



# Research on the International Baccalaureate

An Annotated Bibliography  
of Studies Published in 2022

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## Introduction

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This annotated bibliography aims to document scholarly work on the International Baccalaureate (IB) published during the 2022 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 2022. 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 2022 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 work—empirical and non-empirical—of the following types: (1) IB-commissioned studies; (2) journal articles; (3) dissertations and theses; (4) book chapters; and (5) conference presentations. 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 2022 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 2022 on the IB were identified (see Table 1). Of these studies, 12 relate to the Primary Years Programme (PYP), 18 to the Middle Years Programme (MYP), 52 to the Diploma Programme (DP), and 28 are cross-programme studies. No studies published in 2022 were found that focused on the Career-related Programme (CP).

By study type, the majority are journal articles (61), followed by dissertations or theses (25), IB-commissioned studies (9), conference presentations (9), book chapters (4), and reports (1).

Geographically, 34 of the studies relate to the IB Africa, Europe, Middle East region, 28 to the IB Americas region, 24 to the IB Asia-Pacific region, and 25 are cross-regional or global in scope.

The most frequently addressed topics across the studies concern IB expansion, international mindedness, Diploma Programme student enrollment characteristics, and/or student outcomes.

**Table 1. IB-Related Studies Published in 2022**

By IB Programme*		By Type of Study		By IB Region*	
Primary Years Programme (PYP)	12	IB-commissioned studies	9	Africa, Europe, Middle East	34
Middle Years Programme (MYP)	18	Reports	1	Americas	28
Diploma Programme (DP)	52	Journal articles	61	Asia-Pacific	24
Career-related Programme (CP)	0	Dissertations and thesis	25	Global	25
Cross-programme	28	Book chapters	4		
		Conference presentations	9		

\*Due to overlaps in source types, the number of studies in this category are more than the total number of studies.

## Organization of the Report

This report is organized in four major sections that correspond to three of the four IB programmes: Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and an additional section for cross-programme studies. Within each of these four 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.

## Primary Years Programme (PYP) Studies

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### IB-Commissioned Studies

Hopfenbeck, T. N., Denton-Calabrese, T., Johnston, S., Scott-Barrett, J., & McGrane, J. A. (2022). *Facilitating curiosity and creativity in the classroom: An international multisite video study*. International Baccalaureate Organization.

<https://www.ibo.org/research/curriculum-research/pyp-studies/facilitating-curiosity-and-creativity-in-the-classroom-an-international-multisite-video-study-2022/>

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

This study examined how PYP teachers facilitate curiosity and creativity in their classrooms. The study used a case study research design and was conducted in nine schools in Sweden, Ghana, Germany, India, the Netherlands, Norway, Denmark, France, and Italy. The main data sources were video recordings of classroom lessons, teacher and student interviews, and student curiosity and creativity tasks. Participants consisted of 21 teachers whose lessons were videotaped; 22 interviewed teachers, 92 interviewed students, 193 students who completed the curiosity task, and 179 students who completed the creativity task. The results of the study revealed five sets of promising classroom practices that may foster student curiosity and creativity. The first was teacher use of diverse feedback pathways. The second was embedding self-regulated learning strategies. The third was the use of strategies that nurture inquisitive mindsets in students. The fourth was practices that facilitate collaborative creativity. And the fifth was providing opportunities for students to choose modes of self-expression. The researchers noted additional research is required to validate the practices and evaluate their impacts on student curiosity and creativity.

McKenney, S., Nieveen, N., Hurenkamp, R., Wasserfuhr, V., & Balica, M. (2022). *School-based curriculum development in the IB PYP (2022)*. International Baccalaureate Organization.

<https://www.ibo.org/research/curriculum-research/pyp-studies/school-based-curriculum-development-in-the-international-baccalaureate-pyp/>

Keywords: *PYP, school-based curriculum development, global*

This study explored school-based curriculum development (SBCD) in PYP schools. The study used a mixed-method research design and was conducted in PYP schools located across all IB regions. The first phase of the data collection entailed the distribution of two PYP staff surveys. The data

collection phase involved two surveys, one on SBCD practices and the other on the supports needed to sustain SBCD. A total of 766 PYP staff members from 680 schools responded to the first survey and 892 personnel in 395 schools to the second survey. The second data collection phase involved case studies in five PYP schools in India, United Arab Emirates, Belgium, and Nigeria. Data were collected through staff interviews, school document review and workshops. Three key findings emerged from the study. First, PYP schools around the world engaged in SBCD in similar ways. Second, while PYP staff reported having a lot of flexibility to customize the curricula they create to suit their local contexts, they lacked the knowledge necessary to do so effectively. Third, PYP staff reported the need for more guidance on approaches to SBCD. The researchers offered several recommendations to the IB on ways to improve the use of SBCD in the PYP.

## Journal Articles

McCarthy, D. (2022). An experiential learning experience: Elementary teacher candidates' perceptions of mentoring a 5th grade social studies exhibition. *Journal of Education*, Advance online publication.

<https://doi.org/10.1177/00220574221126422>

Keywords: *PYP, social studies teaching, teacher candidates, experiential learning, United States*

The purpose of this study was to examine elementary school teacher candidates' perceptions of a social studies experiential learning (EL) experience in a PYP classroom. The study used a case study research design and was conducted in an IB school in Louisiana, in the United States. The researcher, a grade 5 PYP social studies teacher, mentored 19 teacher candidates who participated in an EL activity aimed at helping students implement group action research projects. Data were collected through observations, weekly self-reflections by the teacher candidates, documentation of class discussions, and a questionnaire administered to the participants. Findings from the teacher candidates' self-reflections revealed that they perceived three main factors that impacted the success of their EL experience: the ability of the student group to complete specific tasks, the effectiveness of the students' cooperation as a group, and the students' interest in their group project. Findings from the questionnaire showed that the teacher candidates' attitudes toward teaching social studies after the EL experience were mixed, with nine reporting no change, eight reporting positive views, and two reporting negative views. The researcher suggests that the study's findings could inform the improvement of future EL experiences for teacher candidates and enhance PYP social studies instruction.

Šmitienė, G., & Kesylė, K. (2022). Opportunities for the use of STEAM projects in primary years classes: The points of view of International Baccalaureate teachers. *Regional Formation and Development Studies*, 37(2), 198–205.

<https://doi.org/10.15181/rfds.v37i2.2434>

Keywords: *PYP, teacher perspectives, STEAM education, Lithuania*

The purpose of this study was to explore teachers' experiences with and perspectives on implementing science, technology, engineering, the arts, and mathematics (STEAM) projects in PYP classrooms. The study used a qualitative research design and was conducted in an IB World School in Lithuania. A total of six PYP teachers comprised the research participants, and data were collected through semi-structured interviews. The study's findings revealed that teachers viewed the PYP curriculum as useful in terms of strengthening transdisciplinary teaching and learning and for the integration of STEAM into their teaching. Teachers estimated that they implemented three to four STEAM activities during a school year. Additionally, the teachers identified several benefits of integrating STEAM into the curriculum, including the development of students' creativity, research, critical thinking, independent learning, communication, and collaboration skills. Based on the findings, the researchers concluded that the PYP curriculum can provide a strong framework for transdisciplinary teaching and learning.

## Dissertations and Theses

Bahn, C. M. (2022). *Teachers' perspectives implementing inquiry-based learning in the International Baccalaureate Primary Years Program* [Doctoral dissertation, Walden University].

<https://search.proquest.com/docview/2668836500?pq-origsite=primo>

Keywords: *PYP, inquiry-based learning, Reggio Emilia, IBAEM*

This study aimed to understand PYP teachers' experiences with implementing inquiry-based learning. The study used a qualitative research design and was conducted in two schools in an undisclosed country within the IB Africa, Europe, and Middle East region. Participants were eleven PYP teachers and data were collected through semi-structured interviews. The researcher used the Reggio Emilia approach (REA) to analyze the interview data for inquiry-based learning. Results showed that the teachers implement inquiry-based learning in a manner consistent with the REA. Furthermore, teachers viewed the PYP framework as helpful for facilitating their implementation of inquiry-based learning. However, they stressed that training in inquiry methods was a necessary initial step for teachers to succeed in implementation. The main challenge that teachers reported

with inquiry-based learning was its implementation with English language learners and students with disabilities.

El Souefi, N. (2022). *Realization of effective reflective practices in teacher professional development in international schools in Egypt* [Doctoral dissertation, University of Leicester].

<https://doi.org/10.25392/leicester.data.18393899.v1>

Keywords: *PYP, teacher reflective practices, continuous professional development, Egypt*

The aim of this study was to understand the effectiveness of teachers' reflective practices as a method for continuous professional learning. The research utilized a qualitative design and was conducted in a PYP school in Egypt with seven teachers. Data was gathered through a focus group, individual interviews, and analysis of documents generated from teachers' reflective activities, which included a collaboratively developed action plan, responses to lesson reflective questionnaires, and journal entries. The study found that teacher reflective processes can be characterized as repetitive cycles of reflection-on-action and reflection-in-action. Second, conditions that facilitated or hindered teachers' reflective practices were based on the design of the tasks (collaboration, questionnaire, journaling). Third, conditions such as school culture and national context can impact the success of implementing teacher reflective practices as a form of continuous professional development.

Lund, N. (2022). *Sustainable development goals in the IB primary years Programme* [Master's thesis, Bilkent University].

<http://hdl.handle.net/11693/110589>

Keywords: *PYP, UN Sustainable Development Goals, curricular alignment, global*

The purpose of this study was to assess the extent to which concepts underlying the 17 United Nations (UN) Sustainable Development Goals (SDGs) are reflected in core PYP curricular policy documents. The study utilized a content analysis research design and was carried out through reviews of the PYP *Learning and Teaching Guide* and the *Developing a Transdisciplinary Programme of Inquiry*. A key finding of the study was that both PYP documents contained concepts that reflected all 17 SDGs. Concepts on SDG 11 (Sustainable Cities and Communities) and SDG 12 (Responsible Consumption and Production) were the most prevalent in the two PYP documents. The concepts that were the least represented in the PYP documents were of concepts of SDG 10 (Reduced Inequalities), SDG 7 (Affordable and Clean Energy), and SDG 17 (Partnership for the



Goals). The researcher concludes that the PYP curriculum, specifically the Transdisciplinary Programme of Inquiry, is effective in raising awareness of the UN SDGs.

Moskop, B. C. (2022). *Understanding the sensemaking experiences of cross-collaborating mid-level international school leaders: An IPA study* [Doctoral dissertation, Northeastern University].

<https://www.proquest.com/docview/2695334708/abstract/EB675D2CA4694EF2PQ/1>

Keywords: *PYP, leadership practices, school improvement, Thailand*

The purpose of this study was to understand the experiences of mid-level leaders who participated in a PYP cross-collaboration improvement process in an IB school in Thailand. The study used a phenomenological research design and involved four mid-level PYP school leaders: a school learning support coordinator, the PYP coordinator, a counselor, and a technology integration specialist. Data were collected through semi-structured interviews, which were conducted twice with each participant. The study found that mid-level leaders faced challenges related to limited agency and decision-making authority, cross-cultural interpretations of time and efficiency, and navigating authority. The researcher identified several implications of the study for improving PYP mid-level leaders' practice, including the importance of providing opportunities for professional learning in cultural responsiveness, assuming greater autonomy in decision-making, and structuring strategic dialogue with senior leadership.

Myers, E. A. (2022). *A qualitative study examining teacher and principal perceptions of the impact of professional learning communities on teacher efficacy, balancing data-based decision-making and innovation, and student achievement and outcomes in innovative choice schools* [Doctoral dissertation, Evangel University].

<https://www.proquest.com/docview/2660098452/abstract/81CD3DA9D2443F6PQ/1>

Keywords: *PYP, professional learning communities, teacher efficacy, United States*

This study aimed to understand how elementary school teachers perceive the impact of participating in a professional learning community (PLC). The study used a mixed-method research design and was carried out in a PYP school and a non-IB elementary school located in the Midwestern United States. Data were collected from surveys of 17 teachers, teacher focus groups, and principal interviews. The study found that teachers in both schools highly rated their PLCs for their focus on student learning, collaborative culture, results orientation, and individual and team self-efficacy. PYP teachers rated their PLCs higher on fostering a collaborative culture and educator self-efficacy compared to non-PYP teachers. Teachers perceived their PLCs effectively balanced

data-based decision-making and innovative practices, with PYP teachers giving slightly lower ratings in this area. Both schools' teachers gave high ratings to their PLC's impact on student achievement and outcomes such as engagement, motivation, and critical thinking, with PYP teachers rating their PLC's impact on students considerably higher than non-IB teachers.

Swanson, M. M. (2022). *Bullying prevention, documentation, and prevalence among the primary IB schools in Norway: A study on upholding Chapter 9A of the Education Act in the international school community in Norway*. [Master's thesis, University of Oslo].

<https://www.duo.uio.no/handle/10852/96242>

Keywords: *PYP, bullying prevention, Norway*

The purpose of this study was to investigate how PYP schools in Norway address bullying incidents and bullying prevention, and to evaluate the extent to which their practices align with the country's anti-bullying laws. The study used a phenomenological research design, and data were collected through surveys administered to PYP coordinators in seven schools. The study found that the PYP schools share similar definitions and understandings of bullying, but most do not use research-based bullying prevention programs or measures. In addition, all but one school agreed on the main features of bullying incidents that require documentation and reporting. The central conclusion drawn by the researcher was that PYP schools experience difficulties in implementing bullying prevention principles and practices that meet Norway's national regulatory standards.

## Conference Presentations

Hegseth, W. (2022, April 21-26). *Ensuring equity: A debate across the Montessori and International Baccalaureate educational systems*. [Presentation abstract]. American Educational Research Association (AERA) Annual Conference. San Diego, CA, United States.

[https://convention2.allacademic.com/one/aera/aera22/index.php?program\\_focus=view\\_paper&selected\\_paper\\_id=1880025&cmd=online\\_program\\_direct\\_link&sub\\_action=online\\_program](https://convention2.allacademic.com/one/aera/aera22/index.php?program_focus=view_paper&selected_paper_id=1880025&cmd=online_program_direct_link&sub_action=online_program)

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

The study summarized in this conference presentation abstract compared PYP and Montessori school practices aimed at promoting increased student equality, autonomy, and equity in the classroom. Using a comparative ethnographic research design, the study was conducted in four elementary schools in Washington, DC, and Toronto. Data were collected through classroom observations and teacher focus groups. Key findings included that equity was prioritized by both

PYP and Montessori teachers. However, teachers' understanding and implementation of strategies that foster equity in the classroom differed between the PYP and Montessori teachers.

Hsu, A., & Hsu, Y. (2022). Computer education of the Primary Years Programme Exhibition at International Baccalaureate schools during the COVID-19 Pandemic. [Presentation paper]. In IEEE. *Proceedings 2022 IEEE 46th Annual Computers, Software, and Applications Conference (COMPSAC)* (pp. 411-412). IEEE.

<https://doi.org/10.1109/COMPSAC54236.2022.00066>

Keywords: *PYP, PYP exhibition, COVID-19 pandemic, technology, Japan*

This conference presentation paper summarizes a study on the use of technology among PYP students in Japan who completed their PYP Exhibition (PYPX) projects online during the COVID-19 pandemic school years of 2020 and 2021. The study included 33 students in 6th grade and collected data on the types of technology devices and the technology skills they used for their PYPX projects. The key findings showed that the students used a total of 57 devices, including tablets, smartphones, and computers, and that most students used more than one device. In addition, the two most applied technology skills among the students were website development and poster design. The researchers concluded that the digital PYPX projects facilitated increased opportunities for the students to use technology devices and improve their technology skills during the pandemic.

## Middle Years Programme (MYP) Studies

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### IB-Commissioned Studies

Kitsantas, A., & Peters-Burton, E. (2022). *Collaboration skills in the IB Middle Years Programme*. International Baccalaureate Organization.

