed that students found informal peer discussions more effective in addressing real-life racial issues, considering the formal curriculum disconnected from their lived experiences. The researcher concluded that schools need to critically address structures of racism and inequality within global citizenship education and suggested that incorporating students' own experiences of racialization could guide a more transformative approach.

Elerian, M., & Solomou, E. A. (2023). International or internationalised? Exploring issues faced by international schools in local markets: A Cyprus case study. *Journal of Research in International Education*, *22*(1), 55–69.

https://doi.org/10.1177/14752409231160712

Keywords*: DP, internationalization, international mindedness, cultural dissonance, Cyprus*

This study explored the challenges faced by international schools that offer both national and international curricula. Employing a mixed-method design, the study was conducted in three English-medium of instruction international schools in Cyprus, two of which offer the DP. Participants were 103 DP students, 43 teachers, and 3 deputy/headteachers, with data collected through surveys and interviews. Results showed that the schools taught the national and international curricula in separate streams and faced cultural and linguistic challenges. The study also found that these schools created barriers to intercultural education, as evidenced by the overuse of the Greek language. The study concluded that international schools that serve mostly local students and incorporate national curricula might be better conceptualized as internationalized rather than truly international schools.

Genon, K. A. (2023). Leading and teaching in the International Baccalaureate Diploma Programme: A phenomenological study. *International Journal of Science and Research*, *12*(7), 480–491.

https://www.ijsr.net/getabstract.php?paperid=SR23707065336

Keywords: *DP, teacher administrators, lived experiences, Taiwan*

The purpose of this study was to understand the lived experiences of teachers who simultaneously hold administrative roles within the DP. The study employed a phenomenological research design and was conducted in Taiwan with eight DP teacher administrators. Data were collected through semi-structured interviews. The findings included the emergence of five themes related to the benefits, constraints, and coping strategies faced by the DP teacher administrators. The emergent themes of shared responsibility and growth mindset revealed that DP teacher administrators valued collaboration, task delegation, and open-mindedness towards problem-solving and skill

development. The themes of time limitations and work resilience indicated that these teacher administrators faced significant challenges in their roles due to overlapping responsibilities. They coped through prioritization, collegial support, and effective communication. The theme of a neutral perspective was identified as an additional coping mechanism utilized by the DP teacher administrators, allowing them to maintain objectivity and act as intermediaries between teachers and school administrators. The study recommended that schools implement strategies to mitigate workload stress and increase the job satisfaction of DP teacher administrators, such as reducing teaching loads and providing more professional development opportunities.

Hoffman, K. C., & Dicks, A. P. (2023). Incorporating the United Nations Sustainable Development Goals and green chemistry principles into high school curricula. *Green Chemistry Letters and Reviews*, *16*(1), Advance online publication.

https://doi.org/10.1080/17518253.2023.2185108

Keywords: *DP, chemistry curriculum, United Nations Sustainable Development Goals, Green Chemistry, global*

This study examined the extent of integration of human-centered elements of chemistry education into high school chemistry curricula, as reflected in the United Nations Sustainable Development Goals (UNSDG) and Green Chemistry Principles (GCP). The study utilized a document analysis design and was conducted through a review of DP chemistry curricular documents, along with a sample of high school chemistry curricula and educational frameworks from around the world accessed through the United Nations' metadata set. A key finding of the study was that the DP chemistry curriculum aligns well with both the UNSDG and GCP standards, due to its student-centered approach, focus on global citizenship, and emphasis on sustainable development knowledge and awareness. Additionally, the study identified two specific areas within the DP chemistry curriculum—sub-topic 20.1, types of organic reactions, and sub-option D.6, environmental impact of some medications—as examples of how the UNSDG and GCP goals can be integrated into high school chemistry learning. The researchers concluded that there is a greater need for a student-centered approach to teaching chemistry, one that emphasizes existential and global challenges and fosters student agency in addressing such issues.

Metli, A., Özcan, O., & Akiş, D. (2023). Unveiling the relationship between internal assessment and external assessment in the International Baccalaureate Diploma Program. *Anadolu University Journal of Education Faculty*, *7*(2), 386–403.

https://doi.org/10.34056/aujef.1091693

Keywords: *DP, internal and external assessment, achievement predictors, Turkey*

This study aimed to determine the relationship between students' internal assessment (IA) and external assessment (EA) scores in DP courses. Using a quantitative research design, the study was conducted at an IB school in Turkey. IA and EA scores in DP English, mathematics, physics, chemistry, biology, and Turkish at the standard level (SL) and higher level (HL) were collected from 338 students who were enrolled in the DP from 2012 to 2019. Results showed moderate to weak relationships between IA and EA scores across the different DP subjects and levels. A moderate relationship was observed between the IA and EA scores in English HL, but a weak relationship in English SL. For Biology, a moderate relationship was found in SL but a weak relationship in HL. Weak relationships were found between IA and EA scores for both SL and HL in Turkish, Chemistry, Mathematics, and Physics. Recommendations include the use of diverse strategies beyond DP internal assessments to comprehensively prepare students for the DP exams.

Moseley, S. M., & Slate, J. R. (2023). Advanced Placement/International Baccalaureate completion rates by student gender, ethnicity/race, and economic status: A multiyear, statewide investigation. *Research and Advances in Education*, *2*(11), 1–14.

https://www.paradigmpress.org/rae/article/view/873

Keywords: *DP, diversity and equity, United States*

This study examined demographic and socioeconomic disparities in the students who meet college readiness standards, as determined by either DP examination scores (a score of 4 or higher) or Advanced Placement (AP) examination scores (a score of 3 or higher). The study utilized a non-experimental causal-comparative research design and was conducted using archival data from 2016 to 2020, retrieved from the Texas Education Agency in the United States. The study found that, across all four years, Black students had the lowest percentage of individuals meeting the college readiness criterion based on DP or AP examination scores, compared to other ethnic/racial groups. Asian students consistently showed the highest percentages among the groups examined, with their percentages being over six times higher than those for Hispanic and White students in some comparison years. Additionally, economically disadvantaged students demonstrated lower rates of meeting the criterion score on the DP or AP examinations than their non-economically

disadvantaged peers. The researchers suggested that school administrators and state legislators should address these disparities by revising DP and AP policies, and by addressing barriers to participation and performance, such as the cost of examinations.

Rodríguez-Bernal, L., Cadierno, T., Doquin de Saint-Preux, A., & Lauridsen, J. T. (2023). Third Culture Kids in Denmark: Exploring code-switching patterns according to interlocutors and topic emotionality. *Journal of Multilingual and Multicultural Development*, Advanced online publication.

https://doi.org/10.1080/01434632.2023.2277862

Keywords: *DP, Third Culture Kids, code-switching, Denmark*

This study explored how Third Culture Kids (TCKs) engage in code-switching within international school contexts. TCKs are children who spend a significant part of their developmental years in a culture different from their parents' culture. Code-switching refers to the practice of alternating between two or more languages or dialects within a conversation. The study employed a mixed methods design and was conducted at a DP international school in Denmark. Participants were 188 DP students, and data were collected through a modified version of the Bilingualism and Emotions Questionnaire and interviews with a subsample of 9 students. The study found that TCKs are less likely to use code-switching with strangers and more likely to do so with family and friends. The frequency of their code-switching decreased when discussing emotionally charged topics. Additionally, factors such as the number of languages spoken at home, the duration of enrollment in an international school, and perceptions of language usefulness influenced the frequency of TCKs' code-switching. The researchers concluded that a more nuanced understanding of the linguistic behaviors of TCKs is needed. They emphasized the importance for educators and policymakers to consider these students' unique multilingual experiences when designing curricula and support systems within international school environments.

