Research related to the International Baccalaureate

2012

Prepared by:

IB Global Research Department

The following list attempts to chronicle the research published on the International Baccalaureate (IB) in 2012. This document is meant to serve IB heads of schools, coordinators, teachers, employees and others in the IB community, as well as researchers in the field.

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

In 2012 we identified 97 pieces of research related to the IB.

Of these, 45 references are related specifically to the Diploma Programme (DP), 6 to the Middle Years Programme (MYP), 13 to the Primary Years Programme (PYP), and 1 to the IB Career-related Certificate (IBCC). Thirty four references are related to the full continuum of programmes or the IB as an organization.

There are 38 journal articles, 16 presentations at non-IB related conferences, 25 Master's or doctoral theses/dissertations, 13 reports or papers, and 4 books or chapters in books.

Eleven references are related specifically to the IB Africa, Europe, Middle East (IBAEM) region, 35 to the IB Americas (IBA) region, 18 to the IB Asia-Pacific region (IBAP), and 40 are global in scope.

The most common topic was the development of IB programmes, followed by the growth of the IB as an organization and the relationship of IB programmes to postsecondary education. Specific curriculum related issues, international mindedness, teaching and leadership, the impact of IB programmes, and programme implementation were also popular topics.

While concerted efforts were made to include every available piece of research relating to the IB published in 2012, there are undoubtedly some references that have been missed. Thus, we very much consider this to be an ongoing project, and encourage you to bring any research not included here to our attention at research@ibo.org.

IB Global Research Department

2012

Continuum

AEM   Curriculum

Journal Article

Hayden, M. (2012). A review of curriculum in the UK: Internationalising in a changing context. Curriculum Journal, 1-19. doi: 10.1080/09585176.2012.744328

International Primary Curriculum; IGCSE; International curriculum

The present article focuses on the growing emphasis on international dimensions of the curriculum in the UK. Beginning with consideration of the curriculum context, this article highlights the growing number of international curriculum programmes being developed and offered worldwide, and in the UK in particular, before considering some of the reasons behind this growth and the implications of increased interest in programmes with an international focus.

http://dx.doi.org/10.1080/09585176.2012.744328

AEM, Americas   Organizational growth

Journal Article

Resnik, J. (2012). The denationalization of education and the expansion of the International Baccalaureate. Comparative Education Review, 56(2), 248-269.

Education policy; National schools; Education markets

This study explores the expansion of IB schools in England, France, Israel, Argentina, and Chile. Conditions such as economic globalization and neoliberal education policies, and certain contexts and traditions encourage the adoption of IB programs. The increase of IB schools results from strategies aimed at insertion of the IB into national education markets and its adaptation to different national systems. These strategies and mechanisms are uncovered by tracking the embeddedness of the global IB in national education systems.

http://www.jstor.org/stable/10.1086/661770

Americas   Organizational growth

Book, Whole

Bunnell, T. (2012). Global education under attack: International Baccalaureate in America. Frankfurt: Peter Lang.

Global Education; International Programs; Advanced Placement Programs; Politics of Education; Educational Policy; Citizenship; Political Attitudes

The IB has grown enormously in the US since the 1990s, but has provoked some opposition from concerned parents and conservative agencies. This book charts the growth of the IB in America and offers a set of frameworks for conceptualizing the history and nature of this attack. It explores the distinctly paleo-conservative philosophy behind this attack, examines the notion that the IB is un-American, and concludes that for some Americans global education must be resisted.

http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=68143&concordeid=263394

Americas   Programme implementation

Magazine Article

Mathews, J., & Mathews, L. (2012), Going global, for rich and poor. School Administrator, 69, 44-51.

Advanced Placement Programs; School Districts; Program Implementation; Competition; Global Approach; Disadvantaged Youth; Economically Disadvantaged; Elementary Secondary Education; High School Students; Critical Thinking

IB programs are turning up in a diverse mix of school districts, an attempt to add rigor and depth. But each school district has adapted IB for its own needs. However they use it, educators give much the same reason for adding IB to their schools. They say the program will give their students a head start in an era of intense international competition.

http://www.eric.ed.gov/ERICWebPortal/detail?accno=EJ982377

Continuum

AP   Curriculum

Dissertation/Thesis

Shin, G. Y. (2012). The International Baccalaureate (IB) influence on internationalizing the curriculum in South Korean secondary schools: Mapping considerations for the future design of an integrated K-20 system. (MA, University of Pittsburgh).