<https://www.ibo.org/research/outcomes-research/myp-studies/collaboration-skills-in-the-international-baccalaureate-middle-years-programme-2022/>

Keywords: *MYP, collaboration skills, science classroom, United States*

This study examined strategies that support student collaboration in MYP science classrooms. Using a case study design, the research was conducted in a school in a mid-Atlantic state in the United States. Data were collected through analysis of MYP curricular documents, interviews with and classroom observations of two MYP science teachers, and a focus group with seven MYP students. Survey data were obtained from 210 MYP students. The study found that the MYP curricular framework provides a foundation for fostering collaborative environments in science education by creating opportunities for students to learn from one another through discussion and peer teaching. Teachers were observed using strategies to develop student collaboration skills such as trust-building, effective communication, and conflict resolution. Students recognized the importance of collaboration skills but reported needing more time getting to know their peers for effective collaboration. Survey findings showed that collaborative learning is positively associated with students' self-regulation skills and engagement levels. The researchers recommended incorporating collaborative technologies in MYP curricular guides and providing teacher professional development on using technology to promote collaborative learning.

McGrane, J. A., Johnston, S.-K., Morancho, M. V., & Hopfenbeck, T. N. (2022). *Critical thinking in the International Baccalaureate Middle Years Programme: An international, multisite evaluation*. International Baccalaureate Organization.

<https://www.ibo.org/research/outcomes-research/myp-studies/critical-thinking-in-the-international-baccalaureate-middle-years-programme-an-international-multisite-evaluation-2022/>

Keywords: *MYP, student critical thinking, Australia, England, Norway*

This study evaluated the effectiveness of the MYP in developing critical thinking skills of grade 9 and grade 10 students. The study employed a mixed-method design and was conducted in 10 IB schools and 11 non-IB schools in Australia, England, and Norway. Quantitative data were collected

from 870 MYP and non-MYP students through a critical thinking skills assessment. Qualitative data were collected through content analysis of MYP curricular documents and interviews with 46 MYP students, and 45 MYP teachers and coordinators. The study found that, overall, MYP students had significantly higher critical thinking levels than their non-MYP counterparts, and this was consistent at both grade levels, as well as in Australia and England, but not in Norway. Additionally, students perceived the MYP curriculum to strengthen their critical thinking skills and abilities to transfer their thinking to different contexts. Additionally, the study found that MYP teachers and coordinators believed that the explicit nature of the MYP and the shared assessment language in the MYP framework are effective for fostering and developing student critical thinking.

## Journal Articles

Anikanova, K. I. (2022). Engineering design as a general area of study of informatics at the school of International Baccalaureate. *RUDN Journal of Informatization in Education*, 19(2), 157–164.

<https://doi.org/10.22363/2312-8631-2022-19-2-157-164>

Keywords: *MYP, engineering teaching and learning, career development, Russia*

This study investigated approaches to cultivate student interest and preparedness for a career in engineering during the middle school years. The study used a case study research design and was carried out in secondary school in Russia. Data were collected through classroom observations of MYP engineering design lessons, reviews of student work and content analysis of learning standards in IB and national curricular policy documents. Results indicated that MYP engineering design coursework provided students with early exposure to engineering-related skills, such as programming and robotics, as well as generating career interest in the field.

Barker, M. R. (2022). MYP coordinators: Differences in job satisfaction levels based on the number of IB programmes. *Journal of Research in International Education*, 21(1), 62–72.

<https://doi.org/10.1177/14752409221089589>

Keywords: *MYP, MYP coordinators, job satisfaction, global*

This study compared MYP coordinators' job satisfaction levels based on the number of IB programmes implemented in their schools. The study used a survey research design and was carried out by administering the Job Satisfaction Survey instrument to all 1,424 MYP Coordinators whose email addresses were published on the IB website. A total of 341 MYP Coordinators from 63 countries provided complete responses to the survey and comprised the research participants. The study found significant differences in MYP Coordinators job satisfaction levels based on the

number of IB programmes in their schools. MYP Coordinators who worked in schools that also had the PYP and DP reported the highest average job satisfaction scores compared to those who worked in MYP-only schools. The researcher concluded the differences found in MYP Coordinators' job satisfaction was likely due to the fact that schools with three IB programmes were more supportive of MYP implementation compared MYP-only schools.

Dieudé, A., & Prøitz, T. S. (2022). Curriculum policy and instructional planning: Teachers' autonomy across various school contexts. *European Educational Research Journal*, Advanced online publication.

<https://doi.org/10.1177/14749041221075156>

Keywords: *MYP, teacher autonomy, curriculum control, Norway*

This study investigated the perspectives of lower secondary school teachers regarding their sense of autonomy in curriculum and instructional decision-making. The study used a multiple case study design and was carried out in three schools in Norway: a public school, an MYP school, and a Waldorf school. The data was collected through semi-structured interviews with twelve teachers and through content analysis of national, IB, and Waldorf teaching and curricular documents. The study found that the education reforms implemented in Norway in 2006, which introduced competency-based learning, led to the standardization of curriculum structures across public and private schools. The study also revealed that despite similarities in the outcome-based curriculum structures in the three schools, the teachers' perceptions of their autonomy in making pedagogical decisions varied. MYP and Waldorf teachers felt that they had greater freedom compared to public school teachers in deciding what content to teach and how to teach it.

Jurasaitė-O'Keefe, E. (2022). Defining and cultivating international mindedness: Perceptions and perspectives of students in the International Baccalaureate Middle Years Program. *Research in Middle Level Education*, 45(2), 1–17.

<https://doi.org/10.1080/19404476.2022.2024067>

Keywords: *MYP, international mindedness, student perceptions, global*

This study examined how MYP students experience international mindedness (IM). Part of a larger IB cross-programme research study, this study used a survey research design and data were collected through a questionnaire given to 136 MYP students worldwide. The study found that MYP students perceived themselves to be internationally minded, with an average self-rating of 8 on a scale of 1 (not internationally minded) to 10 (highly internationally minded). The most

frequently used terms by students to define IM were understanding, awareness, and acceptance of differences in others. Travel, both school- and family-based, was the most mentioned experience that students said influenced their understanding of IM. Other school-based factors that impacted their understanding of IM included having a diverse student body and teacher staff, the MYP curriculum and extracurricular activities, and foreign language learning. Family-based factors that influenced students' conceptions of IM included international moves, family composition, and family advice received.

Kelly, M. C. (2022). Exploring teachers' beliefs on teaching, learning, and curriculum within an IB MYP international school environment. *European Journal of Teaching and Education*, 4(3), 38–48.

<https://doi.org/10.33422/ejte.v4i3.726>

Keywords: *MYP, teacher beliefs, teaching, learning, curriculum, Netherlands*

This study investigated MYP teachers' perspectives on effective teaching, student learning, and quality curriculum, as well as the alignment between their beliefs and the MYP teaching philosophy. The study used a qualitative research design and was conducted with 25 MYP teachers in international schools in the Netherlands. Data were collected with semi-structured interviews. The findings indicated that teachers believed that good teaching should be student-centered, use constructivist-based approaches, and create positive learning environments. Additionally, teachers reported that meaningful student learning should be purposeful, develop a range of student skills, and challenge different perspectives. Teachers also believed quality curriculum should be developmentally appropriate, responsive to real-world changes, and interdisciplinary. Overall, teachers' beliefs were found to be aligned with the MYP teaching and learning philosophy. However, some integral aspects of MYP, such as community service, global contexts, and approaches to assessments, were not addressed by teachers. The researcher concluded the study's findings had implications for the design of MYP teacher professional development.

Kelly, M. C. (2022). International middle school students' experiences and views on their evaluation of teachers. *International Journal for Cross-Disciplinary Subjects in Education*, 13(1), 4592–4599.

<https://infonomics-society.org/ijcdse/published-papers/volume-13-2022/>

Keywords: *MYP, student beliefs, student-teacher evaluations, Netherlands*

This study explored the views and experiences of MYP students regarding the practice of students providing teacher evaluations. The study used a qualitative research design and was conducted in

an international school in the Netherlands. Data were collected through semi-structured interviews with nine students in their first year of the MYP. The study found that students had mixed opinions about providing teacher evaluations. Those with positive views perceived teacher evaluations as important and useful for improving teaching and fostering respect for student ideas. In contrast, those with negative views expressed concerns about potential consequences, including retaliation against students. The study also found that students considered several aspects when evaluating teachers, such as their organization and preparation, their responses to students, and the quality of learning experiences. The researcher concluded that schools should consider the perspectives and concerns of students when designing and implementing teacher evaluation systems.

Maryono, G. D., & Emilia, E. (2022). An analysis of International Baccalaureate – English language curriculum for Middle Year Program. *PAROLE: Journal of Linguistics and Education*, 12(1), 69–80.

<https://doi.org/10.14710/parole.v12i1.69-80>

Keywords: *MYP, language learning, curriculum analysis, Indonesia*

The aim of this study was to assess the relevance of the MYP English (Language Acquisition) curriculum for implementation in Indonesian schools. The study adopted a content analysis research design, which involved analyzing the MYP curriculum documents, using Tyler's Rationale as an analytical framework. Tyler's Rationale is a curriculum development theory consisting of three components: ideology, model, and elements. The primary data for the study were derived from the MYP *Principles to Practice* and *Language Acquisition Curriculum 2020-2021* documents. The study's main findings were that the MYP, overall, reflected an ideology of social reconstructionism. The study identified that the MYP English curriculum's ideological foundation is based on cultural pluralism and its model includes Tyler's deductive approach. The curriculum objectives were aligned with the national language learning objectives of Indonesia, and the emphasis on communication within the global context was an indicator of multimodality, which also aligns with the national curricular emphases. The student-centered and collaborative approaches in the MYP English curriculum's learning activities were found to align with three key elements of the Tyler framework: continuity, sequence, and integration. The conclusion of the study was that its findings provide a valuable reference for implementing international and IB curricula in the Indonesian context.



Na, H. (2022). What is the driving force behind the growth of teachers in IB schools? *Asia Pacific Journal of Educational Research*, 5(2), 35–44.

<http://apjer.knu.ac.kr/archive/listdet.asp?%20srcCate=%20&i key=9193%20&p key=30665%20&v key=5%20&n key=2%20&n key1=2%20&i kname=%20&p name=%20&m year=2022#>

Keywords: *MYP, teacher professional growth, unit planner, South Korea*

The purpose of this study was to document the professional growth of an MYP Language and Literature teacher, as evidenced by their use of MYP unit planners. The study employed an autobiographical narrative design, conducted with an MYP teacher in Korea who was also the study's researcher. The study presented a detailed account of the teacher's professional growth over a period of three years, starting with challenges faced during the first year in comprehending and completing different components of the MYP unit planner, such as the statement of inquiry, inquiry questions, and Approaches to Learning (ATLs). However, the teacher gradually gained a deeper understanding of the purpose and significance of these components, and by the second year, was able to effectively incorporate the MYP unit planner into instructional design processes with greater confidence and ease. Finally, by the third year of the study, the teacher was not only able to effectively use the MYP unit planner but also reflected critically on their own instructional design processes and how to continue improving them. Drawing from their experiences, the researcher offers recommendations for teacher education reform in Korea, including ongoing professional development, peer collaboration, and emphasis on self-reflection among teachers.

O'Boyle, É. (2022). Adolescents' perceptions of how teachers encourage creativity in the context of the International Baccalaureate Middle Years Programme. *Journal of Research in International Education*, 21(3), 201–227.

<https://doi.org/10.1177/14752409221135018>

Keywords: *MYP, creativity, instructional strategies, student perceptions, central Europe*

The purpose of this study was to understand MYP students' perceptions of creativity and of the strategies that teachers use to foster creativity in the classroom. The study used a grounded theory research design and was conducted in an international IB school in an undisclosed country in central Europe. The research participants consisted of 38 students in the final two years of the MYP, and data were collected using a questionnaire and individual and group interviews. The study found that students identified the essential components of creativity as the novelty and value of a creative output, an intuitive and subject-specific creative mindset, and a creative process that often involved re-combining ideas and necessitated perseverance. The study also revealed that

students identified four types of instructional strategies that teachers use to foster creativity in students. The first type was strategies that shape students' disciplinary understanding (D), which includes providing task-specific clarifications, advice, examples, and modeling. The second type was teacher actions that shape student empowerment (E), such as giving students autonomy, respect, and flexibility. The third type was the use of content and tasks that are relevant (R) to students. The fourth type was teaching approaches that increased students' creative metacognition (M). These study findings led the researcher to propose the DERM model for teachers to foster creativity in the classroom.

Shafiee, N. S., & Abdul Ghani, M. (2022). The influence of teacher efficacy on 21st century pedagogy. *International Journal of Learning, Teaching and Educational Research*, 21(1), 217–230.

<https://ijlter.org/index.php/ijlter/article/view/4672>

Keywords: *MYP, teacher efficacy, 21<sup>st</sup> century skills, Malaysia*

This study examined the relationship between teachers' sense of self-efficacy with classroom management, student engagement, and overall teaching approaches and teaching practices for developing students' 21st century skills. The study used a survey research design and was conducted in three MYP schools and three non-IB schools in Malaysia. A total of 201 teachers comprised the research participants. Data were collected, through the administration of a questionnaire that contained items from the Teachers' Sense of Efficacy Scale (TSES) and the West Virginia 21st Century Teaching and Learning Survey. The study found that teachers reported high levels of self-efficacy in classroom management, student engagement, and overall teaching strategies. Similarly, teachers reported high levels of implementation of strategies for developing students' 21st-century skills in five areas: critical thinking, collaboration, communication, creativity and innovation, and information technology. Furthermore, the study found that MYP teachers were more likely to implement 21st-century teaching practices compared to teachers in non-IB schools. However, the study also found that teachers' efficacy levels within classroom management and student engagement were not significantly associated with their 21st-century pedagogical practices. Only teachers' overall teaching self-efficacy levels were found to be significantly associated with their 21st-century pedagogical practices.

Spencer, J. (2022). The other third culture kids: EAL learners' views on self-identity, home culture, and community in international schools. *TESOL Journal*, 13(3), e657.

<https://doi.org/10.1002/tesj.657>

Keywords: *MYP, English as an additional language, third culture kids, Ukraine*

This study explored the sense of identity among third culture kids (TCKs) who study English as an additional language (EAL) in international schools. Third culture kids are children who grow up in a different country or culture from their country of citizenship. The study used a qualitative research design and was conducted in an IB World School in Ukraine with 18 TCK EAL students in the MYP. Data were collected from interviews and a language portrait drawing task. The results showed that students had varying perceptions of what an EAL learner is. The most common responses described EAL learners as individuals who receive support in terms of the kind of assistance they require and the purpose for which they are enrolled in the EAL program. Additionally, most students did not feel different from their peers due to their EAL status. The students also showed aspirational motivation in pursuing EAL as a stepping stone to the next level of English proficiency and anticipated their enrollment in EAL as temporary. Lastly, students did not perceive a connection between their home language proficiency and the development of their English language skills. Based on the study's findings, the researcher suggests a need for a better understanding of how EAL and mainstream classrooms can be integrated to support EAL learners. The study recommends that a more cohesive and collaborative community should be fostered to improve EAL students' confidence in the mainstream classroom.

## Dissertations and Theses

Chandran, P. (2022). *Student motivation in mathematical problem-solving tasks*. [Master's thesis, University of Agder].

<https://uia.brage.unit.no/uia-xmlui/handle/11250/3004110>

Keywords: *MYP, student motivation, mathematics education, problem solving, Norway*

This study examined the factors that motivate MYP students in mathematical problem-solving. The research utilized a mixed-methods design and was conducted in a school in Norway with 37 students in 9<sup>th</sup> and 10<sup>th</sup> grade. Data was collected through a questionnaire in which students rated their motivation to solve 14 mathematical tasks, provided justifications for their ratings, and selected two tasks to solve. The researcher also conducted follow-up interviews with twelve of the students. The study's main findings indicated that students assigned the highest problem-solving motivation ratings to tasks that required logical reasoning, had accompanying visuals, and had

contexts that they found interesting. An unexpected finding of the study was that the task that most students chose to solve was not among the top three that they rated as highly motivating.