Salim, F. (2023). Inclusion of Muslim perspectives in the International Baccalaureate Economics and Business curriculum. *Journal of Educational Technology Development and Exchange*, *16*(1), 147–164.

https://aquila.usm.edu/jetde/vol16/iss1/8

Keywords: *DP, Economics and Business, international education, Muslim perspectives, global*

This study examined the extent to which the DP economics and business curriculum incorporates Muslim perspectives. Employing a content analysis design, the researcher reviewed the DP

economics and business curriculum and conducted a literature review of 67 sources, including academic and scholarly journal articles, books, and the Quran. The study found that the DP economics and business curriculum is predominantly Western-centric, lacking sufficient representation and inclusion of non-Western perspectives, particularly those from the Muslim world. The study concluded that curricula focused on Western perspectives can marginalize students from diverse backgrounds, resulting in international education programs that do not adequately represent global diversity.

Tay, I. (2023). The movement of international education towards the globalising approach: Comparing the International Baccalaureate Diploma Programme and the International A-Levels. *Journal of International and Comparative Education*, *12*(2), 87–102.

https://jice.um.edu.my/index.php/JICE/article/view/47809

Keywords: *DP, IB expansion, international education, global*

This study aimed to analyze the trend of international education towards a globalized approach by comparing the curricular history, implementation, and content of the DP and the International A-Levels (IAL). Utilizing a comparative research design, the researchers conducted a review and content analysis of relevant DP and IAL literature, educational policies, and curricula. The findings revealed that both the DP and IAL are designed to prepare students for university entry, with the DP fostering a broader aim of international understanding and global engagement. The study highlighted the shift in the DP's curriculum from an idealistic internationalist approach to a more pragmatic and globalist one. This shift prioritized elements such as university recognition, aligning it closer to the inherently globalist nature of the IAL. The study also noted a substantial growth in Type-C international schools, which are typically for-profit private international schools. These institutions are more likely to adopt the DP and IAL as their curricula.

Tsao, J., Li, Y. C., & Hameed, S. A. (2023). The impacts of International Baccalaureate expansion on professional cultures and assessments in Hong Kong, Taiwan and Singapore. *Cambridge Journal of Education*, Advanced online publication.

https://doi.org/10.1080/0305764X.2023.2246397

Keywords: *DP, IB expansion, professional culture, Hong Kong, Singapore, Taiwan*

This study explored the impact of IB expansion on school policies and practices. The study used a qualitative research design and was conducted in 15 DP schools in Hong Kong, Singapore, and Taiwan. Participants were 46 educators, including 26 teachers, 12 DP Coordinators, and 10 school

leaders, with data gathered through interviews. Key findings included reports of a lack of clarity and ambiguity in the communication of DP policies and the support available to schools and teachers from the IB. This has led to inconsistencies in professional culture and assessment practices across the schools. For instance, the study found that DP teachers often lack professional development opportunities, and many opt to serve as external examiners to gain a better understanding of the DP curriculum and assessment strategies. The researchers concluded that there is an urgent need for clearer communication from the IB regarding program policies and professional development. They also called for more structured and consistent support mechanisms for DP teachers in the region.

Vélez-Palacios, A. A., & Ramírez-Ávila, M. R. (2023). Peer feedback and its impact in the writing process of International Baccalaureate students in a public institution. *YUYAY: Estrategias, Metodologías & Didácticas Educativas*, *1*(2), 26–39.

https://doi.org/10.59343/yuyay.v1i2.14

Keywords: *DP, writing skills, peer-feedback, English language learners, Ecuador*

This study examined the impact of peer feedback on DP English language learners' writing skills. Using an action research design the study was conducted at a public IB school in Ecuador. Participants were 29 DP students, and data was collected through pre-test/post-test writing assessments, observations of group activities, and questionnaires. The study found that students demonstrated significant improvements in their writing skills after receiving peer feedback. This included better organization of ideas, enhanced grammar and mechanics, and clearer messaging. Additionally, students reported positive attitudes towards writing, including greater self-confidence and motivation to write after engaging in the peer feedback activity. The researchers recommended the inclusion of student training on providing and receiving peer feedback and fostering an environment that supports collaborative learning.

Dissertations and Theses

Adada, L. (2023). *Teacher agency and professional identity negotiation amid a curricular change* [Master's thesis, Lebanese American University].

http://hdl.handle.net/10725/15122

Keywords: *DP, teacher agency, curricular change, Lebanon*

The study explored teacher agency and professional identity in the context of schools' shifts from national curricula to the DP. Using a case study design, the research was conducted in a school in

Lebanon. Participants were eleven teachers involved in developing the DP instructional materials and strategies at the school. Data sources were questionnaires, interviews, and observations of team meetings. The study found that the participating teachers exhibited agency through their buy-in of the DP curriculum, participation in decision-making processes, and adoption of new work practices. Factors facilitating teachers' agency included opportunities for personal growth, a collaborative environment, and institutional support tailored to the DP's implementation requirements. These conditions not only fostered teachers' sense of empowerment but also facilitated the negotiation and redefinition of their professional identities in the context of transitioning to the DP. The research concluded that strong teacher agency, encouraged by supportive conditions and leadership practices, is crucial for the successful integration of the DP.

Anderson, J. (2023). *Predicting academic success in an International Baccalaureate Diploma Program* [Doctoral dissertation, Grand Canyon University].

https://www.proquest.com/docview/2889168140/abstract/839831065684FEEPQ/1

Keywords: *DP, grit, academic performance, United States*

This study aimed to determine the extent to which DP students' levels of grit and passion predict their academic achievement. The study employed a quantitative design and was conducted at a public secondary school in the southwestern United States. Participants included 92 DP students, and data were collected via their grade point averages (GPAs) and scores on the Grit-S and Passion Scale assessment. The study found that while both grit and passion were statistically significant predictors of students' GPA, passion emerged as a unique predictor of academic achievement. This finding underscored the importance of passion in sustaining students' efforts towards long-term academic goals. The researcher recommended that educators should consider incorporating strategies to foster both passion and grit in students to enhance their academic outcomes, particularly in rigorous academic programs like the DP.

Antico, J. M. (2023). *Stress and life satisfaction: The impact of a gratitude journal on students enrolled in the International Baccalaureate Diploma Program* [Doctoral dissertation, Notre Dame of Maryland University].

https://www.proquest.com/docview/2827829392/abstract/D8BB41C30F047AFPQ/1

Keywords: *DP, academic stress, life satisfaction, gratitude journaling, Austria*

This study examined the impact of gratitude journaling on stress reduction and life satisfaction among students in accelerated academic programs. Gratitude journaling involves regularly

recording and reflecting on things for which one is thankful, as a way to focus on positive experiences. Using an experimental research design the study was conducted in an IB school in Austria. Participants were two classrooms of DP students (n=250), who were randomly assigned to an intervention group, where students completed daily gratitude journal entries, and a control group with no intervention. Data were collected through student surveys given before the intervention, immediately after the intervention, and again after three weeks. Results showed that students in the intervention group experienced reductions in stress levels and increased life satisfaction levels immediately after the intervention. However, after three weeks, students showed increased stress levels, and no significant change in life satisfaction levels. Additionally, the study found no significant differences in stress and life satisfaction levels between students in the intervention and control groups, both immediately after the intervention and after the three-week period. The research concluded that while gratitude journaling can be a valuable tool to temporarily alleviate stress and improve life satisfaction for DP and other high-achieving students, it should be considered as part of a broader, long-term strategy for managing student wellbeing.

Azzi, I. (2023). *International education, methodological nationalism and the formation of student civic identities: A postcolonial exploration of an IB World School in Lebanon* [Doctoral dissertation, University College London].

https://discovery.ucl.ac.uk/id/eprint/10171833/

Keywords: *DP, international mindedness, Lebanon*

This study explored international mindedness understanding and practices within the DP. The research employed a case study design and was conducted in an IB school in Lebanon. Data sources included observations of nine DP classrooms, interviews with five teachers, two senior administrators, the IB coordinator, and the Creativity, Activity, Service (CAS) coordinator, and focus groups with fourteen DP students. The study found that international mindedness within the DP was narrowly interpreted, focusing mostly on international and Western cultures, with Lebanese contexts and perspectives inadequately integrated into the curriculum. The study concluded that the school's understanding and application of the DP did not fully align with the IB's global citizenship ideals. The researcher recommended a more equitable integration of local contexts into the DP curriculum to enhance understanding of international mindedness.