Educational Policy; Curriculum design; Internationalization

This study examines the perspectives of schools, the government in South Korea, and transnational certifiers and curriculum designers to see how they define international curricula, what concepts they are ignoring, and what are the challenges in providing an internationally accredited curriculum such as the IB in the South Korean educational context. The study uses qualitative research methods, analysing documents written by the government, formal school administrators, and national associations acoording to criteria suggested by the literature.

http://d-scholarship.pitt.edu/12097/1/Thesis_of_Ga_Young_Shin.pdf

AP   Language

Conference Proceedings

Lin, Y. H. (2012). Creating dynamic spaces for teaching and learning in international education. NAER Global Education Forum: Educational Management and School Effectiveness, Taiwan.

 School language policy; Spaces of/ for learning

By documentary analysis of language policies developed by IB World Schools in various educational contexts especially in the region of Asian Pacific, this paper intends to firstly highlight the IB's perspectives on the impact of multilingual and multicultural educational environments on teaching and learning and subsequently to synthesise key components of those school-based language policies including. Based on the examination of the current status quo of Taiwanese education in this area, implications for policy and practice in encouraging dynamic spaces for Learning at national and school levels will be further indicated.

http://2012gef.naer.edu.tw/enhtml/content.asp?cid1=170&cid=167

AP   Leadership

Journal Article

Lee, M., Hallinger, P., & Walker, A. (2012). A distributed perspective on instructional leadership in International Baccalaureate (IB) schools. Educational Administration Quarterly, 48(4), 664-698. doi: 10.1177/0013161X11436271

Distributed leadership; Instructional leadership; Program transition; Curriculum implementation

The purpose of this study is to provide a better understanding of how instructional leadership responsibilities are distributed in full continuum IB schools in East Asia. Case studies were conducted in five international schools located in Thailand, Vietnam, Hong Kong, and China. In total, 68 teachers and administrators and 25 students were interviewed. Qualitative analysis of the interview data was conducted using pattern coding. Three broad instructional leadership practices were identified: curriculum articulation, cross-program activities, and strategic staffing.

http://eaq.sagepub.com/content/48/4/664.abstract

AP   Professional development

Dissertation/Thesis

Ranger, G. (2012). What are the professional development needs of heads of international schools in India and how may they be met? (Ed.D., University of Durham).

Professional development; Heads of schools; Leadership; Administration; International schools; India

This qualitative dissertation investigates the professional development needs of Heads of School, the need for developing competencies and standards, and proposes ways to offer systemic professional support. The work concludes that the optimum way forward is an India-wide association to work with international partners using agreed upon leadership standards and competencies, to support schools in recruiting and developing heads.

http://etheses.dur.ac.uk/3505/1/ED_D_thesis_graham_ranger_300412.pdf

Continuum

Global   International mindedness

Journal Article

Hill, I. (2012). An international model of world-class education: The International Baccalaureate. Prospects, 42(3), 341-359. doi: http://dx.doi.org/10.1007/s11125-012-9243-9

Global citizens; Intercultural understanding; International mindedness

This article posits that world-class education is international education, as defined by UNESCO, and presents IB programmes as examples of this phenomenon. It begins with the IB's 1960s origins in international schools, then follows an overview of the four education programmes of the IB, in order of creation. Attributes of a world-class education are suggested: the concept of interdependence between nations, the shaping of attitudes, the relevance of curriculum content and teaching methods, and the importance of including an international perspective.

http://jri.sagepub.com/content/11/3/245.abstract

Global   International mindedness

Journal Article

McKenzie, M. (2012). Learning from the world and learning for the world: An essay on world schools. Journal of Research in International Education, 11(3), 218-229. doi: 10.1177/1475240912461215

Experiential doing; Intellectual questing; Intercultural journeying; National school; Spatial sensitizing; Sustainable living; World school

This essay draws on the author's personal experiences as a head of school on three continents, over 20 years, as well as on some of his recent writings and talks. From Martin Luther King Jr's idea of a world house is derived the concept of a 'world school'. This project charts a way for national schools to develop world-minded graduates. Five thematic visions of learning for the benefit of our world are discussed. Also outlined is a teacher profile for world school teaching, and the article concludes with a case study drawing on the author's current school.

http://jri.sagepub.com/content/11/3/218.abstract

Global   International mindedness

Journal Article

Merryfield, M. M. (2012). Four strategies for teaching open-mindedness. Studies and the Young Learner, 25(2), 18-22.