Eren Janssen, B. (2022). *Investigating the variables affecting students' perceptions of 21st century skills and problem-solving skills* [Doctoral dissertation, Hacettepe University].

<http://openaccess.hacettepe.edu.tr:8080/xmlui/handle/11655/26011>

Keywords: *MYP, 21<sup>st</sup> century skills, problem solving skills, Netherlands*

This study compared the perceptions of 21st-century and problem-solving skills among MYP and non-MYP students. The study used a correlational research design and was conducted in the Netherlands. The sample included 160 MYP students across three schools and 142 non-MYP students from two schools. Data were collected through a researcher-developed survey of student perceptions of 21st-century skills (PoTCS) and a problem-solving skills assessment (PSS). The study's main finding showed that MYP students had significantly higher scores than their non-IB peers in two dimensions of the PoTCS: global citizenship skills and learning-to-learn skills. In addition, MYP students had better English comprehension skills than the non-IB students, and MYP students with high English comprehension skills also had higher PoTCS scores. In contrast, non-IB students in this study scored higher on the PSS compared to the MYP students. Moreover, the study found that among both the MYP and non-IB students, there was no significant relationship between their PoTCS and PSS scores.

Katnik, K. (2022). *English learners' conceptions of self in an International Baccalaureate Middle Years Programme: A narrative inquiry* [Doctoral dissertation, University of Michigan].

<https://dx.doi.org/10.7302/6618>

Keywords: *MYP, English learners, student identities, self-esteem, United States*

This study aimed to understand English learners' sense of self and how their experiences in the MYP contribute to their conceptions of self. The study used a narrative inquiry research design and was conducted in a middle school in the United States. Research participants were six English learner students, and data were collected through three in-depth structured interviews with each student. Key findings of the study were that the students described mostly positive MYP experiences and exhibited high levels of self-esteem, strong academic identities as learners, and strong social and ethnic identities as multilingual students. The study also found that the IB learner profile and focus on international mindedness fostered academic identities and strong self-esteem levels among English learners.

Mamane, M. (2022). *Linguistic diversity in the English classroom in Finland* [Master's Thesis, University of Oulu].

<http://urn.fi/URN:NBN:fi:oulu-202206142828>

Keywords: *MYP, English language education, student linguistic diversity, Finland*

The purpose of the study was to investigate how English is taught in both MYP and non-MYP classrooms, specifically in the context of classrooms with linguistically diverse students. The study utilized a qualitative research design and involved conducting an in-depth interview with an MYP English teacher in Finland. The interview results were then compared to findings from a previous study conducted by the same researcher, which involved observing English language instruction in an MYP and a non-IB 6th grade classroom. The study found differences in the approaches of MYP and non-MYP English teachers in terms of how they conceptualize teaching English language to linguistically diverse students. MYP teachers taught English as instruction in students' native language (L1), while non-MYP teachers taught it as a second language (L2) and expressed frustration with a lack of available instructional materials. The researcher concluded that there is a disconnect between the objectives for English language education in Finland's national curriculum and the actual practices of English language instruction and suggested that traditional schools in Finland should adopt best practices from L1 English instruction.

Mesich, M. (2022). *Responsive leadership in an international context* [Doctoral dissertation, University of Calgary].

<https://prism.ucalgary.ca/handle/1880/114622>

Keywords: *MYP, DP, leadership practices, India, China, Japan, South Korea, Thailand, Singapore, Indonesia*

This study explored the leadership approaches of IB school leaders in Asia. Using a qualitative research design, the study was carried out through semi-structured interviews with six principals and four MYP and DP coordinators with experience in IB schools in India, China, Japan, South Korea, Thailand, Singapore, and Indonesia. The study found that relational leadership practices, which prioritize relationship building and trust, were the most used approach among the participants. Additionally, most leaders considered access to and interactions with a wide network of IB school leaders as critical to their ongoing professional learning. Finally, the study highlighted that the leaders reported the significance of leadership practices that facilitate navigation and integration of culture at the school, local, national, and international levels.

## Diploma Programme (DP) Studies

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### IB-Commissioned Studies

Davies, S., & Guppy, N. (2022). *Comparing university outcomes of International Baccalaureate Diploma Programme graduates to their peers in Toronto and Vancouver, Canada*. International Baccalaureate Organization.

<https://www.ibo.org/research/outcomes-research/diploma-studies/comparing-university-outcomes-of-dp-graduates-to-their-peers-in-toronto-and-vancouver-canada-2022/>

Keywords: *DP, postsecondary outcomes, Canada*

This study compared the university outcomes of DP graduates, French Immersion (FI) graduates, and traditional high diploma holders in Toronto and Vancouver, Canada. The study used a secondary data analysis research design and analyzed student enrollment, achievement, and outcome data from the University of Toronto (UofT) and the University of British Columbia (UBC). The student sample included 2,218 DP graduates, 1,669 FI graduates and 20,365 traditional high diploma holders admitted to UofT between 2006-07 and 2011-12 and UBC between 2012 and 2018. The study found that DP graduates performed better than traditional high school diploma holders on several university outcomes. DP graduates demonstrated a higher likelihood of enrolling in science and engineering degree programs and earned significantly higher university grades compared to graduates with a traditional high school diploma. Moreover, DP graduates were less likely to drop out and more likely to graduate from university within six years or less.

### Reports

Mitchell, E. M. (2022). *Why IB? Post-16 choice processes in a dual-curriculum UK independent school*. International Baccalaureate Organization.

<https://www.ibo.org/research/research-resources/jeff-thompson-research-award-winners-studies/why-ib-post-16-choice-processes-in-a-dual-curriculum-uk-independent-school/>

Keywords: *DP, A-levels, student decision-making, United Kingdom*

This study explored students' decision-making processes when choosing between the DP or Advanced Levels (A-levels). The study used a qualitative research design and was conducted in an independent, all-boys school in London, England. Data were collected through interviews with 21 students conducted 3 times over six months. The study revealed five themes characterizing the students' contemplation of the DP versus A-levels enrollment choice. These were embodying

placidity, being quietly assured, being fixated, performing as though satisfied, and thriving. Of the 21 students, 7 chose the DP, and 12 chose the A-levels (one student left the school, and another chose a different path). The study also found that various factors, including input from teachers, friends, and family members, students' subject and extracurricular interests, and progress and performance in their coursework and assessments, influenced students' decision-making.

## Journal Articles

Akiş, D., & Metli, A. (2022). Relationship between scientific reasoning and scientific-mathematical content knowledge in International General Certificate of Secondary Education and International Baccalaureate Diploma Programs. *Sakarya University Journal of Education Faculty*, 22(1), 50–67.

<https://doi.org/10.53629/sakaefd.736800>

Keywords: *DP, math and science learning, scientific reasoning, Turkey*

This study investigated the relationship between students' scientific reasoning skills and their performance in the International General Certificate of Secondary Education (IGCSE) and DP math and science courses. The study employed a correlational research design and was carried out in one private IB school in Turkey with 79 students in the 9th and 11th grades. Data were collected on the 9th and 11th grade students' achievement in the IGCSE and DP science (physics, chemistry, and biology) and mathematics courses. In addition, the researchers administered the Classroom Test of Scientific Reasoning (CTSR), to the students in the study. The study found, for both 9th and 11th graders, moderate but significant relationships between their scientific reasoning skills and their science and mathematics content knowledge as measured by IGCSE and DP math and science course grades. The researchers concluded that the study's results suggest students develop some scientific reasoning skills over the course of their enrollment in the IGCSE and DP.

Barnard, M. (2022). A critical reconceptualization of the International Baccalaureate as a potential force for democratisation in global-heritage schools. *Globalisation, Societies and Education*, Advance online publication.

<https://doi.org/10.1080/14767724.2022.2115343>

Keywords: *DP, global education, global heritage schools, England*

The purpose of this study was to explore the possibilities of a reconceptualized role for the IB in global education. The researcher used a document analysis research design and conducted critical literature reviews on the IB, the DP, and global heritage schools in England. The researcher

concluded the IB is one of the only international education organizations with the prestige to support staff and students in diverse and multicultural schools such as England's heritage schools to transform their teaching and learning in ways that foster inclusivity and embed the cultural capital of marginalized students. The researcher suggested that in this new role, the IB would promote democratically produced global education, and schools would not be required to implement the DP or any other IB programs.

Beech, J., Del Monte, P., & Guevara, J. (2022.). Opening access to privilege: The enactment of the IB in public schools in Costa Rica and Peru. *Globalisation, Societies and Education*, Advance online publication.

<https://doi.org/10.1080/14767724.2022.2138274>

Keywords: *DP, IB implementation, equity, Costa Rica, Peru*

This study investigated the extent to which the introduction of the DP in public schools in Costa Rica and Peru during the mid-2000s contributed to the accumulation of social and cultural capital among students from non-elite and non-privileged backgrounds. The researchers used a document analysis research design and conducted a critical literature and policy review on the DP implementation and outcomes in the two countries. The study found that in both cases of Costa Rica and Peru, DP implementation in state schools, in and of itself, was not sufficient for improving access to privilege for students from disadvantaged backgrounds. In both countries, students' prior schooling experiences were among the factors that inhibited the accumulation of social capital. Both countries enacted measures to compensate for these deficits, which included making acceptance into the DP more selective, improving conditions at schools, providing more student supports, and facilitating access to postsecondary education.

Bunnell, T. (2022). Moving from elite international schools to elite(ish) universities: The pathway leading to Toronto rather than Harvard. *Educational Studies*, Advanced online publication.

<https://doi.org/10.1080/03055698.2022.2103649>

Keywords: *DP, elite traditional international schools, postsecondary enrollment, global*

This study examined the postsecondary enrollment patterns of DP graduates from elite traditional international schools (ETISs) worldwide. Using a secondary data analysis research design, the study collected data on university enrollment between 2017 and 2021, from the websites of six ETISs in the United States, Netherlands, Singapore, Austria, Hong Kong, and Japan. The study found that the university destinations of DP graduates were dominated by three relatively low-ranked



universities in Toronto and London. Furthermore, the study found that enrollment rates of DP graduates from ETIS in the world's most prestigious universities, such as Harvard, Oxford, Cambridge, and others, were very low.

Bunnell, T., Donnelly, M., Lauder, H., & Whewall, S. (2022). International mindedness as a platform for class solidarity. *Compare: A Journal of Comparative and International Education*, 52(5), 712–728.

<https://doi.org/10.1080/03057925.2020.1811639>

Keywords: *DP, international mindedness, international schools, global mobility, Southeast Asia*

This study explored the role of elite IB international schools in fostering and promoting international mindedness. The study used a case study research design and was conducted in one IB school in an undisclosed country in Southeast Asia. The research participants consisted of eleven British DP students. Data were collected from students through a survey and through semi-structured interviews. Data were also collected through a mapping activity in which students were asked to identify locations of importance to them on maps of the UK, their current location, and the world. Major findings of the study include that most participants had experienced high levels of geographical mobility during childhood. The study also found that the DP, specifically the Creativity, Activity, Service (CAS), and the IB Learner Profile play a central role in developing the mindsets and behaviors in students that embody international mindedness. Furthermore, the study found that the shared and collective experience of attending an international school contributed greatly to fostering international mindedness in students.

Chernoff, K. F. (2022). Tensions with international mindedness: Teaching in the International Baccalaureate Program. *Social Studies Research and Practice*, 17(1), 126–138.

<https://doi.org/10.1108/SSRP-05-2021-0011>

Keywords: *DP, international mindedness, IB History, Hong Kong, Western Europe*

This study explored the extent to which DP History teachers implement international mindedness in their teaching. The study used a survey research design and was conducted with three teachers: one from a school in Hong Kong and two from a school in an undisclosed country in western Europe. Data were collected through interviews. The study found that all three teachers felt that international mindedness could be integrated into the DP history curriculum, but they struggled with trying to do so. The participants noted that teaching international mindedness effectively required that teachers be skilled at and willing to share their own life experiences with students.

The participants reported an additional challenge of overcoming what they perceive to be a dominant Eurocentric narrative inherent in the DP History curriculum. Thirdly, with the high-stakes nature of the DP History exam, the participants noted that preparing students for success on the exam can often take precedence over teaching international mindedness.

Engel, R. (2022). Pathways to global citizenship: A critical analysis of the International Baccalaureate's Diploma Programme in the Asia Pacific region. *Globalizations*, 19(5), 781–796.

<https://doi.org/10.1080/14747731.2021.2011585>

Keywords: *DP, global citizenship, tuition, school mission statements, Hong Kong, Japan, Cambodia the Philippines, Vietnam*

This study analyzed the extent to which schools value global citizenship. The study employed a mixed-methods research design and was conducted in 15 private DP schools located in Hong Kong, Japan, Cambodia, the Philippines, and Vietnam. Data were collected on schools' annual tuition costs and mission statements, along with GDP per capita data for each country. The study found a wide range of annual tuition costs, from 11,885 USD to 29,690 USD. The lowest average tuition cost as a percentage of national GDP per capita was 43% (in Hong Kong) while the highest was 1,087% (in Vietnam). While most mission statements emphasized global citizenship, community service, and environmental consciousness, some also emphasized individualism. The researcher suggested that these conflicting values of schools and their high tuition costs call into question the notion of the DP as a viable path for attaining global citizenship.

Fitzgerald, S. (2022). COVID-19 and the International Baccalaureate: A computer-assisted discourse analysis of #IBSCANDAL. *British Journal of Educational Studies*, Advanced online publication.

<https://doi.org/10.1080/00071005.2022.2056575>

Keywords: *DP, Covid-19 pandemic, #ibscandal, social media, global*

This study analyzed global social media discourse following the IB's decision to cancel the May 2020 DP examinations due to the Covid-19 pandemic and worldwide school closures. The IB used an alternate assessment approach based on an individual student's course grades and their school's previous DP examination results. Using a content analysis design, the study collected 4,278 tweets containing the hashtag #ibscandal over a two-month period (from July to September 2020) and analyzed the discursive strategies that emerged each week. The study found that various stakeholders, including students, teachers, parents, and politicians, participated in the

discourse. Furthermore, the study found that distinct discourse strategies emerged throughout the weeks, with the first week focusing on amplifying the #ibscandal message by tagging major news outlets, and the final week convincing stakeholders to take legal action against the IB.

Forrest, S. (2022). Self-regulated learning in the IB Diploma Programme: A qualitative comparison of strategy use by IB Diploma students with learning difficulties and those with a history of high achievement. *Journal of Research in International Education*, 21(2), 139–166.

<https://doi.org/10.1177/14752409221122009>

Keywords: *DP, self-regulated learning, learning disabilities, United Kingdom*

This study investigated the use of self-regulated learning strategies by high-achieving DP students and DP students with learning disabilities (LD). The study used a qualitative research design and was conducted in an all-girls international school in the United Kingdom. Participants were six high-achieving students and four students with LD in grades 11 and 12. Data were collected from interviews, student work samples, and written reflections. The study found only small differences in the number of self-regulated learning strategies used by the high performing students and students with LD. Among the 11<sup>th</sup> graders, high-achieving students used nine strategies while students with LD used ten strategies. Among the 12<sup>th</sup> graders, both high-achieving students and students with LD used a total of 14 strategies. The study also found little difference in the types of self-regulated learning strategies used by the students. The study found important differences in the quality of self-regulated learning strategies that students chose to use. However, these differences were not linked to whether a student had learning disabilities or was high achieving.

Gonzalez Ben, A. (2022). Mapping the boundaries of musical culture in the International Baccalaureate high school curriculum. *Philosophy of Music Education Review*, 30(1), 58–78.