Brinkmann, L. A. (2023). *Development of noncognitive college readiness and self-efficacy in International Baccalaureate Diploma Programme* [Doctoral dissertation, The University of West Florida].

https://ircommons.uwf.edu/esploro/outputs/doctoral/Development-of-Noncognitive-College-Readiness-and/99380178494306600

Keywords: *DP, noncognitive skills, postsecondary readiness, United States*

This study explored how the DP fosters the development of students' noncognitive college-readiness skills. Using a case study design, the research was conducted in an IB school in the United States. Participants were ten students, nine teachers, and the DP coordinator. Data were collected through interviews, surveys, DP lesson plans, and curriculum guides. The study found that the DP not only influenced students' noncognitive skill development but also provided an environment for practicing and refining these skills. Mastery experiences, or opportunities for students to successfully complete a challenging task or overcome a difficulty, were found to be strongly associated with DP students' noncognitive college-readiness and self-efficacy skills. Vicarious experiences, opportunities for DP students to observe others performing a behavior, were found to moderately contribute to students' noncognitive college-readiness skills development. Similarly, verbal persuasion, opportunities for students to receive positive feedback and encouragement, was moderately associated with students' noncognitive college-readiness skills. The study concluded that DP students develop noncognitive college-readiness skills prior to enrolling in higher education, which allows them to be successful university learners.

Cinli, Ü. B. (2023). *The effect of the International Baccalaureate Diploma Programme on the International Baccalaureate learner profile attributes of Turkish high school students* [Master's thesis, Bilkent University].

https://hdl.handle.net/11693/114003

Keywords: *DP, IB learner profile, personality traits, Turkey*

This study explored the relationship between students' inherent personality traits and their acquisition of IB learner profile attributes. Employing a quantitative survey design, the study was carried out at an IB school in Turkey. Participants included 180 students, with 60 enrolled in the DP and 120 in the national curriculum. Data were gathered through two questionnaires: the International Baccalaureate Learner Profile Questionnaire (IBLPQ) and the Big Five Inventory (BFI) for personality traits. The study found that DP students scored higher in the "knowledgeable," "inquirer," and "open-minded" attributes of the IB learner profile than their non-DP peers. When considering inherent personality traits, DP students demonstrated even higher scores, specifically

in the "inquirer" and "open-minded" attributes, compared to their non-DP counterparts. The study concluded that while the DP supports the development of specific IB learner profile attributes, students' personality traits significantly contribute to the development of these attributes, particularly in the areas of conscientiousness and openness.

Collazo, C. (2023). *Developing international mindedness through the arts in the International Baccalaureate (IB) Diploma Programme (DP): An international survey design conducted across all continents* [Doctoral dissertation, Durham University].

http://etheses.dur.ac.uk/14879/

Keywords: *DP, international mindedness, arts education, global*

This study compared the development of international mindedness in DP students who choose to enroll in the optional DP Arts course with those who do not. The study employed a mixed methods research design and was conducted across 74 DP schools globally. Participants included 340 DP students, with 174 enrolled in DP Arts and 166 not enrolled. Data were collected through two administrations of a survey during the students' DP studies, measuring eight facets of international mindedness: (1) intercultural knowledge and behavior, (2) ethical intercultural values, (3) personal intercultural confidence and identity, (4) intercultural communication, (5) open-mindedness, (6) critical inquiry, thinking and reflection, (7) intercultural empathy, (8) global engagement and social responsibility. The study found that over the course of their participation in the DP, all students demonstrated increased intercultural knowledge and behaviors, global engagement, and social responsibility skills. However, over the same period, students showed no significant change in personal intercultural confidence and identity, open-mindedness, or intercultural empathy, and a decrease in ethical intercultural values. Additionally, the study found students in DP Arts courses demonstrated higher intercultural communication attributes compared to their non-DP Arts peers. The researcher concluded that although DP Arts courses are often perceived as less rigorous, DP Arts students do not perform worse than their non-DP Arts peers, and participation in DP Arts is associated with some development of international mindedness attributes.

Diemert, R. M. (2023). *Exploring International Baccalaureate students' experiences of community-based learning: An interpretive case study* [Doctoral dissertation, University of British Columbia].

https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/24/items/1.0433097

Keywords: *DP, Creative, Action, Service, community-based learning, Costa Rica*

This study explored DP students' experiences with their Creative, Action, Service (CAS) projects. The study used a case study design and was conducted at an IB World School located in Costa Rica. Participants were 16 DP students, with data collected through interviews, online journals, and observations of community events. The study revealed that students chose their CAS projects based on personal passions or interests that aligned with community needs, with some students also drawing on their religious beliefs or family values. The study also found that CAS projects fostered the development of problem-solving, decision-making, and perseverance skills, and that students benefited from increased cross-cultural understanding and an appreciation for interconnectedness within the local and global context. The study recommended that all schools should consider incorporating more student-centered, community-based learning approaches to enhance student engagement and skill development as a means of fostering intercultural awareness and interest in social action for addressing broader societal issues.

Foster, K. L. (2023). *The impact of students' home language on performance and participation in International Baccalaureate coursework* [Doctoral dissertation, University of Missouri - Kansas City].

https://www.proquest.com/docview/2835335152/abstract/DE46FBAC5C1A487BPQ/7

Keywords: *DP, English language learners, academic performance, United States*

This study investigated student home language effects on DP participation and performance. Using a quantitative research design, the study was conducted at a IB World School in the United States. Participants were 599 DP alumni who had graduated from the school between 2015 and 2019, with data drawn from school enrollment records and IB English exam scores. The research revealed no significant differences in DP English exam scores, full DP enrollment, or DP completion rates between students who spoke English at home and those who did not. Additionally, although not a primary focus of the study, it found a statistically significant difference in DP English exam performance by gender, regardless of home language. Specifically, the study showed that females were more likely than males to score higher on the DP English exam. The researcher suggested the need for DP practices to support language acquisition and success for all DP students.

French, M. (2023). *Characterizing the adolescent male reader: A narrative inquiry into the reading lives of 12th grade boys enrolled in IB Language A: Literature* [Doctoral dissertation, Kennesaw State University].

https://digitalcommons.kennesaw.edu/eddsmge/21

Keywords: *DP, reading achievement gap, IB Language A, male readers, United States*

This study explored the factors influencing the reading experiences of DP male students enrolled in advanced literature courses. Using a narrative inquiry design the research was conducted at a DP school in the United States. Participants were five DP students enrolled in the Language A: Literature HL (higher level) course. Data were collected through student literacy reflections, classroom observations, and interviews. Findings included that male students' reading engagement was influenced by the relatability of the texts, the authenticity and cultural relevance of teaching strategies, and the incorporation of multiple literacies into the curriculum. The study also found a disparity between students' in-school and out-of-school reading attitudes and experiences. Out-of-school reading experiences were connected to personal interests and social engagements, such as reading to write fan fiction and participating in online groups, suggesting a level of autonomy and community that is inherently motivating. In contrast, in-school reading experiences tended to be more isolating and often treated reading as an individual, silent task. Recommendations included literature and literacy teaching approaches that allow for student choice, reflect diverse cultural backgrounds, and connect literacy to students' lived experiences.