Global citizenship; Teacher perspectives; Open mindedness

This article describes research which involved online discussions with 130 teachers in IB schools in 43 nations to learn how their day-to-day instruction addresses goals of global citizenship education. From these experiences, one focus stands out as a prerequisite in addressing goals in global education the development of open-mindedness.

http://ncss.metapress.com/content/f7505xt2v06035h8/

Global   International mindedness

Dissertation/Thesis

Muller, G. C. (2012). Exploring characteristics of international schools that promote international-mindedness. (Ed.D., Teachers College, Columbia University). ProQuest Dissertations and Theses, 193. (922588649).

Educational leadership; Global consciousness; Multicultural Education; International schools

The aim of this research is to highlight characteristics of schools that promote international-mindedness. An analysis of the theoretical and empirical literature, followed by surveys, interviews, and an examination of documentation, provided the basis for the research. Five international schools adhering to a set of criteria that places them firmly in the field of schools aiming to promote international-mindedness, were targeted for the research. The five schools are situated in Japan, the Netherlands, Venezuela, the Philippines and the US.

http://gradworks.umi.com/34/94/3494836.html

Continuum

Global   Leadership

Journal Article

Hallinger, P., & Lee, M. (2012). A global study of the practice and impact of distributed instructional leadership in International Baccalaureate (IB) schools. Leadership and Policy in Schools, 11(4), 477-495. doi: 10.1080/15700763.2012.700990

International schools; Leadership; Programme transition

This article reports the results of a mixed-methods study of instructional leadership practices in IB schools located throughout the world. The broad trends revealed by quantitative analysis of survey data were considered in light of qualitative data obtained through in-depth case studies of five IB World Schools in East Asia. The study sheds light on how instructional leadership is distributed in these schools, and leadership practices contributes to smoother student transitions across IB programs.

http://www.tandfonline.com/doi/abs/10.1080/15700763.2012.700990

Global   Non-academic outcomes

Journal Article

van Oord, L. (2012). Moral education and the International Baccalaureate learner profile. Educational Studies, 1-11. doi: 10.1080/03055698.2012.717260

Moral education; Character education; Transformative education; Learner profile

This article analyses elements of moral education in IB programmes. Particular reference is made to the IB learner profile, a list of 10 virtues which, the IB claims, are fostered through its programmes. This approach is evaluated in the light of existing ideas concerning moral and character education. It is argued that the learner profile is firmly grounded in the character education approach to moral education. An alternative perspective is sketched, focusing on student autonomy and personal sense making.

http://dx.doi.org/10.1080/03055698.2012.717260

Global   Organizational growth

Journal Article

Hill, I. (2012). Evolution of education for international mindedness. Journal of Research in International Education, 11(3), 245-261. doi: 10.1177/1475240912461990

History; International schools; Learner profile

This article attempts to trace the evolution of the concept of international mindedness from the 17th century until the present, using four aspects to focus the discussion: education and other trends, ease of interaction across frontiers, determinants of international mindedness, and international mindedness in practice. The article concludes with a list of components of international mindedness which have changed over time.

http://dx.doi.org/10.1007/s11125-012-9243-9

Global   Organizational growth

Journal Article

Delmas, P. M. (2012). World-changing dream. The Educational Forum, 76(1), 139-140. doi: 10.1080/00131725.2012.628891

Book reviews

Reviews the 2009 book: Global Dreams, Enduring Tensions: International Baccalaureate in a Changing World, by Paul Tarc.

http://www.tandfonline.com/doi/abs/10.1080/00131725.2012.628891

Continuum

Global   Organizational growth

Journal Article

Caffyn, R. (2012). Book review: The changing face of international education; challenges for the IB. International Schools Journal, 31(2), 94-98.

Book review

Reviews the 2011 book: The Changing Face of International Education; Challenges for the IB, edited by George Walker.

https://www.ecis.org/uploaded/Documents/April_2012_ISJ.pdf

Global   Organizational growth

Journal Article

Resnik, J. (2012). Sociology of international education: An emerging field of research. International Studies in Sociology of Education, 22(4), 291-310. doi: 10.1080/09620214.2012.751203

International networks; International students; Globalization; Multiculturalism

This article points to international education in elementary and post-elementary schools as an emerging and promising field of enquiry. It describes the state of art of this new field and sets out the nature of the research. The rapid development of international networks in recent decades; the contribution of international education policies to the expansion of international education; the growing number of international students and its implications for school life; and the different meanings of international curriculum are the main topics in this literature.

http://dx.doi.org/10.1080/09620214.2012.751203

Global   Organizational growth

Journal Article

Walker, G. (2012). Tea and oysters: Metaphors for a global education. International Schools Journal, 31(2), 8-17.