<https://www.muse.jhu.edu/article/851850>

Keywords: *DP, music education, musical culture, global*

The purpose of this study was to critically assess how the DP Music curriculum incorporates "musical culture" as a pedagogical strategy to promote cultural diversity and inclusivity, replacing the term "musical genre." The study used a content analysis research design, reviewing core IB documents and DP Music curricular guides. The major findings of the study were that the emphasis on musical culture in the DP Music curriculum includes the study of non-Euro-American musical traditions. However, the study also found that the DP Music curriculum promotes distinct musical cultures without clear criteria for instructional purposes. The researcher concluded that by

treating musical cultures as distinct, the DP Music curriculum perpetuates power dynamics and oppressive relationships by situating Euro-American music against all other musical traditions.

Jackson, S., & Panteli, N. (2022). Trust or mistrust in algorithmic grading? An embedded agency perspective. *International Journal of Information Management*, Advance online publication.

<https://doi.org/10.1016/j.ijinfomgt.2022.102555>

Keywords: *DP, artificial intelligence, student grading, #ibscandal, global*

This study explored trust and mistrust issues in using artificial intelligence (AI) for determining student grades. The study used a case study design and examined the IB and its decision in 2020 to suspend DP examinations due to the Covid 19 pandemic and use an algorithm-based formula to determine DP students' final grades. The main data source for the study was an online petition initiated by a DP student, which was signed and commented on by 25,000 individuals worldwide in protest of the IB's AI-based grading method. The study found major trust/mistrust themes in the data, with the first being support for collective action due to the IB's lack of response to concerns that the algorithm-based grades were lower than predicted and impacted students' university admission chances. The study also found mistrust towards the IB, characterized by its decision to use algorithmic grading instead of placing more trust in teachers and schools to determine student grades. Mistrust was also found in concerns about the IB's lack of transparency regarding the algorithm and how student grades were calculated. The researchers concluded that designing and using AI for student grading must be transparent and trustworthy.

Kwon, M. (2022). Introduction of International Baccalaureate Programme into Korean public education and its effects on school systems: Focused on physics subject. *Asia Pacific Journal of Educational Research, Secondary Education Institute*, 5(2), 3–33.

<http://apjer.knu.ac.kr/archive/current-list.asp#>

Keywords: *DP, physics education, national curricula, South Korea*

This study compared the physics curricular requirements of the DP to South Korea's national curriculum (KRNC). The study used a content analysis design, with the KRNC and DP curriculum guides as its sources of data. The researcher analyzed the overall subjects and extracurricular areas, including the DP Core (Theory of Knowledge, Extended Essay, and Creativity, Activity, Service) and the KRNC's Creative Experiential Activities (Self-governing, Club, Volunteer, and Career activities). The analysis then focused on the physics curricular requirements, including topics covered, instructional hours, and learning and performance standards. The results showed

that the KRNC has a broader range of subjects, with nine subject areas compared to the DP's six. The extracurricular areas were also different, with the KRNC's Creative Experiential Activities not being part of student performance assessment, unlike the DP Core. The DP Physics curriculum was found to have a more extensive range of topics, a higher number of instructional hours, and more expansive learning and performance standards compared to the KRNC. Based on these findings, the researcher concluded that integrating the IB into the public education system in South Korea would require significant changes to teaching and assessment methods in physics.

Maire, Q., & Windle, J. (2022.). The contribution of the International Baccalaureate Diploma to educational inequalities: Reinventing historical logics of curriculum stratification in a comprehensive system. *Educational Review*, 74(1), 76–92.

<https://doi.org/10.1080/00131911.2021.1905609>

Keywords: *DP, IB participation, social inequities, Australia*

This study examined patterns in DP enrollment in Australia. Using a secondary data analysis design, the study employed four datasets: (1) the 2018 Australian Curriculum, Assessment and Reporting (covering 2,418 schools), (2) the Longitudinal Study of Australian Youth data from 2009 and 2015 (comprising over 11,000 student records), (3) the 2018 statistical report on tertiary applications and offers in Victoria (providing information on 1,596 DP graduates and 42,956 Victorian certificate graduates), and (4) a 2015 survey of grade 12 DP students from 41 public and 106 private schools. The main results revealed that the DP was offered by 72 schools in 2018, accounting for three percent of all schools offering upper secondary grades. Additionally, DP schools were predominantly private, despite private schools representing less than half of all schools with grade 12 nationwide. The study also found that DP schools had limited socio-economic diversity, with 85% of enrolled students coming from middle to high socioeconomic backgrounds, compared to 64% in non-IB private schools and 53% across all secondary schools.

Mancar, S. A., & Gülleroğlu, H. D. (2022). Comparison of inter-rater reliability techniques in performance-based assessment. *International Journal of Assessment Tools in Education*, 9(2), 515–533.

<https://doi.org/10.21449/ijate.993805>

Keywords: *DP, biology performance assessments, inter-rater reliability, Turkey*

The purpose of this study was to compare the reliability of using different numbers of teachers to score students' performance on the DP Biology internal assessments. The study used a

quantitative research design, in which the researchers employed two different statistical techniques based on Classical Test Theory (CTT) and Generalizability Theory (G Theory) to determine levels of inter-rater reliability, a statistical measure for determining consistency and agreement in the scores of two or more raters. The research participants were five DP teachers in Turkey who used the IB analytic scoring rubric to assess 20 students' individual investigations for a DP Biology class. The study found that CTT-based analyses resulted in the highest agreement between raters when two raters were used, and the lowest level of agreement when three raters were used. Overall, CTT-based analyses yielded low levels of inter-rater reliability. In contrast, G Theory-based analyses, which provided more information about sources of errors compared to CTT-based analyses, suggested that increasing the number of teacher raters would yield greater consistency in the student scores.

Marwan, H. F. (2022). From theory to practice: The pedagogic application of major L2 motivation theories in an IB school. *Journal of English and Education (JEE)*, 8(2), 87–96.

<https://doi.org/10.20885/jee.v8i2.25703>

Keywords: *DP, second language learning theories, student motivation, Indonesia*

The purpose of this study was to investigate the application of theories of student motivation and second language (L2) learning in the context of IB schools. The study utilized a qualitative research design, comprising of two phases. In the first phase, a critical literature review, the researcher synthesized empirical and non-empirical research studies on the historical evolution of L2 motivation theory. The study's second phase entailed a case study of a bilingual IB continuum school located in Jakarta, Indonesia. The researcher gathered data on L2 practices through observations of students and teachers and analyzed key IB and school curricular and policy documents. One of the primary findings from the study's first phase was that L2 motivation theories have developed across four distinct research periods, including the social-psychological, cognitive-situated, process-oriented, and socio-dynamic periods. Additionally, the study identified two commonly utilized motivational orientations in research literature, integrative and instrumental. Integrative refers to a desire to learn a second language for the purpose of integration or belonging, while instrumental describes a desire to learn a second language for practical purposes, such as pursuing high-income careers. In the study's second phase, it was found that students at the IB school showed instrumental L2 motivation towards learning and speaking English, primarily motivated by their aspirations to attend foreign universities and have better career prospects with higher salaries. Moreover, the research revealed that the school and teacher practices demonstrated the characteristics of process oriented L2 motivation theory.

McIntosh, S., & Hayden, M. (2022). Disrupting conventional conceptions of parental engagement: Insights from international schools. *Research in Comparative and International Education*, 17(1), 51–70.

<https://doi.org/10.1177/17454999211038423>

Keywords: *DP, Creativity, Activity, Service, parental engagement, Asia-Pacific, Africa, Europe Middle East*

The purpose of this study was to gain insight into parent/school relationships by examining DP school staff's perceptions of parental engagement. This study was conducted as part of a larger research project that aimed to examine the influence of the DP's Creativity, Activity, Service (CAS) on students and communities. The study collected data through interviews with 29 CAS or DP Coordinators from 19 schools in 12 countries in the IB's Asia-Pacific, and Africa, Europe, and Middle East regions. The study's results revealed two major themes that characterized the perceptions of DP and CAS coordinators regarding parental engagement. The first theme reflected conventional views of parents as peripheral to the school community, often seen as assistants or resources. The second theme was more disruptive to the traditional school/parent relationship and emerged when school and parent goals diverged, particularly in the context of CAS. This perception often arose when parents did not see the value of CAS in terms of the academic and social mobility outcomes they desired for their children. The implications of the study highlight significant issues and previously unknown tensions in parent/school relationships in the context of IB schools.

Metlí, A., & Akış, D. (2022). Challenges and strategies on the Content and Language Integrated Learning Approach (CLIL): A case study from the Turkish context. *Latin American Journal of Content & Language Integrated Learning*, 15(1).

<https://doi.org/10.5294/lacilil.2022.15.1.4>

Keywords: *DP, math and science teaching, English language proficiency, Turkey*

The aim of this study was to explore the challenges faced by secondary school math and science teachers in strengthening their students' English language proficiency and to determine the extent to which these teachers utilized content and language integrated learning (CLIL) approaches. The study used a case study research design, conducted in a private secondary school in Turkey that offers the International General Certificate of Secondary Education (IGCSE) and the DP. The research participants were 12 math and science teachers (biology, chemistry, and physics), four of whom taught in the DP. Data were collected through semi-structured interviews, classroom observations, and questionnaires. The study results revealed that teachers faced several

challenges in developing students' English language proficiency in math and science classes. These included students' not having sufficient knowledge of essential math and science vocabulary. Additionally, the study found that most students do not think in the language of instruction (English), and the process of translating important concepts to Turkish resulted in a loss of essential knowledge. Other challenges identified by teachers included students' weak foundational knowledge in science and mathematics. The study also found that teachers implemented several CLIL approaches, including pair and group work, interdisciplinary tasks, personalized feedback, and strategies that build vocabulary, foster higher-order thinking, and promote inquiry-based learning.

Metli, A., & Akış, D. (2022). Concurrency of learning: Strategies and challenges of promoting coherence in the core in the International Baccalaureate Diploma Programme (IBDP). *International Journal of Educational Reform*, 31(2), 218–232.

<https://doi.org/10.1177/10567879211064873>

Keywords: *DP, concurrency of learning, Theory of Knowledge, Creativity, Activity and Service, Extended Essay, Turkey*

The purpose of this study was to investigate the concurrency of learning, or the degree to which learning in multiple subject areas can occur simultaneously and synergistically, among the three components of the DP core: Theory of Knowledge (TOK), Creativity, Activity, and Service (CAS), and Extended Essay (EE). The study used a mixed-method research design and was carried out in fifteen private and public IB schools in Turkey. Participants included DP coordinators, CAS, TOK, EE supervisors, teachers, and administrators. Data were collected through a questionnaire given to 40 DP staff members. In addition, focus group interviews were conducted with five DP coordinators. The results of the study show that the participants emphasized that the concurrency of learning is an essential feature of the DP and contributes to authentic and meaningful learning experiences for students. However, the participants' perceptions varied regarding the extent to which their schools engaged in effective enactments of concurrency of learning in the DP core. Most of the participants felt that their schools' practices fostered concurrency of learning between CAS and TOK, as well as between TOK and EE. However, only half saw a similar interplay between CAS and EE. The participants offered several recommendations for increasing the concurrency of learning in the DP core, including providing teacher professional development on the topic, implementing explicit strategies for students to make connections between the three DP core elements, and embedding the concurrency of learning in the national curriculum.



Ozcan, O., Metli, A., & Akış, D. (2022). The relationship between predicted grades and final assessment grades in the International Baccalaureate Diploma Program. *HAYEF: Journal of Education*, 19(2), 155–163.

<https://doi.org/10.5152/hayef.2022.22011>

Keywords: *DP, teacher assessment, external assessment, Turkey*

The purpose of this study was to determine whether there is relationship between teachers' estimated final grades for students and students' actual final DP assessment grades awarded by the IB. The study used a secondary data analysis research design and was carried out in a private IB school in Turkey. The participant sample consisted of 349 students who were enrolled in the DP between 2012 and 2019. The data used in the study included both the teacher-assigned grades and the DP examination grades in six subject areas: biology, chemistry, English, mathematics, physics, and Turkish. The key findings of the study indicated that teachers' grades had only a moderate or weak predictive value with students' final DP exam grades. Additionally, the study revealed moderate relationships between students' predicted and actual grades for higher-level (HL) and standard level (SL) courses in biology, chemistry, English, math, and physics. In the case of the Turkish language course, the relationship between students' predicted and final grades was moderate for the SL course, but weak for the HL course. The study's major conclusion was that, at the sampled school, teachers tended to under-predict the performance levels of their students, which the researchers described as a case of pessimistic grading versus optimistic grading.

Park, J., & Hong, W. (2022). Internationalisation in action: Exploring the voices of IB DP graduates studying in local universities in South Korea. *Educational Review*, 74(1), 114–130.

<https://doi.org/10.1080/00131911.2021.1939657>

Keywords: *DP, alumni perceptions, postsecondary experiences, South Korea*

This study aimed to understand the perspectives of DP alumni attending local universities based on their experiences with the DP. The study used a qualitative research design and was carried out with 13 DP alumni who graduated between 2013 and 2019 from international IB schools and attended or were currently enrolled in Korean universities. Data were collected from semi-structured interviews. The participants in this study had ambivalent feelings about the DP, challenging the prevailing perceptions in Korea about the DP. Furthermore, the study highlighted the influence of local contextual factors, such as school ethos, academic culture, and belief systems, on the participants' experiences with the international curriculum, in addition to the DP's

educational philosophy. The researchers pointed out that the study has important implications for policymakers considering the implementation of the DP in local school systems in Korea.

Ponce, J., & Intriago, R. (2022). Evaluating the impact of the International Baccalaureate: An analysis in Ecuador. *Journal of Research in International Education*, 21(2), 183–198.

<https://doi.org/10.1177/14752409221122038>

Keywords: *DP, academic achievement, school progression, Ecuador*

The purpose of this study was to estimate the impact of DP participation on students' academic achievement and school persistence in Ecuador. The study used a quantitative research design and was carried out using data from all DP public schools and a matched comparison group of non-IB public secondary schools. The data collected for the study included the schools' average national test scores in math and language for 2015 and 2016, student enrollment and progression, location, funding, language of instruction, and available technology. The study's results revealed that DP participation had a positive and significant impact on students' scores in both national language and math tests, leading to increases of 7 and 16 points out of 100, respectively. In addition, the study showed that DP participation was associated with an average 15% increase in student progression over the three years studied, with the largest effect observed in the first year. Finally, the study found that the cost-benefit ratio of the DP was favorable compared to other interventions aimed at enhancing academic outcomes in Ecuador's public secondary schools. Even though the DP was removed from the public school system in Ecuador in 2020, the researchers suggest that the study's findings should be considered in any discussions about a potential re-introduction of the DP.

Ramli, N. N. (2022). The Influence of virtual literature circles on students' literacy competence. *Journal of Nusantara Studies (JONUS)*, 7 (2), 358–376.

<https://doi.org/10.24200/jonus.vol7iss2pp358-376>

Keywords: *DP, literacy skills, virtual literature circles, Malaysia*

The aim of this study was to evaluate the impact of virtual literature circles on DP students' reading comprehension and literary analysis skills. A literature circle is a collaborative learning activity where students read a literary text and subsequently discuss it together. The study was carried out using a quasi-experimental research design at an IB school in Malaysia. The researcher conducted a 10-week experiment, which involved the implementation of a virtual literature circle with 20 students in a DP English class (the experimental group). Outcomes were then compared

to those of another 20 students in the same class who did not participate in the virtual literature circle (the comparison group). Data were collected through the administration of pre- and post-tests assessing reading comprehension and literacy analysis skills. In addition, the researcher conducted interviews with five students who were part of the experimental group. The results showed that the virtual literature circles had a significant and moderate impact on students' literary comprehension and analysis skills as indicated by a comparison of the post-test scores, of the experimental and comparison group. The findings from the interviewed students indicated that they found the virtual literature circle to be an enjoyable and novel experience. They appreciated the unique flexibility that this mode of learning offered, as they were able to access and engage in literary discussions from anywhere, and at any time. They particularly enjoyed the process of working with their friends, actively discussing and sharing information with their peers. Moreover, they recognized that virtual literature circles enabled them to enhance and deepen their understanding of literature, and they perceived the discussions to be critical and meaningful.