Graham, G. (2023). *"IB for All" from idea to implementation: A literature review of participation, perception, and student support in the IB Diploma Programme* [Master's thesis, Bethel University].

https://spark.bethel.edu/etd/932

Keywords: *DP, access, equity, student social-emotional supports, United States*

This study looked at patterns in DP access and supports for diverse student populations in the United States. The study was a critical review of literature in: (1) DP access and participation, (2) perceptions of the DP, (3) de-tracking, and (4) student supports. Results showed that, despite increased enrollment in the DP, disparities persisted based on students' race, ethnicity, socio-economic and special education status. The study also found students faced challenges with balancing DP academic demands and their social-emotional health. Recommendations included that schools implement student supports such as advisories and dismantle preconceived notions of the ideal IB student in order to expand access to the DP to a more diverse student population.

Hull, B. (2023). *Educating for care: A case study on care in the International Baccalaureate Diploma Programme Global Politics course* [Doctoral dissertation, University of Calgary].

https://dx.doi.org/10.11575/PRISM/40674

Keywords: *DP, education for care, IB Global Politics, global*

This study explored whether an ethic of care is integrated into the DP global politics curriculum. Using a case study design, the research was carried out among DP global politics teachers worldwide. The study included 129 teacher respondents to a survey and a subsample of 10 teachers who were interviewed. It found that while teachers recognized the importance of care in education, they experienced tensions between enacting care and adhering to the rigorous standardized assessment requirements of the DP. Teachers appreciated storytelling and case studies as methods of teaching care but observed the DP curriculum's excessive focus on content and skills. Several participants also expressed concerns about the abundance of course content, which created pressure to prepare students for extensive assessments. The researcher recommended a more effective integration of care into the DP global politics course and the broader DP curriculum. This approach aims to enhance student engagement and foster the development of a more caring, compassionate, and action-oriented student body.

Kahyaoğlu, Z. T. (2023). *A comparative analysis of physics curricula of the International Baccalaureate Diploma Programme and the Turkish ministry of national education in terms of their inclusion and implementation of citizenship scientific literacy* [Doctoral dissertation, Middle East Technical University].

https://open.metu.edu.tr/handle/11511/103029

Keywords: *DP, physics curricula, citizenship scientific literacy, Turkey*

This study compared the presence of citizenship scientific literacy (CSL) in DP physics and the national curriculum of Turkey (TMONE). CSL is a framework that encompasses knowledge, skills, and dispositions towards science, consisting of three domains: a knowledge domain, a skills domain, and a behavioral domain. The study employed a content analysis design and was conducted on DP and TMONE physics curricula, textbooks, and assessment. Results showed that DP physics emphasized the language of science, the history of science, and scientific research. In contrast, the TMONE physics curriculum focused on science technology engineering arts and math (STEAM) knowledge, connections to daily life, and environmental awareness. Furthermore, the study found that DP physics includes the epistemology of science across its units, whereas the TMONE physics curriculum emphasized skills over content knowledge. Recommendations include

the use of a more balanced approach to knowledge and skills in physics curriculum development and the inclusion of CSL components to better prepare students for responsible citizenship.

Kucharska, P. (2023). *Elite education for the people? : Nuances of the International Baccalaureate Diploma Program in Polish high schools* [Master's thesis, Uppsala University].

https://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-507354

Keywords: *DP, public education, secondary schools, Poland*

This study explored the implementation of the DP in public schools and the experiences of alumni from the program in Poland. Utilizing a mixed method design, the study was conducted through a review of literature and within six DP-offering public and civic schools in Poland. Participants included 17 alumni who enrolled in the DP between 2012 and 2022. Data were collected through interviews and questionnaires. The results indicated that the DP in Poland primarily attracts upper-middle-class students, with the selection process for the DP track perpetuating exclusivity rather than reflecting the democratizing ideals of international education. Furthermore, the study found that despite the international curriculum, the prestige and recognition of the DP were deeply rooted in national and regional contexts. DP graduates experienced a disconnect between their elite international qualification and the realities of the Polish education and employment sectors. The study concluded that there is a pressing need for strategies to democratize access to the DP in Poland more effectively.

Lacek, Y. (2023). *The mathematical exploration within the International Baccalaureate: Institutional analysis and case studies of practices of two mathematics teachers and their students in Geneva* [Doctoral dissertation, University of Geneva].

https://archive-ouverte.unige.ch/unige:166509

Keywords: *DP, mathematics, inquiry-based learning, mathematical exploration, Switzerland*

This study explored the ways in which the IB facilitates or hinders the implementation of inquiry-based mathematics education, with a specific focus on the mathematical exploration task of DP mathematics. The research employed a mixed method design comprising two phases. In the first phase, a critical literature review, the researcher synthesized relevant IB documentation, curriculum and subject guides, and IB-related research studies. The study's second phase entailed a case study of DP mathematics SL classrooms in an IB school in Switzerland. Participants in the second phase were two DP mathematics teachers and their students, with data being collected through classroom observations, analysis of student work, and interviews with the teachers and

students. A key finding was that the teachers' personal educational philosophies and approaches, particularly regarding the role of analytical work in mathematics, influenced the students' engagement with mathematical exploration. The study also found that integrating technology in students' mathematical explorations facilitated the progression of inquiry, yet obstacles persisted, particularly related to students' grasp of mathematical concepts. The research suggested that there should be a stronger emphasis on teaching and developing students' deep understanding of mathematical concepts prior to the mathematical explorations task. Additionally, it recommended increased teacher professional development on inquiry-based pedagogy and leveraging the Theory of Knowledge (TOK) course to enhance students' comprehension of mathematical inquiry and aid in their mathematical explorations.

Macmillan, L. C. (2023). *High school choices: Comparing representations of French immersion and International Baccalaureate Diploma Programs in Nova Scotia* [Master's thesis, Carleton University].

https://doi.org/10.22215/etd/2023-15645

Keywords: *DP, program description, critical discourse analysis, Canada*

The purpose of this study was to analyze and contrast the texts used in program descriptions that inform students' and parents' decisions regarding enrollment in either the DP or a French Immersion program. Utilizing a critical discourse analysis design, the research was conducted across eleven high schools in Nova Scotia, Canada, with data sourced from the schools' course selection handbooks for both programs. The analysis focused on patterns of intertextuality, textual dominance, and discursive strategies such as nomination, predication, and argumentation. The key finding was that the DP descriptions were more textually dominant compared to those of the French Immersion program, characterized by clear intertextual links and extensive use of argumentative strategies. The French Immersion program descriptions relied more on the reader's prior knowledge and offered less detail, while the DP descriptions were richer in detail, focusing on projecting a distinct and superior identity for DP students. Additionally, the DP descriptions emphasized the program's rigor and international standardization, whereas the French Immersion descriptions did not argue for the utility of bilingualism, implying its advantages were self-evident. The study concluded with a call for a critical examination of the underlying ideologies and market-driven trends that shape how educational programs are presented to families, to better understand how these representations might impact educational equity and accessibility.

Mindorff, D. (2023). *The use of data mining to achieve the objectives of open-ended inquiry in the context of IB Biology classrooms* [Doctoral dissertation, State University of New York at Buffalo].

https://www.proquest.com/docview/2829363561/abstract/DE46FBAC5C1A487BPQ/15

Keywords: *DP, biology instruction, internal assessment, data science, global*

This study compared student use of data mining and hands-on methods for conducting DP biology inquiry investigations. The study employed a case study design and was conducted with DP biology students globally. Data for the study comprised 200 samples of DP biology internal assessments (IAs) from the May 2020 to November 2021 examination periods. Overall, the study results showed no significant difference in DP biology IA assessment scores between students using data mining and those employing hands-on methods. However, the study did find a statistically significant improvement in the evaluation criterion within the affective learning outcomes domain, favoring data mining methods over traditional hands-on approaches. This domain includes aspects such as student engagement, curiosity, and motivation. Additionally, the study noted increased student use of data mining during the May 2021 examination session, coinciding with remote learning imposed by the COVID-19 pandemic. Recommendations from the study included further research into the role of data mining, especially when physical resources are limited, and exploring possibilities for conducting and scaling inquiry investigations more sustainably.