Schippling, A., & Abrantes, P. (2022). Analysing biographies in transnational educational spaces: Transitions to higher education of alumni from an IB school in Lisbon. *Globalisation, Societies and Education*, Advance online publication.

<https://doi.org/10.1080/14767724.2022.2049710>

Keywords: *DP, alumni perceptions, educational biographies, Portugal*

This study explored DP alumni experiences with the transition from high school to higher education. The study used a qualitative research design and was conducted with seven DP alumni from one international IB continuum school in Lisbon, Portugal. The research was conducted up to two years after their transition from secondary school to higher education. Data were collected through semi-structured interviews and aimed to capture DP alumni education biographies. Key findings from the study included that alumni perceived that the DP prepares them well for their higher education, including its focus on developing students' analysis and reflection skills, and independent study, which they considered important for postsecondary studies. However, participants also expressed that the DP's focus is more aligned with universities in the United Kingdom than in Portugal, and as a result, they felt that the DP encouraged them to pursue higher education in English-speaking countries, particularly in the UK. Most of the participants subsequently chose to study at a British university. Based on their findings, the researchers concluded that IB schooling is largely seen as a preparation for university education, with a close association to the British education system. However, they also identified some limitations and challenges in terms of integrating into universities in other countries, such as Portugal.

Shaunessy-Dedrick, E., Suldo, S. M., O'Brennan, L., Dedrick, R., Parker, J., Ferron, J., & DiLeo, L. (2022). Acceptability of a Preventative Coping and Connectedness Curriculum for High School Students Entering Accelerated Curricula. *Journal for the Education of the Gifted*, 45(3), 203–237.

<https://doi.org/10.1177/01623532221105307>

Keywords: *DP, academic stress, coping strategies, pilot study, United States*

This article presents the results of a pilot study on the early stages of implementation of the Advancing Coping and Engagement (ACE) curriculum. The ACE is a curriculum designed to promote coping and connectedness and aimed to address elevated levels of academic stress among students enrolled in the DP and Advanced Placement (AP). The study used a survey research design, and the curriculum was pilot tested in two schools located in the same district in the United States. Data were collected from questionnaires administered to students, administrators, teachers, and school mental health staff prior to and during the pilot curriculum implementation. Results from the pre-implementation survey showed that the majority of school staff and parents found the ACE curriculum appropriate, based on its rationale, learning objectives, content, activities, and materials. The implementation survey results indicated that students gave high ratings to the curriculum, finding it easy to understand, and expressing a strong intention to utilize the coping skills both inside and outside of school. The researchers concluded that the study's outcomes represent an initial step in demonstrating the potential of an evidence-based intervention for enhancing the coping skills of students enrolled in advanced high school programs, such as DP and AP.

Soininen, S. (2022). Teaching historical thinking in practice: A study of US history teachers' views on using primary sources in AP and IB history lessons. *History Education Research Journal*, 19(1).

<https://doi.org/10.14324/HERJ.19.1.05>

Keywords: *DP, history education, primary source use, teacher perspectives, United States*

The purpose of this study was to understand US history teachers' attitudes and practices regarding the use of primary sources in their instruction. The study employed a qualitative research design and was conducted in three public schools located in Indiana and California, in the United States. Six DP and Advanced Placement (AP) history teachers comprised the study's participants, and data were collected through semi-structured interviews and classroom lesson observations. The findings revealed that all participating US history teachers valued the use of primary sources in

their instruction, and that most of them used sources on a weekly basis. However, a key difference was found between the DP and AP history teachers, with DP teachers displaying a higher level of source evaluation in their lessons compared to the AP teachers. Moreover, IB teachers frequently mentioned source evaluation as a critical component of their source work and highlighted the importance of the IB curriculum and other instructional support provided by the IB in the use of sources. Based on the findings, the researcher concluded that while the use of primary sources is widely valued among US history teachers, there are notable differences in the level of source evaluation between different teacher groups and educational programs. The findings also highlight the importance of providing teachers with appropriate professional development support to enhance their use of primary sources in their instruction.

Soininen, S. (2022). "The trick and how to do it." Teaching historical thinking in International Baccalaureate (IB) classrooms in Finland. *Nordidactica – Journal of Humanities and Social Science Education*, 3, 77–100.

<https://journals.lub.lu.se/nordidactica/article/view/24006>

Keywords: *DP, history education, primary source use, OPVL, teacher perspectives, Finland*

This study examined DP History teachers use of primary sources to teach historical thinking. The study utilized a qualitative research design and was conducted in an undisclosed number of IB schools in Finland. The study included six DP History teachers as participants, and data were collected through interviews and classroom observations. The results revealed that the DP teachers employed a diverse range of teaching practices, using both teacher-led and student-centered methods, to fulfill the IB History curriculum requirements and promote active learning in history. All teachers reported using primary sources to develop students' historical skills and conceptual thinking. Moreover, they applied the IB's Origin, Purpose, Value, and Limitation (OPVL) method to prepare students for the DP History Paper 1 and Internal Assessment Historical Investigation. During classroom instruction, teachers used whole-class and collaborative discussions to facilitate the analysis of primary sources and model historical thinking strategies, along with individual and paired work activities to supplement source work. Additionally, some teachers reported adapting the OPVL method, to their national (non-IB) curriculum courses, despite perceiving differences between the teaching of IB history and national curriculum.

Trafford, S. (2022). Reflections on the new International Baccalaureate Diploma classical languages syllabus. *Journal of Classics Teaching*, Advance online publication.

<https://doi.org/10.1017/S2058631022000526>

Keywords: *DP, Classical Languages, syllabus review, global*

The purpose of this study was to review the new syllabus for DP Classical Languages released by the IB in January 2022. The study employed a document analysis design, in which the syllabus content and elements were reviewed and contrasted to the current (legacy) DP Classical Languages syllabus. The results showed several positive changes in the new syllabus. This includes that the new syllabus moves away from the teaching of language and literature as two distinct skills and uses a more integrated approach. In addition, for Paper 1 External Assessment, the study found that in contrast with the legacy syllabus, the new syllabus provides a variety of methods to assess understanding. This includes comprehension questions and translation, as well as a guided analysis on two unseen passages. Additionally, the new syllabus introduces the Higher Level composition, a new coursework task which is assessed externally for students in the Higher Level Classical Languages course. Aspects of the new syllabus that were found not to be improvements from the legacy syllabus were related to the Paper 2 External Assessment at the Higher Level. Of note was the drastic reduction from the legacy syllabus in the quantity of material expected to be covered and the number and range of texts that will be assessed, which the researcher interpreted as a potential threat to the rigor of the DP Classical Languages curriculum.

Weston, H. (2022). Beyond temporary experts: Secondary students' experiences in autonomous research. *ACCESS, Journal of the Australian School Library Association*, 36(1), 24–34.

<https://www.proquest.com/openview/9a2b10846a26d49120d423c14946308c/1?pg-origsite=gscholar&cbl=2032617>

Keywords: *DP, Extended Essay, student perceptions, Australia*

This study aimed to understand DP students' perceptions of and experiences with the Extended Essay (EE), an independent research project requirement of students in their final year in the DP. The study used a case study design and was undertaken in an IB school in Australia. Participants were 85 DP students and data were collected from them through interviews. The study found that the EE process was rewarding for students, who enjoyed pursuing information and gaining new knowledge. They appreciated the opportunity to develop their own inquiry question and share their newfound knowledge, leading to a sense of accomplishment. Students also acquired and refined information evaluation and analytical abilities through the EE, and believed it had positive effects on other IB subjects. Analyzing information was particularly rewarding, as it helped develop

analytical skills and a deeper understanding of how to evaluate scholarly work. Challenges faced by students during the EE process included time management, topic selection, and writing difficulties, such as staying within the word limit, being concise, and proofreading. Additionally, sourcing appropriate data and making decisions about information use presented challenges when collecting information. The researcher concluded that the findings of the study indicated that completing the EE made students research-ready, a useful trait for postsecondary studies.

Wright, E., & Lee, M. (2022). Does the international Baccalaureate ‘work’ as an alternative to mainstream schooling? Perceptions of university students in Hong Kong. *Studies in Higher Education, 47*(3), 693–708.

<https://doi.org/10.1080/03075079.2020.1793929>

Keywords: *DP, alumni perceptions, postsecondary preparedness, Hong Kong*

This study explored the perceptions of DP alumni regarding the effectiveness of the DP curriculum in developing cognitive and non-cognitive skills required to succeed in top-tier universities in Hong Kong. The study utilized a survey research design and was conducted with 734 undergraduate DP alumni. Data were collected through surveys. The study's results indicated that DP alumni reported higher levels of cognitive and non-cognitive skill development, such as creativity, critical thinking, cultural sensitivity, global-mindedness, leadership, and time management, in comparison to their non-DP peers. DP alumni also had generally positive perceptions of their DP experiences and felt that they had acquired skills that prepared them well for university. However, the study also found that DP alumni perceived students from mainstream schools to be better equipped in terms of pedagogy and assessments for higher education in Hong Kong.

Wright, E., & Mulvey, B. (2022). The promised capitals of international high school programmes and the global field of higher education: The case of Shenzhen, China. *Journal of Research in International Education*, Advance online publication.

<https://doi.org/10.1177/14752409221122070>

Keywords: *DP, AP, A Levels, postsecondary preparation, China*

This study aimed to compare how the IB, Advanced Placement (AP), and Advanced Level (A Levels) prepare students for admission to higher education institutions worldwide. The study utilized a multiple case study design and was conducted in nine private bilingual schools and two public schools in Shenzhen, China. These schools offer the DP, AP, or A Levels and serve the children of affluent local families. Data were collected through interviews with five school counselors, 20

teachers, 16 parents, and 60 students. The study's results demonstrate that all three international programmes offered a unique combination of social and cultural capitals associated with higher education opportunities and advancement. First, they promise a secure path to admission to universities abroad. Second, they offer experiences that align with higher education and society in English-speaking western countries, provided through bilingual learning environments that help students improve their English proficiency. Third, they provide school counsellors, teachers, and alumni who possess knowledge of global higher education and can serve as valuable sources of guidance, expertise, and strategies for university applications. The study also revealed that the A Levels, AP, and DP provided parents with different types of capital. A Levels were seen as particularly valuable for admission to research-intensive British universities. The AP's educational capital was directly related to higher education in the United States and Canada. The DP, on the other hand, positioned students for universities across the global field of higher education.

## Dissertations and Theses

Alpaslan Kayıkçı, Ö. (2022). *A comparative study on the effects of International Baccalaureate and National Education Program on students self-directed learning skills* [Master's Thesis, Maltepe University].

<http://acikerisim.maltepe.edu.tr/xmlui/handle/20.500.12415/9293>

Keywords: *DP, self-directed learning skills, Turkey*

This study compared the self-directed learning skills of DP and non-DP students. The study used a mixed-methods research design and was conducted in a private high school in Turkey. The quantitative component employed a non-experimental pre-test, post-test design, using the Self-Directed Learning Scale (SDLS) to assess students' self-directed learning skills. Participants were 152 students (64 DP and 88 non-DP) and were given the SDLS in 10th grade and again in 12th grade. The qualitative component of the study entailed a comparative analysis of key DP and national curricular documents for content related to self-directed student learning. The study found no significant difference in 10th grade SDLS scores between future DP students and non-DP students. By the 12th grade, DP students scored significantly higher on the SDLS compared to non-DP students. The study also found no significant difference in the 10th and 12th grade SDLS scores of non-DP students, while DP students demonstrated a significant increase in their 12th grade scores. Results from the study's qualitative component revealed that compared to Turkey's national high school curriculum, the DP curriculum is more skill-based and learner-centered, elements associated with fostering better self-directed student learning.



Banmeke, O. M. (2022). *Exploring predictors of African American and Hispanic secondary school students' persistence in STEM post high school using the ELS 2002 database* [Doctoral dissertation, Notre Dame of Maryland University].

<https://www.proquest.com/docview/2713947697?pq-origsite=primo>

Keywords: *DP, STEM postsecondary participation, racial/ethnic disparities, United States*

The aim of this study was to examine the extent to which early participation in STEM learning and enrollment in IB and/or Advanced Placement (AP) predicts persistence in STEM education at the postsecondary levels among African American and Hispanic students in the United States. Employing a secondary data analysis research design, the study used the restricted access dataset from the Education Longitudinal Study of 2002 (ELS 2002) of the National Center for Education Statistics. The study's sample consisted of 2,853,010 students, of which 876,100 were African American or Hispanic. The data collected included students' race, socioeconomic status, participation in secondary school science/math fairs and academic clubs, IB and/or AP participation, and earning of 16 or more STEM-related college course credits. The results of this study showed that the impact of the examined predictors of STEM persistence varied by race/ethnicity. Postsecondary STEM persistence was strongly and significantly predicted by participation in AP courses for African American students and by participation in science fairs for Hispanic students. In comparison, White students' STEM persistence was significantly impacted by participation in AP courses and academic clubs. Only Asian students' STEM persistence was positively and significantly predicted by IB participation, in addition to participation in science fairs and academic clubs.

Benderli, E. (2022). *IB-DP students' views of academic buoyancy in Turkey* [Master's thesis, Maltepe University].

<http://acikerisim.maltepe.edu.tr/xmlui/handle/20.500.12415/10255>

Keywords: *DP, academic buoyancy, Turkey*

This study explored the experiences of DP students with academic buoyancy, defined as their capacity to cope with academic challenges. The study utilized a phenomenological research design and was conducted in Turkey. Data was gathered through semi-structured interviews with seven current DP students and five DP alumni from five high schools. Data was also collected from seven DP teachers, with five teaching in the same schools as the students in the study. The main findings showed that the DP tends to attract students with high levels of academic buoyancy. Moreover, the most frequently mentioned domains of academic buoyancy by students were coordination,

confidence, and commitment. Lastly, the study found that positive interactions between students and teachers, as well as among students themselves, were important aspects of students' academic buoyancy levels.

Jasani, D. S. (2022). *Assessing high school students' anxiety levels, self-efficacy beliefs, attitudes, and performance towards arithmetic and algebra* [Doctoral dissertation, Aspen University].

<https://www.proquest.com/docview/2655590600/abstract/13A72C1AB1FE45FDPOQ/>

Keywords: *DP, mathematics performance, student anxiety and self-efficacy, India*

The purpose of this study was to understand the relationship between DP students' mathematics-related anxiety, sense of self-efficacy, and performance. The study used a correlational research design and was conducted in five schools located in India. Data were collected from 68 students through a researcher-developed instrument that combined arithmetic and algebra tasks as well as survey items for measuring math anxiety, self-efficacy, attitudes, and beliefs. Main findings from the study indicated that there was a negative relationship between students' math performance and their reported anxiety levels, but a positive relationship between math performance and students' self-efficacy beliefs and attitudes. In addition, the study found no differences in the nature of the relationships between math performance, anxiety levels and self-efficacy, and attitudes and beliefs among students enrolled in standard (SL) or higher level (HL) IB math courses.

Madden, T. D. (2022). *Race and gender disparities in International Baccalaureate program participation in Northwest Public IB schools and practices to increase participation equity* [Doctoral dissertation, University of Oregon].

<https://www.proquest.com/docview/2700638703/abstract/936CBC75F5C74D46PQ/1>

Keywords: *DP, participation barriers, gender and race, United States*

This study investigated reasons for race/gender disparities in DP participation in two states in the United States. This study utilized a mixed-methods design with two phases. The first phase involved analyzing demographic and DP participation data from 12<sup>th</sup> grade students in 16 public IB schools over a three-year period (2016-2019). In the second phase, a case study approach was used to investigate two schools without a disparity in DP enrollment between Hispanic/Latinx male students and White males and female Hispanic/Latinx students. In the case schools, the researcher interviewed the IB coordinator and reviewed relevant school and IB documents, materials, and artifacts. Results from phase one showed that White students were more likely to participate in the DP than Hispanic/Latinx students, regardless of gender or type of DP participation (course or

diploma). The study also found that female students were overrepresented in both DP courses and diploma participation across all racial/ethnic groups compared to male students. The main results of phase two of the study showed that several factors contributed to narrowing the gap in DP participation among minority male students in the two case study schools. These factors included staff attitudes, adapting the DP curriculum to be more culturally responsive to the diversity of the student population, and providing funding for all IB-related fees.

Mann, A. L. (2022). *Group collaboration in global online learning environments* [Doctoral dissertation, University of Toronto].

<https://hdl.handle.net/1807/125583>

Keywords: *DP, online collaborative learning, intercultural competence, global*

This study explored DP students' experiences participating in an online global collaborative learning project. Using a case study research design, the researcher implemented a six-week group project in an online global DP Film course. Survey and written reflection data were collected from 16 participating DP students located in four countries in Asia, Sub-Saharan Africa, and Australasia. In addition, the researcher analyzed students' group project work and interaction data from discussion boards, video conference recordings, emails, and chat logs. The study found that instant messaging (IM) was students' preferred communication method, and IM emerged as an effective tool for fostering and enhancing group cohesion and connection. The study also found student contributing behavior (e.g., giving help, feedback, sharing information, etc.) was the most frequently occurring collaborative behavior in the course. Additional findings included that student training in intercultural discourse was crucial, and technology access and internet connectivity hindered collaboration. Recommendations for the IB included addressing these issues, developing a media repository, promoting intercultural collaboration in DP online courses, and improving the online learning platform.

Mesich, M. (2022). *Responsive leadership in an international context* [Doctoral dissertation, University of Calgary].

<https://prism.ucalgary.ca/handle/1880/114622>

Keywords: *MYP, DP, leadership practices, India, China, Japan, South Korea, Thailand, Singapore, Indonesia*

This study explored the leadership approaches of IB school leaders in Asia. Using a qualitative research design, the study was carried out through semi-structured interviews with six principals

and four MYP and DP coordinators with experience in IB schools in India, China, Japan, South Korea, Thailand, Singapore, and Indonesia. The study found that relational leadership practices, which prioritize relationship building and trust, were the most used approach among the participants. Additionally, most leaders considered access to and interactions with a wide network of IB school leaders as critical to their ongoing professional learning. Finally, the study highlighted that the leaders reported the significance of leadership practices that facilitate navigation and integration of culture at the school, local, national, and international levels.

Moseley, S. M. (2022). *Differences in completion rates for dual credit, advanced placement/International Baccalaureate, and associate degree as a function of ethnicity/race and economic status* [Doctoral dissertation, Sam Houston State University].

<https://shsu-ir.tdl.org/handle/20.500.11875/3618>

Keywords: *DP, IB participation, social inequities, United States*

This study investigated whether economic status and race/ethnicity predicted high school students in the United States' participation in college credit-earning programs such as dual-enrollment courses, Advanced Placement (AP) and DP exams, and associate degree programs. The study employed a secondary data analysis research design, using enrollment data from the Texas Education Agency between 2017-18 and 2019-2020. The study found that economically advantaged, White, and Asian students enrolled in dual-credit courses at higher rates than their Black, Hispanic, and economically disadvantaged peers. In addition, a significantly higher percentage of Asian students achieved the minimum score for earning college credit on at least one AP or DP exam than any other racial/ethnic group, while the percentage of Black students and economically disadvantaged students who met the cutoff score was significantly lower. The percentage of students who obtained an associate degree in high school was low across all student groups, with Hispanic and economically advantaged students having higher rates than their peers.

Paurowski, M. (2022). *The association between productive struggle and student achievement in the International Baccalaureate mathematics classroom* [Doctoral dissertation, Kennesaw State University].

[https://digitalcommons.kennesaw.edu/seceddod\\_etd/37](https://digitalcommons.kennesaw.edu/seceddod_etd/37)

Keywords: *DP, mathematic teaching, productive struggle, United States*

The study investigated the relationship between DP mathematics teacher use of productive struggle and student mathematics conceptual understanding and achievement. Productive

struggle is defined as a teaching strategy that provides students with time to think and reflect on a problem. The study used a correlational research design with 68 students in three DP math classrooms in an urban high school in the United States. Data were collected through math assessment tasks, classroom observations of incidents of students' productive struggle, and a student survey. Results of the study showed positive and significant correlations between students' productive struggle and their math task scores, as well as their conceptual understanding. The findings suggest the effectiveness of productive struggle in mathematics instruction for improving students' conceptual understanding and achievement in mathematics.

Philbin, C. (2022). *A phenomenological study of habitus at an elite international school* [Doctoral dissertation, University of Bath].

<https://researchportal.bath.ac.uk/en/studentTheses/a-phenomenological-study-of-habitus-at-an-elite-international-sch>

Keywords: *DP, student perceptions, social privilege, Czech Republic*

This study explored how DP students experience and respond to the social norms and practices of their IB school, and whether these cultivate a sense of privilege in them. The study used a phenomenological research design and was conducted in an IB school located in the Czech Republic. Sixteen DP students comprised the research participants and data were collected through semi-structured interviews. Students perceived that the DP and their IB school instilled in them specific ways of thinking and a worldview that aims to maintain positions of privilege. However, the students also believed that the DP and their school developed skills for challenging dominant narratives and ideologies and their privileged role in society.

Yilmaz, E. A. (2022). *Designing an expressive arts-based curriculum guide for International Baccalaureate Diploma Programme students: A validation study* [Master's Thesis, Bilkent University].

<http://repository.bilkent.edu.tr/handle/11693/80668>

Keywords: *DP, expressive arts therapy, Creativity, Activity and Service, social-emotional skills, global*

The aim of this study was to assess the effectiveness of an expressive arts therapy (EXA) curriculum guide created by the researcher to enhance the social and emotional skills of DP students through Creativity, Activity, and Service (CAS). The study utilized a qualitative research design, and data were obtained through surveys administered to two EXA experts, three curriculum developers, and four CAS coordinators. Participants were asked to assess the curriculum guide's format,

objectives, content, and the incorporation of EXA and social emotional skills. The study found that the CAS coordinators favored an EXA-based curriculum for CAS. Additionally, the curriculum developers rated the curriculum's design and format as suitably aligned with CAS learning outcomes for students, including social-emotional skills. Finally, the EXA experts recommended that the curriculum workshop facilitators be trained in EXA or art therapy.

## Book Chapters

Bittencourt, T. (2022). Comparison as analysis, Interview technique, and relational ethic: Findings and reflections from a study on the IB in Ecuador. In F. Vavrus and L. Bartlett (Eds.), *Doing Comparative Case Studies: New Designs and Directions* (pp. 89–105). Taylor & Francis Group.

<https://doi.org/10.4324/9781003216551-6>

Keywords: *DP, student experience, postsecondary aspirations, comparison, Ecuador*

The purpose of this book chapter was to document the use of comparison as both an interview technique and data analysis method in a study of student experiences with the DP. The research employed a comparative case study design and was conducted in two schools in Ecuador – one serving low-income students and one serving middle- and high-income students. Data was gathered through observations of classroom instruction and school events, as well as interviews with 10 school staff members and 21 DP students. The study found that students' abilities to leverage the IB diploma to access postsecondary academic opportunities differed based on the resources, including academic counseling, available at the two schools. Methodologically, the researcher concluded that this core finding was made possible by using comparison not only as a data analysis technique but also as an interview technique—in which students were asked to compare their experiences with their peers in the other school in the study.

Kirmani, N., & Chang, Y. J. (2022). Global footprints: Reflections of International Baccalaureate alumni on their transformative personal journeys. In S. Lillo Kang and S. McIntosh (Eds.), *Enacting Equitable Global Citizenship Education in Schools* (pp. 66–74). Routledge.

<https://doi.org/10.4324/9781003241874-8>

Keywords: *DP, alumni perceptions, global citizenship education, global*

The study featured in this book chapter explored IB alumni reflections on the notable events and DP experiences that influenced their understanding of global citizenship. The study used a qualitative research design, and data were collected through interviews with two DP alumni as well as critical discussions among the researchers, who are also DP alumni. Among the study's

findings was that alumni viewed Creativity, Activity, Service (CAS), and Theory of Knowledge (TOK), as transformative and enabled their engagement with personal, local, and global community issues that are relevant to global citizenship.

Lee, M., Kim, S., Choi, S. Y., & Kim, J. (2022). Does the International Baccalaureate Diploma Program (IBDP) contribute to whole-person development? The Rise of the IBDP in Asia and its implications for education reform. In J. Lee, and K. K. Wong (Eds.), *Centering Whole-Child Development in Global Education Reform: International Perspectives on Agendas for Educational Equity and Quality*. (pp. 83–101). Routledge.

<https://doi.org/10.4324/9781003202714-8>

Keywords: *DP, whole-child development, non-academic skill development, Asia*

This study aimed to determine the potential of the DP to foster a focus on whole-person development, which encompasses both academic and non-academic learning, in schools in Asia. The study conducted a review of the available research literature on the impact of the DP on six non-academic learning domains: creativity, international mindedness, critical thinking, communication, collaboration, and self-management skills. Key findings of the review include that the research evidence generally demonstrates positive impacts of the DP on all six attributes in students. The researchers concluded that the DP has the potential to facilitate whole-person development and advocate for education reform agendas that promote DP implementation in local school systems in select Asian countries. The researchers acknowledge several limitations to their recommendations, including the fact that IB schools in Asia are primarily private international schools. Therefore, successful implementation of the DP in local school systems would require increased awareness and understanding of the DP among local stakeholders, adequate resources for implementation, and alignment with local and national curricula.

Mayer, L., & Gottau, V. (2022). Educational territories and schools that go global: The case of IB schools and the emergence of new territorialities. In K. Monkman and A. Frkovich (Eds.), *Belonging in Changing Educational Spaces: Negotiating Global, Transnational, and Neoliberal Dynamics* (pp. 238–302). Routledge.

<https://doi.org/10.4324/9781003219033-18>

Keywords: *DP, internationalization of education, territoriality, Argentina*

This study explored the concept of education territories, defined as geographical, material, and social spaces, in schools that undergo internationalization through the implementation of the DP.

The study utilized a multiple case study design and was conducted in eleven private secondary schools in Buenos Aires, Argentina. Data was collected through interviews with 11 school directors, 33 teachers, and 3 IB consultants for Latin America, as well as through class observations and a review of IB program documents and school websites. The key findings of the study showed that in terms of geographic and material territories, IB schools in Buenos Aires are in high-income neighborhoods and are considered elite schools. In terms of social territories, the DP had the effect of expanding participants' perception of territory as an international and exclusive social space.

## Conference Presentations

Beltrán-Flandoli, A., Carrión-Salinas, G., Rivera-Rogel, D., & Alemán, D. (2022). Teaching 'Gen Z': A study of the media competencies of International Baccalaureate teachers in Loja-Ecuador. [Presentation paper]. In Á. Rocha, C. Ferrás, A. Méndez Porras, and E. Jimenez Delgado (Eds.), *Information Technology and Systems: Proceedings of ICITS 2022* (pp. 471–482). Springer.

[http://doi.org/10.1007/978-3-030-96293-7\\_39](http://doi.org/10.1007/978-3-030-96293-7_39)

Keywords: *DP, teacher technology and media literacy, Ecuador*

This conference paper summarizes a study that examined the media and technology skills of DP teachers in Loja, Ecuador. The study was conducted using a survey research design, and data was collected through a questionnaire given to a randomly selected sample of 49 teachers. The teachers' competency in using media and technology was assessed along six dimensions: (1) language and technology, (2) interaction processes, (3) production and dissemination, (4) processes, (5) ideology and values, and (6) aesthetics. The main findings of the study showed that the level of teachers' self-reported media and technology skills varied widely. Most teachers (75%) reported not using media and technology in their classrooms on a consistent basis.

Chernoff, K. F. (2022, April 21-26). *Cultural and global responsiveness: Teaching International Baccalaureate history on three continents*. [Presentation abstract]. American Educational Research Association (AERA) Annual Conference. San Diego, CA, United States.

[https://convention2.allacademic.com/one/aera/aera22/index.php?cmd=Online+Program+View+Paper&selected\\_paper\\_id=1881412&PHPSESSID=8d5kdao0ui2ppgal6gdo6hd2it](https://convention2.allacademic.com/one/aera/aera22/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1881412&PHPSESSID=8d5kdao0ui2ppgal6gdo6hd2it)

Keywords: *DP, history education, culturally responsive pedagogy, global*

This conference paper abstract summarizes a study of the researcher's experiences in teaching DP history courses in IB schools across Asia, South America, and the United States. The study was conducted using an autoethnographic research design, allowing the researcher to critically reflect



on the challenges faced while teaching the DP history curriculum. Among the key findings were the tension between the dominative narratives present in the curriculum and the need for more inclusive content and pedagogy that takes into account marginalized communities.

Markle, J. (2022). Tentativeness as a strategy and affordance in problem solving. [Presentation abstract]. In C. Fernández, S. Llinares, A. Gutiérrez, & N. Planas (Eds.), *Proceedings of the 45<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education, Volume 4* (p. 258). PME.

<https://web.ua.es/en/pme45/documents/proceedings-pme45-vol4.pdf>

Keywords: *DP, mathematics education, problem-solving, classroom strategies, Canada*

This conference presentation abstract summarizes a study that examined the ways that DP students apply spatial reasoning skills—specifically the ability to visualize shape and space—in pre-calculus and calculus content. The study used a qualitative research design and was conducted with 36 students in a high school in western Canada. Data was collected through video recordings of students' mathematics classroom interactions and written work samples. The study revealed that students displayed tentativeness, which the researcher considered to be a positive and essential student trait for engaging in mathematical problem-solving. The study also emphasized the need for further research on strategies for promoting and structuring tentativeness in mathematics classrooms.

Perlaza Rodríguez, M. (2022). Structure and language policy of the International Baccalaureate Program in schools accredited by the Ministry of Education in Ecuador. [Presentation paper]. In *Book of Proceedings of the Third International Online Congress on the Didactics of the English Language. Educational Innovation in Times of Crisis* (pp. 74–82). Pontificia Universidad Católica del Ecuador Sede Esmeraldas.

<https://repositorio.pucese.edu.ec/handle/123456789/3084>

Keywords: *DP, language arts, language policy, Ecuador*

This conference paper summarizes a study that investigated the impact of IB policies on language courses and language medium of instruction in relation to schools implementing the DP and national policies regulating IB schools in Ecuador. The study used a document analysis design, which included analysis of core IB language policy and curricular documents and relevant national legal and education regulatory policies of Ecuador. The main findings of the study indicated that

the IB language policies align well with the policies of Ecuador and offer useful guidelines for enhancing the delivery of the DP in schools accredited by the Ministry of Education in Ecuador.

Sorrentino, S., & Duff, G. (2022). The collaborative design of a literary arts course: From a local need to a global syllabus. In MusicoGuia (Ed.). *Conference Proceedings CIVAE 2022*. Fourth Interdisciplinary and Virtual Conference on Arts in Education, (pp. 237–241). MusicoGuia.

<https://www.civae.org/conference-proceedings-2022/>

Keywords: *DP, literary arts, school-based syllabus, curriculum development, Singapore*

This conference paper describes a collaboration between the IB and the School of the Arts, an IB school in Singapore, to develop a DP literary arts school-based syllabus (SBS), a new course recommended by an IB school in response to local needs, and consequently developed in collaboration with the IB. The study provides an account of the curriculum development process, starting with the initial discussion between the IB and the school's staff, which led to the recognition of the school's need for a creative writing course. Subsequent milestones described include the iterative processes for determining the course's structure, content, and assessment and how an emphasis on student-produced literary text would distinguish the new course from existing DP language and literature courses. The researchers concluded the development of this course serves as an example of how new, locally relevant IB curricula can be designed through collaboration between the IB and schools.

## Cross-programme Studies

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### IB-Commissioned Studies

Australian Council for Educational Research (ACER). (2022). *Development of a transcript for creativity and curiosity*. International Baccalaureate Organization.