Scott, L. C. (2023). *Onward and outward: The social and emotional experience of advanced high school upperclassmen* [Master's thesis, University of North Texas].

https://www.proquest.com/docview/2856282523/abstract/DACA0DCE69941FAPQ/1

Keywords: *DP, social-emotional wellness, coping strategies, United States*

This study examined DP students' social and emotional well-being, focusing on their experiences with mental health and stress. The study employed a survey research design and was conducted in two public high schools in North Texas, United States. Participants included 63 DP students who responded to a student survey and 16 DP teachers who responded to a teacher survey. Findings indicated that DP students experienced stress and anxiety associated with the program's demanding nature but also acknowledged the benefits and growth opportunities it provided. Additionally, the study found that DP students had questions about mental health, with many seeking advice on coping strategies and expressing a desire for greater self-reliance in managing their well-being. The study also revealed that DP students identified various forms of external support, such as familial and sibling relationships, as significant contributors to their coping

strategies and overall mental well-being. Recommendations included implementing a student-led mentor program and establishing an after-school initiative dedicated to discussing DP-related challenges and mental health to enhance the support systems available to students.

Whaley, R. (2023). *A hermeneutic phenomenological study into International Baccalaureate Diploma Programme teachers' lived experience of professional growth* [Doctoral dissertation, Minnesota State University Moorhead].

https://red.mnstate.edu/thesis/764/

Keywords: *DP, continuous professional development, teacher learning, global*

The purpose of this study was to explore the professional development experiences of DP teachers in international schools to understand their teaching practices and professional learning needs. The study employed a phenomenological research design and was conducted in five international schools located in six different countries: Belgium, Chile, India, the United Kingdom, the United States of America, and Zimbabwe. Participants included seven teachers representing all six DP subject groups, and data were collected through interviews. Main findings included that, while DP teachers found certain elements of official IB workshops beneficial, these sessions alone were insufficient for the extensive, job-embedded learning necessary to fully understand and apply the IB educational philosophy. The study also found that teachers regularly engaged in self-initiated and self-directed informal learning activities, facilitating individual and collective professional growth. Recommendations included that DP teacher professional development should extend beyond formal training workshops to promote collaborative, ongoing professional learning experiences. Additionally, the researchers suggested that incorporating self-determined professional learning approaches can support DP teachers in effectively navigating and implementing the IB curriculum and educational philosophy.

Book Chapters

Chun, C.-C., Hsu, L.-W., & Chen, C.-Y. (2023). How an IBDP Chinese program is born. In J.-F. Hong & C.-M. SI (Eds.), *Teaching Chinese Language in the International School Context* (pp. 9–26). Springer, Singapore.

https://doi.org/10.1007/978-981-99-6376-8_2

Keywords: *DP, Chinese language program, school language planning, China*

The study featured in this book chapter examined the decision-making processes behind Chinese as a foreign language planning in international schools during the early stages of designing and

implementing their DP Chinese curriculum. Using a case study design, the research was conducted in an international IB school in China. Research participants included one DP Chinese teacher, two school language policymakers, and 15 students enrolled in the DP Chinese course. Data were collected from interviews and surveys, as well as reviews of relevant school and DP documents. The study revealed that teachers and administrators viewed a DP Chinese program as essential for the internationalization of education, acknowledging the diverse linguistic backgrounds and learning rights of students. Adjustment of language acquisition planning to cater to students' varied Chinese language proficiency levels was necessary, and the school extended language support down to lower grades. Furthermore, the school addressed mixed-ability challenges within the DP Chinese program by offering additional support and rewriting language policies to enhance the learning experience. Recommendations include that Chinese language acquisition planning in international schools should incorporate the principles of language-as-right and language-as-resource to support multilingualism and international mindedness.

Hsiao, S.-H. (2023). Applying didactics and inquiry method in International Baccalaureate Diploma Programme Language A Chinese Curriculum: From theory to practice. In J.-F. Hong & C.-M. SI (Eds.), *Teaching Chinese Language in the International School Context* (pp. 27–43). Springer, Singapore.

https://doi.org/10.1007/978-981-99-6376-8_3

Keywords: *DP, Chinese A Literature and Literature, inquiry-based learning, global*

This study explored the implications of international schools making the shift from traditional didactic teaching to inquiry-based teaching and learning approaches within DP Language A Chinese classrooms. The study used a critical literature review design, utilizing DP Chinese curriculum guidelines, and academic literature on constructivism and inquiry-based learning to understand and evaluate the IB frameworks. The findings of the review revealed that the DP Chinese curriculum emphasized conceptual understanding and encouraged students to take an active role in their learning, using constructivism as a central pedagogical philosophy. Additionally, the study found that teachers face challenges in integrating diverse content and applying interdisciplinary projects. The researcher concluded that DP Chinese curriculum planning, and implementation required a balance between didactic and inquiry-based methods to foster students' skills in analysis, critique, and contextual learning.

Conference Presentations

Fei, Y. (2023). A comparative study of academic assessments between local high school education and the International Baccalaureate Diploma Program in China. [Presentation paper]. In B. Sheridan and Q. Zhang (Eds.), *2022 International Conference on Education, Psychology, Humanities and Historical Research (EPHHR 2022).* Journal of Education, Humanities and Social Sciences, 8, (pp. 120–126).

https://drpress.org/ojs/index.php/EHSS/issue/view/v8

Keywords: *DP, student assessment, China*

This conference paper summarized a study that compared DP internal and external assessment strategies to those used in local high schools in China. The study utilized a document analysis design and data collection methods, which involved reviewing existing literature and analyzing policies from the Chinese Education Bureau and the DP. The study found that the diverse and comprehensive assessment methods of the DP contributed to students demonstrating higher learning skills, academic performance, and psychological well-being when compared to their counterparts in local Chinese high schools, which predominantly focus on exam-based assessments. Another notable finding was that while the Chinese education system's exam-focused approach has contributed to reducing regional disparities in educational achievement, it has led to a high-pressure environment that neglects comprehensive quality evaluations and underutilizes students' learning abilities and independent thinking skills.

Shao, Y. (2023). Characteristics and causes of code-mixing by teachers in Chinese SLA classes in international high schools. [Presentation paper]. In B. Sheridan and Q. Zhang (Eds.), *2022 International Conference on Education, Psychology, Humanities and Historical Research (EPHHR 2022).* Journal of Education, Humanities and Social Sciences, 8, (pp. 2475–2478).

https://drpress.org/ojs/index.php/EHSS/article/view/5016

Keywords: *DP, second language acquisition, code mixing, English as a second language, China*

This conference paper summarized a study that investigated the characteristics and causes of code-mixing (CM) by teachers in second language acquisition (SLA) classes and its pedagogical applications. The study utilized a qualitative research design and was conducted in DP international high schools in China. Participants included DP students in four SLA classrooms and their teachers. Data were collected through video recordings of class sessions and teacher interviews. The study's key findings included that teachers employed CM while introducing new

concepts, which aimed to enhance students' comprehension, and to make communication simpler, more efficient, and effective. Additional findings underscored that the use of CM was related to the students' English language proficiency levels and the specific content of the course, suggesting that CM was used as a strategic pedagogical tool rather than an indication of linguistic inadequacy. Furthermore, although CM was found to facilitate a more natural communication style in the classroom, the study concluded that teachers should become more aware of their use of CM and to reflect on their discourse patterns to improve language teaching outcomes.

Career-related Programme (CP) Studies

IB-Commissioned Studies

Ecctis. (2023). *Benchmarking selected IB language courses to the Common European Framework of Reference for Languages*. International Baccalaureate Organization.

https://www.ibo.org/research/assessment-research/research-studies/cefr/

Keywords: *DP, CP, language proficiency assessment, CEFR, Europe*

This study assessed the alignment of DP language course proficiency standards for English, French, German, and Spanish with the Common European Framework of Reference for Languages (CEFR) standards. The CEFR is widely used by many European universities, and a B2 level is the most common minimum language proficiency required for undergraduate and postgraduate admissions. The study was carried out through benchmark analyses of DP language subject guides, assessments and tasks, and samples of student assessment papers. Results indicated that the DP language assessments for Language A and Language B generally align with the CEFR levels from A2+ to B2+ depending on the language and level of study. The report included recommendations for improving language teaching within the DP framework to further enhance alignment with the CEFR standards.

Journal Articles

Hopfenbeck, T. N., Johnston, S.-K., Cresswell, C., Double, K., & McGrane, J. (2023). An evaluation of the IB career-related programme implementation in Kent, UK. *Globalisation, Societies and Education*, Advanced online publication.

https://doi.org/10.1080/14767724.2022.2160972

Keywords: *CP, program evaluation, United Kingdom*

The purpose of this study was to evaluate the implementation of the CP and its impact on student outcomes. Using a mixed methods design, the study was conducted in 31 schools in Kent, United Kingdom. Data were collected from interviews with 26 current CP students, 5 CP alumni, 8 leaders, 10 IB coordinators, and 12 teachers. Survey data were obtained from 157 students, 54 teachers, and 24 coordinators and other staff. Additionally, DP examination and school record data from 379 CP alumni students were collected. The study found that the CP led to increased student participation in university education or apprenticeships. The CP was also found to successfully engage both students and teachers, emphasizing local knowledge, civic responsibility, and

personal growth. Additionally, students reported that the CP contributed to their personal growth and future careers. Researchers concluded that the factors for successful CP implementation were dedicated leadership, capacity building, and teacher collaboration teams.

Cross-programme Studies

IB-Commissioned Studies

Jacovidis, J. N., Bousselot, T. E., & Chadwick, K. L. (2023). *Innovative teaching and learning during COVID-19: An exploratory study of teachers and IB communities.* International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/cross-programme/innovative-teaching-and-learning-during-covid-19-an-exploratory-study-of-teachers-and-ib-communities-2023/

Keywords: *Cross-programme, COVID-19 pandemic, teaching innovation, digital learning, global*

This study explored IB schools' experiences with digital teaching and learning during the COVID-19 pandemic. The study used a mixed method design and was carried out across 223 IB schools globally. Participants included 103 IB educators who participated in individual and group interviews, and another 782 educator respondents to a survey. The study found that IB schools and teachers rapidly adopted a range of digital tools for online learning, leading to enhanced student and teacher technology skills, increased teacher creativity and innovation in their teaching approaches, and methods to support student engagement. The study also found that the pandemic fostered more opportunities for personalized learning experiences, enabling students to access diverse online resources and providing more flexibility in learning pace. Another pivotal finding was the increased prioritization of students' social and emotional wellbeing in IB schools. Educators used strategies like individual check-ins and counseling to support students' social emotional needs. Furthermore, participants reported increased collaboration and communication between schools and families throughout the pandemic. While the study highlighted important innovations in teaching and learning that occurred during the pandemic, it also pointed to a potential risk of a 'boomerang effect' due to a desire to return to pre-pandemic normalcy.

Reports

Hegseth, W. (2023). *Transcending borders: The International Baccalaureate's systemic approach to educating the whole person*. Center for Universal Education, Brookings.

https://www.brookings.edu/articles/transcending-borders-the-international-baccalaureates-systemic-approach-to-educating-the-whole-person/

Keywords: *Cross-programme, holistic education, policy reform, global*

This policy research study examined the PYP's approach to holistic education. The study used a qualitative design and was conducted at an unspecified number of schools globally. Participants consisted of IB teachers, school leaders, and students, with data collected through classroom observations, interviews, and focus group discussions. Key findings of the research highlighted the PYP's balance between academic rigor and holistic education, emphasizing the development of internationally-minded students. The study revealed that the PYP supports capacity building and continual improvement and adapts well to diverse national contexts while maintaining a core set of educational principles. Furthermore, it was found that the PYP requires significant cultural change within schools, promoting a shift from traditional teaching to a more inquiry-based, student-centered approach.

Holmyard, L. (2023). How do IB World Schools safeguard students? International Baccalaureate Organization.

https://www.ibo.org/research/research-resources/jeff-thompson-research-award-winners-studies/how-do-ib-world-schools-safeguard-students/

Keywords: *Cross-programme, student safety and harm, student well-being, global*

The purpose of this study was to investigate the various forms of harm experienced by students in IB schools and school practices aimed at safeguarding them. The research employed a comparative case study design and was carried out in three IB schools located in Africa, Asia, and Europe. Participants included an unspecified number of school leaders, safeguarding leads, counselors, and students, with data collected through interviews with school staff and focus groups with students. The study found that students in the IB schools reported experiencing a culture of cliques and exclusion, posing challenges for new students integrating into the school community. There was also a noted disconnect between adult and student perceptions of harm based on identity, indicating a need for schools to address this gap. Additionally, the research identified the importance of a team approach to safeguarding although students expressed privacy and concerns about how their information is shared within safeguarding teams. The

recommendations included incorporating anonymous reporting tools and focus groups for a better understanding of student experiences of harm, and adopting a whole-school approach to safeguarding that includes student voices.

Journal Articles

Bittencourt, T., & Bustamante Callejas, G. (2023). International education and the rise of paleoconservative thought: Mapping the growth of the International Baccalaureate in the United States along county-level voting patterns. *Discourse: Studies in the Cultural Politics of Education*, Advanced online publication.

Keywords: *Cross-programme, IB growth and expansion, United States*

This study investigated the relationship between local voting patterns and the expansion of the IB in the United States. Utilizing a quantitative research design, the study analyzed data from three sources: the IB member school roster for the 2020–2021 academic year; data from the National Center for Education Statistics (NCES) for the same academic year; and county-level voting data from the CQ Press Voting and Elections Collection for all presidential elections between 1968 and 2020. The study found a significant shift in the growth patterns of IB schools post-2008, with a tendency to cluster along partisan lines, particularly in Democrat-leaning counties. This trend was especially pronounced in IB schools accredited after 2008. These schools were also influenced by urban designation and other school characteristics. Additionally, the research identified that schools offering the PYP or MYP were more likely to align with local political affiliations. Researchers concluded that the increasing polarization of school accreditation along political lines may challenge the IB's mission of promoting intercultural understanding.

Deng, L., Wu, S., Chen, Y., & Peng, Z. (2023). Threat or necessity: An analysis of the development of International Baccalaureate education in Shanghai. *Educational Review*, Advanced online publication.

Keywords: *Cross-programme, IB expansion and growth, international education, China*

This study explored the evolution of the IB in Shanghai, China. The study used a mixed method design and analysis was conducted on school websites, media reports, and policy documents. Additionally, interviews were conducted with policymakers, scholars, and three principals, eight teachers, six parents, and six students from six IB schools in Shanghai. The study found that

government policies imposed strict supervision of IB schools, leading to challenges in integrating the national and IB curriculum. The study also uncovered tensions between the government's efforts to maintain educational sovereignty and families' desire for an international education.

Elkadi, E. & Sharaf, R. (2023). The impact of positive discipline on students' well-being and academic achievement: A case of international school in Cairo. *European Scientific Journal, ESJ, 19* (16), 1-22.

https://doi.org/10.19044/esj.2023.v19n16p1

Keywords: *Cross-programme, student discipline, student wellbeing, academic performance, Egypt*

The purpose of this study was to examine how positive discipline as a classroom management approach impacts students' well-being and Approach to Learning (ATL) skill acquisition. Using a quantitative research design, the study was carried out in an IB continuum school in Egypt. Participants included 233 students from grades 3-5 and 367 students from grades 6-12. Data were collected through student questionnaires. The study found that the use of positive discipline practices significantly enhanced students' sense of well-being and academic performance. Students in the lower grades (grades 3-5) exhibited higher improvements in positive discipline abilities, well-being, and ATL skills compared to students in the higher grades (grades 6-12). Among the recommendations provided were raising awareness among school administrators, teachers, and parents about the importance of positive discipline and enhancing teacher capacity for effective positive discipline implementation particularly in grades 6-12.