<https://www.ibo.org/research/curriculum-research/cross-programme/development-of-a-transcript-to-record-learner-creativity-and-curiosity-2022/>

Keywords: *Cross-programme, student creativity and curiosity, classroom materials, global*

This study described a project that developed prototype classroom materials and resources for identifying and tracking student creativity and curiosity. The researchers used a mixed-methods research and development approach, which included: (1) reviews of the research literature on creativity and curiosity; (2) the creation of frameworks for informing IB curriculum, pedagogy, and assessment; (3) the development of "thermometers" or scales for students to self-assess their creativity and curiosity levels; (4) the creation of rubrics and a teacher survey for assessing environments that may foster student creativity and curiosity; and (5) the development of transcripts—student and teacher tools for tracking student achievements in creativity and curiosity. The researchers collected feedback on the draft materials through two rounds of survey administration to IB teachers and program coordinators worldwide. Findings from the surveys indicated that the educators generally viewed the frameworks as comprehensive, easy to follow, and relevant for use across different cultures and contexts. The researchers noted additional research is required to validate the materials and resources before schools implement them.

Lee, M., Mo, Y. Wright, E., Lin, W., Kim, J. W., Belibas, M., Faigen, B., Gumus, S., Ryoo, J. H., & Tarc, P. (2022). *Decoding the IB teacher professional: A comparative study of Australia, Canada, China, Denmark, South Korea, Taiwan, Turkey, and the United States*. International Baccalaureate Organization.

<https://www.ibo.org/research/outcomes-research/continuum-studies/decoding-the-ib-teacher-professional-a-comparative-study-of-australia-canada-china-denmark-south-korea-taiwan-turkey-and-the-united-states-2022/>

Keywords: *Cross-programme, teacher characteristics, TALIS, Australia, Canada, China, Denmark, South Korea, Taiwan, Turkey, United States*

This study compared the characteristics and practices of IB and non-IB teachers across eight countries or jurisdictions: Australia, Canada, China, Denmark, South Korea, Taiwan, Turkey, and

the United States. The study employed a mixed-methods research design, using a survey and secondary data analysis. Data from IB teachers were collected through a questionnaire with select items from the 2018 Teaching and Learning International Survey (TALIS), an international survey of teachers and teaching. The TALIS dataset was also used to collect comparison data from non-IB teachers. Participants were 1,179 IB teachers from 173 schools and 53,338 non-IB teachers from 3,165 non-IB schools. Key differences were found in teachers' educational attainment, with 56% of IB teachers holding master's or doctoral degrees, compared to 30% of non-IB teachers. IB teachers also reported more diverse experiences compared to their non-IB counterparts, including participating in study abroad experiences, and working for more years in other education and non-education positions before entering teaching. Compared to the non-IB teachers, IB teachers reported higher job satisfaction and self-efficacy in multicultural classrooms. IB teachers also received more professional development in areas such as student assessment, personalized learning, cross-disciplinary instruction, and teaching in multicultural or multilingual classrooms.

Polman, J. L., & Scornavacco, K. (2002). *Meanings and practices of inquiry-based teaching and learning in the International Baccalaureate*. International Baccalaureate Organization.

<https://www.ibo.org/research/curriculum-research/cross-programme/meanings-and-practices-of-inquiry-based-teaching-and-learning-in-the-international-baccalaureate-2022/>

Keywords: *Cross-programme, inquiry-based teaching and learning, theories of change, Africa, Europe, Middle East, Americas*

This study examined the IB approach to and implementation of inquiry-based teaching and learning (ITL). The study used a mixed-method research design and was carried out in two phases. The first phase consisted of a review of the scholarly literature, interviews with seven IB organizational leaders, and content analysis of key IB policy and curricular documents. The study's second phase consisted of case studies on ITL practices conducted in eight IB continuum schools located in two IB regions (Africa, Europe, and the Middle East and the Americas), the countries of which are undisclosed. Data were collected through group and individual interviews with 36 teachers and 10 school directors and IB coordinators. Results from phase one of the study produced organizational and instructional theories of change for illustrating how ITL is supported and developed in IB schools. Main findings from phase two included that IB educators universally described ITL as an approach that fosters student engagement and motivation and yields long-term learning benefits. IB educators also identified tradeoffs and constraints with implementing ITL, including a lack of time and competing needs to prepare students for standardized tests. The participants also noted conditions that facilitate ITL implementation within the IB, including supportive resources and a culture that sustains student curiosity and teacher collaboration.

Taylor, L., De Neve, J-E., DeBorst, L., & Khanna, D. (2022). *Well-being in education in childhood and adolescence*. International Baccalaureate Organization.

<https://www.ibo.org/research/policy-research/well-being-in-education-in-childhood-and-adolescence-2022/>

Keywords: *Cross-programme, student well-being, global*

The purpose of this study was to provide the IB and IB schools with current research and a framework for improving student well-being, defined as how a student evaluates their own life at school. The study employed a mixed-methods design and was conducted in three phases. The first phase involved a review of the scholarly literature on student well-being. The second entailed developing a student well-being framework. In the third phase, IB headteachers from sixteen schools across all three IB regions completed a survey. Key findings from phase one included that childhood and adolescence are critical periods for implementing well-being interventions. Cooperative learning, family interactions, and school climate were found to be impactful on well-being. Phase two yielded a student well-being framework for guiding schools in exploring elements of wellbeing. The framework incorporates domains related to health, people, environment, and skills and can be adapted to suit each school's context and population. Results from phase three showed that the majority of surveyed IB schools responded positively to the proposed well-being framework. Additionally, most schools had explicit well-being policies or other policies that included well-being aspects. Furthermore, most schools had a dedicated senior leadership staff member for well-being and reported considering implementing well-being interventions.

## Journal Articles

Curran, M., Rujas, J., & Castejón, A. (2022). The silent expansion of internationalisation: Exploring the adoption of the International Baccalaureate in Madrid. *Compare: A Journal of Comparative and International Education*, Advanced online publication.

<https://doi.org/10.1080/03057925.2021.2022456>

Keywords: *Cross-programme, IB implementation and expansion, Spain*

This study explored factors that have contributed to the rapid expansion of IB in Madrid, Spain in recent years. The study used a mixed-method research design. Data were collected through in-depth interviews with 11 key informants, including governmental education officials and representatives from IB and other international education organizations. The researchers also analyzed education-related policy texts and media reports. Additionally, the study utilized data on IB school characteristics obtained from the IB and school websites. The study found several

contributing factors to IB expansion in Madrid. The first was an increase in demand from a growing middle class for internationally focused education for their children. Second, as elite private schools face declining enrollments and inter-school competition for students, they have chosen to adopt IB programming to attract students from middle-class families. Finally, the study found that the expansion of IB in Madrid remains mostly unregulated by the regional government and uncontested by the media and educational policy actors and stakeholders.

Dulfer, N., & Dawborn-Gundlach, M. (2022). Accessing the International Baccalaureate: Class, growth and marketisation in Australian schools, 2008–2019. *Globalisation, Societies and Education*, Advanced online publication.

<https://doi.org/10.1080/14767724.2022.2095500>

Keywords: *Cross-programme, IB expansion, social inequities, Australia*

This study analyzed the growth of IB programmes in Australia from 2008 to 2019. The research design utilized was a secondary data analysis and datasets were obtained from the IB and the Australian Curriculum, Assessment, and Reporting Authority. The sample consisted of 9,170 schools, of which 177 were IB schools. The data analyzed included the schools' sector, type, geolocation, enrollment size, student socioeconomic status, and the year and type of IB programme authorization. Results showed that by 2019, IB was operating in less than two percent of schools in Australia, primarily in high socioeconomic communities. Most IB programmes were offered in independent schools, schools with combined primary and secondary levels, and schools located in major cities. Approximately two-thirds of all IB programmes in the country were PYP. During the eleven-year period under study, government schools in Australia saw the largest proportional growth in IB implementation. However, the study also revealed that government schools with IB programmes mostly served students from advantaged socioeconomic backgrounds.

Fitzgerald, S. (2022). The discursive representation of the International Baccalaureate in the global press: A computer-assisted discourse analysis. *Discourse: Studies in the Cultural Politics of Education*, Advanced online publication.

<https://doi.org/10.1080/01596306.2022.2104811>

Keywords: *Cross-programme, global media discourse, global*

The purpose of this study was to examine patterns in global media discourse about the IB. The study used a content analysis design and analyzed 29,491 English-language newspaper articles on

the IB retrieved from LexisNexis, an online news database. The data included articles from 916 newspapers in 55 countries published between 1980 and 2019. The study found that global newspaper discourse on the IB was often connected to national curricula, with the IB described as a model for education reform, an alternative choice, and a comparatively preferred option. Additionally, the study found that the IB was frequently described as a single curriculum, based largely on the curricular requirements of the DP. The researcher concluded that globally, dominant media discourse characterizes the IB in mostly positive terms, emphasizing the superiority of IB programmes over local and national curricula and education systems.

Gardner-McTaggart, A. (2022). Legitimacy, power, and aesthetics, in the International Baccalaureate. *Globalisation, Societies and Education*, Advance online publication.

<https://doi.org/10.1080/14767724.2022.2115344>

Keywords: *Cross-programme, legitimacy, critical literature review, global*

The purpose of this study was to explore how the IB has established its power and legitimacy in the international and global education sphere. The study used a critical literature review design, where the researcher compiled and reviewed empirical and non-empirical studies covering topics such as social inequities in IB participation, privileging of dominant cultural narratives in IB curricula, geographic and public education sector expansion of IB, higher education enrollment and outcomes of DP students, and IB teacher characteristics and professional learning opportunities. The researcher concluded that the review showed several areas of misalignment between the IB's underlying philosophy and the lived realities of various IB stakeholders.

Keser, Ö., Altan, S., & Lane, J. F. (2022). Learner Profile attributes in IB teaching: Insights from a continuum school in Turkey. *Journal of Research in International Education*, 21(3), 256–272.

<https://doi.org/10.1177/14752409221139051>

Keywords: *Cross-programme, teacher perceptions, IB Learner Profile, Turkey*

This study explored teachers' perspectives on the most essential attributes of the IB Learner Profile (LP) for effective teaching and their ability to incorporate LP attributes into their teaching. The study used a case study research design and was conducted in an IB school in Turkey. Participants were 83 teachers from three IB programmes: 41 from the PYP, 29 from the MYP, and 13 from the DP. Data were collected using the International Baccalaureate Learner Profile Questionnaire (IBLPQ) and interviews with a subset of six teachers, two from each programme. The results revealed that teachers in all three programmes considered *inquirer* as the most important LP

attribute for effective teaching, followed by the attributes of *open-minded* and *reflective*. However, when it came to their own ability to implement LP attributes, teachers felt that they were best equipped to implement the *knowledgeable* attribute. The researchers noted an implication from the study was the critical role of teacher training and support in ensuring consistent and effective implementation of the LP by teachers.

Lee, M., Kim, H., & Wright, E. (2022). The influx of International Baccalaureate (IB) programmes into local education systems in Hong Kong, Singapore, and South Korea. *Educational Review*, 74(1), 131–150.

<https://doi.org/10.1080/00131911.2021.1891023>

Keywords: *Cross-programme, IB expansion, Hong Kong, Singapore, South Korea*

This study examined the expansion of the IB in Hong Kong, Singapore, and South Korea and the ways the IB's institutional legitimacy and positioning alongside local education systems were established in each country. The research design employed document analysis, utilizing publicly available government policy documents and local media reports from the past 15 years as the main sources of data. Additional information was obtained from IB reports, school websites, and research studies. The study found that the IB has seen steady growth in Hong Kong, Singapore, and South Korea, and its recognition as an institutionally legitimized curriculum has contributed to its integration into local education systems. However, the study also found differences in the process of institutionalizing the IB in each country. In Hong Kong, the IB was positioned as the preferred international curriculum, in Singapore it was seen as an additional option for elite education, and in South Korea it was viewed as a means of addressing problems in the education system. Furthermore, the institutionalization of the IB has been controlled by the government in Singapore, promoted by local education authorities for education reform in South Korea, and influenced by market principles in the school choice system in Hong Kong.

Leek, J. (2022). From educational experiment to an alternative to the national programme. International Baccalaureate Programmes in Poland – policy and practice perspectives. *Compare: A Journal of Comparative and International Education*, 52(3), 475–491.

<https://doi.org/10.1080/03057925.2020.1777842>

Keywords: *Cross-programme, IB expansion, school choice, Poland*

The aim of this study was to trace the growth and changing role of the IB in Poland. The study used a qualitative research design and was conducted in two phases. In the first phase, the researcher



conducted a review and synthesis of the literature on the IB and its expansion in Poland. The second phase involved a multiple case study of nine IB schools, where data was collected through interviews with 36 teachers and 37 students. The findings from phase one revealed that the IB was first introduced in Poland in the early 1990s as an experimental educational program, but its role has since evolved into an alternative education option available in both public and private schools. The expansion of the IB in Poland was driven by factors such as increasing demand from the expatriate community and the growing middle class for international education options. In phase two, the study found that family dissatisfaction with the Polish public education system was a major motivating factor for enrolling children in IB programmes, particularly in the PYP and the MYP. DP students reported that a key motivator for enrolling in the programme was the opportunity to study abroad. Furthermore, teachers in the study reported that the IB provided them with greater autonomy in teaching and learning.

Leek, J. (2022). International Baccalaureate schools as islands of educational resistance. A case study of Poland. *Globalisation, Societies and Education*, Advance online publication.

<https://doi.org/10.1080/14767724.2022.2089976>

Keywords: *Cross-programme, IB expansion, national curriculum, Poland*

The aim of this study was to examine the role that IB schools have played in countering the nationalization trend in the education system of Poland. The study used a qualitative research design, which included a comprehensive review of relevant literature and policy documents on the growth of international education and the IB in Poland. In addition, the research was conducted in nine IB schools, seven of which were public schools and two were private. All nine study schools served a local student population and offered IB programs alongside the national curriculum. Data was collected through interviews with 36 IB teachers who had prior or current experience teaching the national curriculum. The results of the study showed that teachers embraced the IB philosophy and values and integrated IB teaching practices, such as student-centered and collaborative approaches. Teachers also reported that the biggest advantage of teaching in the IB program compared to the national curriculum was the greater autonomy they had in instructional decision-making and curriculum design. The researcher's conclusion was that the IB has led to a shift in teacher perspectives and that IB schools in Poland have become models of democratic education and a means of resisting indoctrination within the centralized education policy and practices.

Lyons, J., & Tarc, P. (2022). How might IB classroom pedagogy ‘make a better world?’ (Toward illuminating a promising IBDP teacher praxis. *Globalisation, Societies and Education, Advance online publication.*

<https://doi.org/10.1080/14767724.2022.2142764>

Keywords: *Cross-programme, classroom pedagogy, critical-relationality, global*

The aim of this study was to investigate how DP classroom pedagogy can be transformed to better fulfill the IB mission of creating a better world. To achieve this, the lead researcher, a veteran DP teacher, used a modified autobiography research design to reflect on and analyze his teaching approaches. The researcher applied a critical-relationality lens, a framework that explores the interconnectedness of individuals and groups. Among the key insights of the study was the importance of DP teachers attending to the nature and quality of interpersonal relationships in the classroom, both between students and between students and the teacher. The researcher offered examples of strategies that DP teachers can use to create a classroom culture that fosters qualities such as interconnectedness, familiarity, empathy, group cohesion, and trust.

Norman, T. D. (2022). A scoping review of international mindedness and related concepts in music education, 2000–2020. *Review of Education, 10*(1), Advance online publication.