García-Beltrán, E. (2023). Good practices in global competence development within the International Baccalaureate framework. *RECIE. Revista Caribeña de Investigación Educativa*, 7(2), 105–127.

https://doi.org/10.32541/recie.2023.v7i2.pp105-127

Keywords: *Cross-programme, global citizenship education, instructional practices, Germany*

This study explored the instructional and organizational practices of schools that foster the development of students' global competency skills. Using a case study design the study was conducted at an IB World School in Germany. Data were collected through interviews with 15 staff members, focus groups with students, families, teachers, and alumni, as well as classroom observations. Results identified the school conditions necessary for fostering global competence in students. These included leadership prioritizing personalized learning, and classroom practices such as inquiry-based learning and thinking routines. Furthermore, the study found that the Creativity, Action, Service (CAS) program served as a vital experiential learning opportunity for

students, contributing to their civic growth. The researcher recommended that schools consider implementing action-oriented programs, like the CAS program, to promote holistic development in students and prepare them to become active, responsible members of a global society.

Helland, K. (2023). Discourses of democratic education in the preparation of teachers for international contexts: An analysis of curriculum documents. *Nordic Journal of Comparative and International Education (NJCIE)*, *7*(1).

https://doi.org/10.7577/njcie.4944

Keywords: *Cross-programme, teacher education programs, democratic education, Europe*

This study explored representations of democratic education in teacher education curricula designed for international education. The study utilized a multiple case study design and was conducted with ten teacher education programs in Europe, two of which offered the IB certificate in teaching and learning. Content analysis was performed on course descriptions, lesson plans, and learning outcomes. The study found that, across the teacher education programs, democratic competences received limited emphasis. The two IB-affiliated certificate programs emphasized intercultural communication skills, aligning with the IB's focus on international mindedness and global citizenship. However, these programs, along with the others, lacked explicit connections to democratic deliberation, participation, and critical engagement with social justice issues. The researcher recommended that international teacher education programs should more explicitly integrate democratic competences into their curricula and foster a critical understanding of social justice to prepare teachers for the complex demands of international education.

Palmer, N., & Chandir, H. (2023). Education beyond techno-global rationality: Transnational learning, communicative agency and the neo-colonial ethic. *Journal of Creative Communications*.

https://doi.org/10.1177/09732586231206651

Keywords: *Cross-programme, global citizenship education, Western Europe, Central Asia*

This study examined how technology shapes global citizenship education (GCE) practices in schools. The study used a grounded theory design and was carried out in two IB schools, one in Western Europe and the other in Central Asia. Participants included an unspecified number of school leaders, teachers, parents, and students, with data gathered through interviews, observations, and document analysis. The study found that technology plays an important role in facilitating GCE in two main ways: fostering communication that supports interconnectivity and

understanding among diverse groups, and empowering individuals to engage with and appreciate diverse perspectives. The study also identified the potential risk of technology use in GCE as perpetuating historical patterns of dominance and limiting diverse perspectives. The researchers recommend a critical approach to the integration of technology in GCE practices.

Pokhrel, R., Aryal, B., & Bexci, M. S. (2023). Values-based curriculum and pedagogy for 21st century learners: School practices in Nepal. *Interdisciplinary Research in Education*, *8*(1), 136–152.

https://doi.org/10.3126/ire.v8i1.56733

Keywords: *Cross-programme, values-based education, pedagogical practices, Nepal*

This study explored how values education is integrated into school curriculum and pedagogy in ways that foster responsible citizenship and personal development in students. Using a phenomenological research design, the study was conducted with 20 schools in Nepal, two of which were IB schools. The main participants were 20 teachers, and principals, and data were collected through interviews, and classroom observations. The study found that while all schools recognized the importance of values education and took initiatives to integrate it through various curricular structures and pedagogical practices, the approaches differed. IB schools, in particular, were noted for their unique pedagogical approaches and curriculum design that are inherent to the IB framework, which emphasizes international mindedness, the development of the whole person, and the fostering of a broad range of human capacities and responsibilities that go beyond intellectual development. The IB learner profile, in particular, was highlighted as promoting values such as inquiry, knowledge, thinking, communication, principled action, open-mindedness, caring, risk-taking, balance, and reflection. The researchers concluded there was a need in Nepal for policy-level endorsement to ensure the integration and impact of values-based education.

Scott, A. (2023). Interpreting international mindedness in Dutch state-funded international schools: An educational leadership perspective. *Journal of Research in International Education*, *22*(2), 121–135.

https://doi.org/10.1177/14752409231191570

Keywords: *Cross-programme, international mindedness, school leader perspectives, Netherlands*

This study explored how school leaders in public international schools understand and promote international mindedness. The study used a qualitative research design and was carried out in the Netherlands. Participants were 21 leaders of schools that offer the IB and/or the International Primary Curriculum (IPC). Data were collected through interviews. Results showed that public

international school leaders' conceptions of international mindedness emphasized intercultural competence over active global citizenship. Additionally, the participants perceived the concept of international mindedness to be vague and abstract, and found it difficult to promote effectively. Recommendations included a call for a stronger theoretical framework for international mindedness to guide school leaders to promote it in their schools.

Sharaf, R. S., Elkadi, E. A., & Mahmoud, E. E. (2023). Positive discipline class meetings: Student, parent, and teacher perspectives in an International Baccalaureate school in Egypt. *Journal of Individual Psychology*, *79*(2), 143–156.

https://doi.org/10.1353/jip.2023.a904856

Keywords: *Cross-programme, positive discipline, student, teacher and parent perceptions, Egypt*

The purpose of this study was to examine student, teacher and parent perceptions of Positive Discipline class meeting practices. Using a case study design, the research was carried out in an IB continuum international school in Egypt with experience implementing a Positive Discipline program. The research participants were 568 students, including PYP (n=170), MYP (n=315) and DP (n=83), their parents, and teachers. Data were collected through student questionnaires and interviews. Additional interviews were conducted with an unspecified number of parents and teachers. Key findings from the study indicated that students highly valued decision-making, self-management, and communication skills gained through Positive Discipline class meetings. They appreciated the opportunity to connect with classmates and the focus on social-emotional learning. Interviews with parents and teachers identified four dominant themes: taking responsibility, decision-making capacity, managing emotions, and strong interpersonal skills. The research concluded that Positive Discipline class meetings were well-received and contributed to students' ability to make decisions and manage their emotions effectively.

Shukur, I. (2023). Exploring the long-term effects of the IB curriculum on students' academic achievement: A case study of International Maarif Schools Erbil. *OTS Canadian Journal*, *2*(7), 12–25.

https://doi.org/10.58840/ots.v2i7.37

Keywords: *Cross-programme, student achievement, teacher perceptions, Iraq*

This study explored teacher perceptions of the IB's impact on students' academic development. The study used a survey design and was conducted in an IB continuum school in Iraq. Participants were 89 teachers and data were collected through questionnaires. The study found teachers

perceived positive impacts of the IB on students' academic achievement. The study also found that teachers perceived the IB to contribute to the development of students' critical thinking, interdisciplinary understanding, and global awareness. Additionally, teachers viewed the IB as having a critical role in preparing students for higher education and future employment. The researcher recommended that schools ensure effective implementation of the IB curriculum and provide ongoing professional development for teachers.

Yemini, M., Maxwell, C., Wright, E., Engel, L., & Lee, M. (2023). Cosmopolitan nationalism as an analytical lens: Four articulations in education policy. *Policy Futures in Education*, Advanced online publication.

https://doi.org/10.1177/14782103231168672

Keywords: *Cross-programme, IB expansion, public school systems, China, United States, Israel*

This study explored how education policies balance cosmopolitan and nationalist objectives. The study conducted content analyses of education policies from China, the United States, and Israel. Reviewed sources included policy documents, educational literature, and media discourse. Results showed that all three countries' education policies had elements of cosmopolitan nationalism, which included the presence of the IB. In China, education reforms included cosmopolitan aspects, such as preparing students for international competitiveness, while maintaining a nationalist direction. The United States adopted international education initiatives like the IB to address educational inequalities, despite the potential for the IB to create educational segregation. Israel incorporated the IB curriculum but faced challenges in balancing global educational trends with nationalist education agendas. Recommendations included that policymakers consider the interplay between national identity and global engagement in education to ensure that the adoption of international education aligns with national interests.