<https://doi.org/10.1002/rev3.3347>

Keywords: *Cross-programme, international mindedness, music education, global*

The purpose of this study was to explore the ways in which international mindedness (IM), a term mostly associated with the IB, is understood, and presented conceptually in studies of music education. Using a scoping literature review research design, the study was conducted on 218 empirical and non-empirical articles published between 2000 and 2020 in four English language music education journals. The study's results revealed that IM was found to be associated with 15 related concepts in the music education literature. The most frequently co-occurring concept with IM was multicultural education. Within this category, the articles focused on music education mostly at the primary grade levels. Moreover, articles that conceptually linked IM to multicultural education highlighted non-Western, world, ethnic, and traditional music. Additionally, studies themed around multicultural education explored pre-service music teacher education. Other frequently occurring concepts related to IM in the music education literature were intercultural competence, cultural awareness, and social inclusion. The study found only four studies that directly addressed IM. The study's main conclusion was that the concept of IM in the field of music education remains underdeveloped.

Palmer, N. (2022). A conception of practical global citizenship education: Locating and situating 'allosyncracy.' *Globalisation, Societies and Education*, Advance online publication.

<https://doi.org/10.1080/14767724.2022.2052811>

Keywords: *Cross-programme, global citizenship education, allosyncracy, Azerbaijan*

The purpose of this study was to explore how global citizenship education (GCE) is understood and implemented in IB international schools. The study utilized a grounded theory case study research design and was conducted in an IB continuum school in Baku, Azerbaijan. The research participants included teachers, parents, and students, and data were collected through semi-structured interviews and observations, as well as analysis of key school documents. The study revealed that the participants had a broad understanding of GCE and acknowledged that taking action was a vital component of GCE implementation. Additionally, some teachers stressed the importance of adapting and customizing the implementation of GCE to the unique context of their schools. Based on the findings, the researcher concluded that the participants' understanding and practice of GCE constituted an allosyncratic response, a practical approach to global citizenship education that involves actively engaging with and learning from difference, rather than simply promoting tolerance or appreciation of diversity.

Palmer, N. (2022). To sing alone, to sing in chorus: Mediating education for International Baccalaureate international mindedness and neo-liberal subjectivity. *Globalisation, Societies and Education*, Advance online publication.

<https://doi.org/10.1080/14767724.2022.2127405>

Keywords: *Cross-programme, international mindedness implementation, global*

The aim of this study was to gain a better understanding of how international mindedness (IM) is practiced in IB international schools and to examine the challenges faced by practitioners, students, and parents when trying to integrate it into the school system. The study used a grounded theory case study research design and was conducted at an undisclosed IB international continuum school. Participants in the study were 33 school staff and parents, and data were collected through interviews. The study found that while participants generally supported the core principles of the IB's frameworks, they faced significant challenges in implementing IM in practice. Additionally, the study found that participants perceived these obstacles to be related to the influence of IB corporatism, which they felt was shaping and steering the implementation of IM in ways that did not align with the original goals and values of the approach.

Silva-Enos, S., Howard, E. R., Whiting, E. R., & Feinauer, E. (2022). Tensions between equity and elitism for local scholarship students in an international school. *Globalisation, Societies and Education*, Advance online publication.

<https://doi.org/10.1080/14767724.2022.2155933>

Keywords: *Cross-programme, intercultural competence, elitism, Central America*

The purpose of this study was to investigate the perceptions of intercultural competence (IC) among local low-income students enrolled in dual language (DL) and international IB schools. The study utilized a qualitative research design and was conducted at an English-Spanish DL international IB school in an undisclosed Central American country. Six local DP students who received scholarships to attend the IB school participated in the study, and data were collected through a focus group discussion. The study findings indicated that the scholarship students recognized and valued the benefits of attending the IB school, particularly the opportunity to interact with a diverse student body that offered a microcosm of global experience. Furthermore, the students acknowledged the school's efforts to instill a respect for diverse perspectives, even when they originate from other cultures, religions, or nationalities. However, the research also uncovered that the scholarship students had internalized elitism as part of their IC development. Based on the findings, the researchers concluded that international IB schools should adopt a more critical approach to IC that advances equity without perpetuating elitism.

Tarc, P. (2022). Transnational governing for the pedagogical ideals of K-12 international education: Contrasting PISA and IB. *Educational Review*, 74(1), 93–113.

<https://doi.org/10.1080/00131911.2021.1965095>

Keywords: *Cross-programme, international education, international mindedness, PISA, global*

The aim of this research was to compare the roles of the International Baccalaureate (IB) and the Organization for Economic Cooperation and Development (OECD) PISA global competence assessments as influential entities that promote and establish the principles of international education. The study employed a critical literature review and discourse analysis design. It was conducted by analyzing both empirical and non-empirical research studies on the development and critique of the IB's methods of indirect governance of international-mindedness and the OECD's global competence framework via PISA. The results of the study found that both the IB and the OECD promote the principles of international education and endorse progressive learning attitudes, such as critical thinking and intercultural awareness. However, both organizations have never adopted a critical or social justice-oriented pedagogical approach that is based on an

understanding of systemic oppression. Additionally, the study identified important differences between the two entities, such as the fact that the IB has not pursued formal assessments for international mindedness, in contrast to the OECD's use of PISA to evaluate global competence. The researcher concludes that the findings of the study provide important insights into the trends and prospects of international education.

Toruan, M. M., Akrim, A., & Prasetya, I. (2022). The implementation of National Curriculum 2013 and International Baccalaureate (Study at Sampoerna Academy Medan). *Randwick International of Social Science Journal*, 3(1), 46–52.

<https://doi.org/10.47175/rissj.v3i1.368>

Keywords: *Cross-programme, language education, assessment, Indonesia*

The purpose of this study was to compare student performance in Indonesian language studies between students enrolled in IB and national curriculum programs. The study employed a quantitative research design and was conducted in one school located in Indonesia that implements both the IB and national curriculum. Data were collected on Indonesian language learning assessment scores from 33 national curriculum students and 18 IB students. The study results showed a significant difference in the IB and national curriculum performance scores in Indonesian language studies. Students in the national curriculum scored an average of 79.7 points, compared to an average score of 84.8 points among IB students. Based on the findings, the researcher concluded that the IB's higher standards of assessment for students, including internal assessment standards on individual oral abilities, contributed to IB student higher performance on the Indonesian language learning assessment.

Vassallo, B. (2022). The relationship between constructivist school leadership and cultural intelligence: A Study on International Baccalaureate schools across the European continent. *The Online Journal of New Horizons in Education*, 12(3), 211–222.

<https://www.tojned.net/?pid=showissue&issueid=264>

Keywords: *Cross-programme, cultural intelligence, constructivist leadership, Europe*

The purpose of this study was to determine if a relationship exists between IB school leaders' cultural intelligence, their ability to function effectively in diverse cultural contexts, and whether they engage in constructivist school leadership practices. Using a survey research design, the study was conducted with 42 IB school leaders from 16 countries across Europe. Data were collected through a questionnaire that included items from the Cultural Intelligence Scale Survey and

Constructive Leadership Survey, which were designed by the researcher for the study. The results indicate that the IB school leaders reported medium to high levels of constructivist leadership skills. Additionally, the participants had moderately high cognitive and behavioral aspects of cultural intelligence. The results also revealed a significant positive correlation between cultural intelligence and constructivist leadership. This indicates that the IB school leaders with higher levels of cultural intelligence were more likely to exhibit constructivist school leadership practices, resulting in increased effectiveness and efficiency in managing multicultural environments. Moreover, the study found that IB school leaders' cognitive and behavioral cultural intelligence were the best predictors of constructivist school leadership practices, suggesting that school leaders who actively adapt to the multicultural environments in their schools are better equipped to lead in a constructivist style.

Whitmarsh, D. (2022). Fields, habitus and the International Baccalaureate's interpretation of international mindedness. *Journal of Research in International Education*, Advance online publication.

<https://doi.org/10.1177/14752409221122048>

Keywords: *Cross-programme, international mindedness, fields and habitus, China*

The purpose of this study examines the applicability of Pierre Bourdieu's theories of fields and habitus to the ways that IB schools practice international mindedness (IM) and foster IM in students. Fields are defined as social spaces where people compete for different types of capital, while habitus is the internalized set of dispositions, beliefs, and attitudes developed through socialization within a specific field. The study used a mixed-methods case study research design and was carried out in a private IB continuum school in China. Data were collected from questionnaires administered to 264 students, 136 parents and 60 teachers. Additionally, focus group interviews were conducted with 29 students. The study found that students attributed the promotion of IM to the diversity in student population. They also recognized the positive impact of the differences in teacher demographics between their IB school and local schools on their development of IM. The study's interpretation within Bourdieu's framework suggested that students from diverse backgrounds bring unique habitus to school, and teachers interact in a manner that fosters IM habitus. Further, students agreed that the school's pedagogy encourages an environment for the development of an internationally minded habitus, while the Learner Profile promotes an internationally minded ethos in the educational field. The study's findings led the researcher to conclude that IB schools have the ability to play a crucial role in establishing the fields that promote the development of IM in students.

Wright, E., Lin, C., & Lu, J. (2022). The turning tide of the International Baccalaureate in China: When global dreams meet national priorities. *Globalisation, Societies and Education*, Advance online publication.

<https://doi.org/10.1080/14767724.2022.2115342>

Keywords: *Cross-programme, IB expansion, national priorities, China*

The purpose of this study was to investigate the adoption and growth of the IB in China and to identify any conflicts with the national priorities of the government. The study utilized a content analysis research design, analyzing government documents on the official website of the Chinese central government and news articles from four representative state-run newspapers. The results show that the Chinese government's stance towards the IB and international schooling has evolved over time, with increasing concerns over potential conflicts between the IB programme and national interests leading to a "turning tide" of the IB in China. The government's reforms to address these concerns vary by school type, including conditional support for expanding schools for foreign nationals, increased control over private bilingual schools for Chinese citizens, and expanded government control over public schools offering international programmes.

## Dissertations and Theses

Ackins, C. J. (2022). *Equity in opportunity: Minority student enrollment in advanced, Advanced Placement, and International Baccalaureate English and mathematics courses in Virginia public high schools* [Doctoral dissertation, Virginia Polytechnic Institute and State University].

<https://vtechworks.lib.vt.edu/handle/10919/107829>

Keywords: *Cross-programme, minority students, enrollment gap, United States*

This study examined the factors contributing to the gap in minority student participation in advanced, Advanced Placement (AP), and IB English and math courses. The study used a secondary data analysis research design using course enrollment, absenteeism, and socioeconomic status data of minority and non-minority students in twelve public high schools in Virginia, United States, during the years 2015 through 2020. Results showed that Asian, Black, and Hispanic students were underrepresented in advanced, AP, and IB English courses, and Black and Hispanic students were underrepresented in advanced, AP, and IB math courses. Additionally, minority student enrollment in these courses was strongly associated with whether they came from high-income backgrounds, but student absenteeism did not significantly impact the minority student enrollment gap.

Camacho Cotto, E. J. (2022). *Exploring language ideologies in the transition to an International Baccalaureate curriculum: A case study of an executive elite school in Puerto Rico* [Doctoral dissertation, University of Puerto Rico].

<http://www.proquest.com/docview/2670022861/abstract/E8E95722488349D7PQ/1>

Keywords: *Cross-programme, language policies and practices, Puerto Rico*

This study examined the ways in which a private school located in Puerto Rico experienced shifts in its language policies and practices nine years after the implementation of the IB. The research used a case study design, and data was collected through interviews with nine school staff members, analysis of school photographs and key state and school language policy documents. The main finding of the study was that the adoption of the IB promoted a shift away from a monolingual (English-only) instructional and learning environment to a more culturally and linguistically diverse one. This shift included the presence of Spanish and French as language curricular offerings, as well as the use of Spanish and other vernacular languages by both students and teachers in classroom discourse and daily social interactions.

Fisher, M. (2022). *Improving student satisfaction and wellbeing in an International Baccalaureate Program: An improvement science study* [Doctoral dissertation, George Fox University].

<https://digitalcommons.georgefox.edu/edd/197/>

Keywords: *Cross-programme, student well-being, improvement sciences, PDSA, U.S. Virgin Islands*

The purpose of this study was to document the effects of a Plan, Do, Study, Act (PDSA) school improvement process for designing and testing the impact of the Wednesday Program, an initiative aimed to increase MYP and DP student well-being. The study used a mixed-methods research design and was conducted in an IB school located in the U.S. Virgin Islands. Data were collected through interviews with six staff members and five students. Data were also collected through two administrations of the "How I Feel About My Classroom and School" survey to all students. The study found that students reported that the mid-week break from their academic workload—a core feature of the Wednesday Program—had a positive effect on their sense of well-being. Students used the mid-week break for various activities, including completing schoolwork, studying, seeking teacher help, and exercise. Students reported overall improvements in their sense of well-being and practices, such as getting more sleep, feeling less stress and anxiety, not skipping meals, being able to focus on their classes and extracurricular activities simultaneously, and spending more time with their families.



Iwabuchi, K. (2022). Complexity within the government: *An analysis of Japan's education reform through the International Baccalaureate* [Doctoral dissertation (abstract), Columbia University].

<https://doi.org/10.7916/z2y8-v211>

Keywords: *Cross-programme, education reform, policy process, Japan*

The study summarized in this abstract aimed to examine the promotion of the IB as an educational reform model in Japan by analyzing the policy process and actors involved. The study used a mixed-method research design that involved collecting and analyzing policy reports, meeting transcripts, media reports, and conducting interviews with twelve education policy actors. The study identified changes in the Ministry of Education, the cabinet, and the national curriculum as critical factors in shaping the IB-driven reform process. Specifically, institutional changes in the policy process and education law enabled the cabinet to exert significant influence on education since 2000, with the redefinition of the national curriculum as a minimum standard allowing the introduction of the IB, which did not conform to the national curriculum requirements. The researcher concluded that the study's findings can inform future education policy-making efforts by shedding light on how institutional changes in the policy process and education law can impact the introduction of educational reforms, ultimately contributing to the development of more effective policies.

## Conference Presentations

Mitteis, M. R., Lucero, A., & Bermudez, B. (2022, April 21-26). *Crossing borders: The perspectives of transnational students in one urban Oregon high school*. [Presentation abstract]. American Educational Research Association (AERA) Annual Conference. San Diego, CA, United States.

[https://convention2.allacademic.com/one/aera/aera22/index.php?program\\_focus=view\\_paper&selected\\_paper\\_id=1893470&cmd=online\\_program\\_direct\\_link&sub\\_action=online\\_program](https://convention2.allacademic.com/one/aera/aera22/index.php?program_focus=view_paper&selected_paper_id=1893470&cmd=online_program_direct_link&sub_action=online_program)

Keywords: *Cross-programme, transnational identity, school experiences, United States*

This conference presentation abstract describes a study that explored the formation of transnational identities among IB high school students and how these identities influence their school experiences both socially and academically. The study employed a qualitative research design and was conducted in an urban high school in Oregon, United States. The data generated from the students was analyzed through qualitative coding and discourse analysis. The researchers note that the implications of the study's findings include providing important insights into strategies for improving transnational education.

Samejima, T., Goto, K., Nouchi, Y., Iida, H., & Tosa, S. (2022, March 17-18). *The significance of inquiry-based learning of IB programme from the perspective of active learning*. [Presentation paper]. Eleventh New Perspectives in Science Education International Conference. Virtual [https://conference.pixel-online.net/NPSE/prevedition.php?id\\_edition=39&mat=CPR](https://conference.pixel-online.net/NPSE/prevedition.php?id_edition=39&mat=CPR)

Keywords: *Cross-programme, science education, inquiry-based learning, Japan*

This conference paper summarizes a study that investigated the perspectives of IB high school students on the use of passive and active learning strategies in science classrooms. The study was conducted in an IB high school in Japan, and the researchers designed and implemented lessons in three science classrooms that contained the same science content (molar concentration) but used three different teaching strategies, passive instruction, teacher-led inquiry-based instruction, and student-led inquiry-based learning. A total of 53 students from the three classes were surveyed, and their responses were compared. The study found that students from the student-led inquiry class, compared to those in the passive and teacher-led inquiry classes, perceived the science lesson to be more enjoyable but also more difficult to understand. In addition, students in the student-led inquiry class, in contrast to their peers, perceived teachers' role to be to provide advice on how to solve a problem rather than provide the correct answer or solutions.