Dissertations and Theses

Collignon, A. (2023). *The origins and early development of Copenhagen International School, 1962-1973* [Doctoral dissertation, University College London].

https://discovery.ucl.ac.uk/id/eprint/10167615/

Keywords: *Cross-programme, IB foundations, international schooling, Denmark*

This study examined the history of the Copenhagen International School (CIS) in Denmark, among the first schools to implement the IB program in 1968. The researcher used a case study design and conducted content analysis on CIS primary sources from the mid-1960s to the early 1970s, including school documents and instructional resources and materials from private collections. Data were also collected from alumni, students and staff interviews. Results highlighted how CIS's transition to the IB was influenced by an interplay between American, Danish, and global agendas and ideologies. In addition, the study found CIS's identity evolved to reflect multiple and evolving interpretations of internationalism, which shaped the school's early policies and practices. The researcher concluded that reflection on early IB schools' histories can contribute valuable insights to the current discourse on educational policy and practices in international schooling.

Frangieh, M. (2023). *Teachers, leaders and parents' perceptions of international-mindedness in an international school in Qatar* [Doctoral dissertation, University College London].

https://discovery.ucl.ac.uk/id/eprint/10167249/

Keywords: *Cross-programme, international mindedness, educator and parent perceptions, Qatar*

This study examined the influence of parental perceptions of international mindedness on international school practices. The research utilized a case study design and was conducted in an IB continuum school in Qatar. Participants were 190 parents, 80 teachers, and 7 school leaders, with data collected through questionnaires, focus groups, and interviews. The study found diverse understandings of international mindedness among parents, teachers, and school leaders, which impacted its implementation at the school. Parents expressed concerns about the erosion of Qatari and Muslim identities among their children, leading the school to implement strategies such as collaborative teamwork, avoiding sensitive topics, and adapting the IB curriculum to be more responsive to parental concerns. Recommendations included that international schools in similar contexts to the IB case study school should develop a clear and shared understanding of international mindedness tailored to their specific environment, establish external partnerships with local communities, and enhance parental awareness of international mindedness.

Wanjala, F. T. (2023). *Teachers' perception of the implementation of an education curriculum – a case of the International Baccalaureate programme* [Master's thesis, Strathmore University].

http://hdl.handle.net/11071/13423

Keywords: *Cross-programme, curriculum implementation, teacher perception, Kenya*

This study explored teachers' perceptions of the IB as their school transitioned from a national curriculum to the IB. Employing a mixed methods research design, the study was conducted at two schools in Kenya. Participants were 36 subject teachers, 8 heads of departments, and 12 IB coordinators. Data were collected through questionnaires and interviews. The study found that while teachers recognized the higher costs associated with IB implementation compared to the national curricula, teachers held mostly positive views of the IB curriculum and considered it well-suited to the modern Kenyan educational landscape and for cultivating student global citizenship skills. Additional factors that shaped teachers' perceptions of the IB included the length of their teaching experience, the amount of time they invested in the curriculum shift, students' and other teachers' perceptions of the curriculum, and the degree of support from school leadership. Recommendations included that schools thoroughly induct teachers and ensure ongoing support to facilitate successful IB curriculum implementation.

Whitmarsh, M. (2023). H*ow does the International Baccalaureate's interpretation of international mindedness develop in learners over time? A case study of an elite, IB Continuum, international school in a tier 1 city on Mainland China* [Doctoral dissertation, University of Bath].

https://researchportal.bath.ac.uk/en/studentTheses/how-does-the-international-baccalaureates-interpretation-of-inter

Keywords: *Cross-programme, international mindedness, student development, China*

This study determined the extent to which the IB framework processes and structures are conducive to developing internationally minded students within an IB continuum school. The study used a mixed method design and was conducted in an IB school in China. Participants were 264 students, 60 teachers, and 136 parents, and data were collected through questionnaires and student focus groups. The study found that when and how long students were enrolled in the IB were significant factors in the development of their international mindedness. Younger students were found to have internalized internationally minded attributes and mindsets more fully. Additionally, students enrolled in the IB continuum — the PYP, MYP, and DP — were more likely to develop a strong sense of international mindedness compared to students who participated only in the DP. Recommendations included the integration of more deliberative instructional approaches in the DP curriculum that foster student development of international mindedness.

Zhang, Y. (C). (2023). *Learning Mandarin-as-a-foreign language: Communities of practice and translanguaging* [Doctoral dissertation, Victoria University of Wellington].

https://doi.org/10.26686/wgtn.24198597

Keywords: *Cross-programme, foreign language instruction, translanguaging, China*

This study explored teacher and students' language choices (translanguaging) within foreign language courses in an international school context. Using a case study design, the research was conducted in an English-medium of instruction IB school in China. Participants were two Mandarin foreign language teachers, one MYP and one DP, and 32 of their students. Data were collected through classroom observations, teacher interviews, and student focus groups. Additional data sources were school language policy documents. Results showed that teachers and students preferred using mostly English to facilitate students' learning of Mandarin. Teachers integrated translanguaging strategies into their lesson plans and practiced translanguaging intuitively during classroom interactions. Additionally, the study found the use of translanguaging was well-aligned with and promotes the IB learner profile attributes of international-mindedness, multiculturalism, and multilingualism. Recommendations included that IB international schools, particularly those with monolingual foreign language policies, adopt teaching and learning translanguaging practices to facilitate more active student engagement and richer language learning opportunities.

Conference Presentations

Fitzgerald, S. (2023). The International Baccalaureate in the global press: 1977-2019. [Presentation abstract]. In *2nd International Conference on Digital Linguistics, Book of Abstracts* (p. 66).

https://web.ua.es/en/cilidi/documents/book-of-abstracts.pdf

Keywords: *Cross-programme, IB perceptions, press articles, global*

This conference paper abstract summarizes a study aimed at documenting public discourse over the last five decades on the IB and its influence on global education systems. The study employed a document analysis approach, conducted by assembling and reviewing a 27-million-word corpus of international press publications, composed of a range of document types including letters to the editor, opinion pieces, obituaries, and various reports from news and sports sections. Findings of the study highlighted the IB's frequent association with debates surrounding education systems and its comparison with national educational curricula. Additionally, the results indicated that the discourse on the IB has evolved over time, transitioning from language centered specifically on educational terms to language that emphasizes broader values and meanings.

Hegseth, W. M. (2023, April 13-16). *Transcending borders: The International Baccalaureate's systemic approach to educating the whole person*. [Presentation abstract]. American Educational Research Association (AERA) Annual Conference. Chicago, IL, United States.

https://convention2.allacademic.com/one/aera/aera23/index.php?cmd=Online+Program+View+Paper&selected_paper_id=2058689&PHPSESSID=mk598lpv4bhrqvehpg5ecgqibg

This conference paper abstract summarizes a study that examined how the IB strives to balance rigorous academic standards with intercultural understanding and respect in its schools worldwide. The study employed a comparative case study design, utilizing previous research on the IB. Data sources included IB documents, observations, interviews with IB teachers and leaders, and video discussions with IB students, teachers, and administrators. Key findings included that the IB effectively manages the tensions between academic rigor and access, traditional and holistic learning, as well as fidelity and local adaptation. It accomplishes this through an infrastructure that allows schools to make adaptations to local contexts while guiding implementation through frameworks and professional development. Additionally, results found the IB ensures quality and growth through cross-school collaboration while making space for local discretion.