Globalization; History

This article is based on a presentation made by the author to the biennial conference of the London International Schools Association at the King Fahad Academy on 20 January 2012. It briefly chronicles the history of international education and presents six challenges facing global education in the 21st century.

http://www.ecis.org/uploaded/Documents/April_2012_ISJ.pdf

Global   Pedagogy

Journal Article

Cambridge, J. (2012). International education research and the sociology of knowledge. Journal of Research in International Education, 11(3), 230-244. doi: 10.1177/1475240912461988

Power dynamics; Curriculum; Pedagogy

IB and other programmes of study used in international education are inscribed with discourses of power and control. Bernstein (1975, 2000) offers a theory of pedagogic discourse that can be used to characterise power and control relations in the curriculum in terms of classification and framing. This article discusses how Bernstein's theory of pedagogic discourse may be applied to the description and analysis of international education curricula and their implementation.

http://www.ecis.org/uploaded/Documents/April_2012_ISJ.pdf

Continuum

Global   Pedagogy

Journal Article

Cambridge, J. (2012). Pedagogic discourse: A language for the description and analysis of international curriculum implementation. International Schools Journal, 31(2), 45-52.

Basil Bernstein; International schools; Research

The ontology of the field of international education is described and analysed in terms of singular, regional and generic modes of pedagogized knowledge. It is proposed that the IB Learner Profile, as a specification for international education, constitutes pedagogized knowledge in the generic mode. Possible directions for future research in international education are discussed in the context of these contrasting modes of knowledge.

http://jri.sagepub.com/content/11/3/230.abstract

Global   Professional development

Journal Article

Dean, M., Tait, A., & Kim, G. (2012). Professional development of educators in an international context. The International Journal of Learning, 18(9), 161-180.

Professional Development; Evaluation; Quality Assurance

The purpose of this paper is to provide evidence for the validity of the IB's model for evaluating professional development of educators internationally. In particular, this paper will investigate and explain differences in ratings of quality from post event to a delayed period of time after implementation. Understanding the changes in participant feedback, as well as the responses to the delayed evaluation, provides important information in understanding effective and lasting professional development in education.

http://ijl.cgpublisher.com/product/pub.30/prod.3330

Global   Professional development

Conference Proceedings

Dean, M., & Tait, A. (2012). A comparison of professional development facilitators' strengths, weaknesses and important attributes in an international context. 4th Annual Asian Conference on Education, Osaka, Japan.

Professional development; Quality assurance; Teacher education

This presentation seeks to better understand the facilitator factors in explaining professional development workshop quality across contexts (programme, region, language).

http://me-kono.eu/conferences/4th-asian-conference-on-education-ace-2012

Global   Professional development

Conference Proceedings

Dean, M., & Chen, Y. (2012). The order effects on teacher professional development surveys. American Educational Research Association Annual Conference, Vancouver, Canada.

Surveys; Professional development; Quality assurance

This paper aims to investigate order effects on ratings of overall quality and the importance of individual predictors in evaluating teacher professional development. To accomplish this, the items of the survey are manipulated to create different orders, followed by key driver analysis to examine if a difference found in the key indicators of the overall quality of workshop can be attributed to ordering of items.

http://convention2.allacademic.com/one/aera/aera12/

Continuum

Global   Programme development

Conference Proceedings

Lin, Y. H. (2012). From principles to practices of collaborative curriculum research and development: An experience in international education. EIPPEE Annual Conference, The Netherlands.

Curriculum development; Research

Using the collaborative development of guidance for school language profiles and student portfolios in international education as an example, this presentation attempts to explicate principles and practices involved in the process of research-based curriculum development within the IB.

http://www.eippee.eu/cms/Default.aspx?tabid=3313

Global   Programme development

Journal Article

Erickson, L. H. (2012). Concept based teaching and learning. IBO.

Instruction; Curriculum; Learner profile

This paper examines the characteristics of concept-based curriculum and instruction models and frames the IB programmes as a three-dimensional, concept-based model.

http://blogs.ibo.org/positionpapers/2012/07/12/concept-based-teaching-and-learning/

Global   Programme development

Report

Watermeyer, R. (2012). Curriculum alignment, articulation and the formative development of the learner. IBO.

Curriculum; Assessment; Learner identity; Literature review

This literature review examines various theoretical aspects of, practical approaches to and issues with curriculum articulation and alignment. It analyses possible impacts of credentialism, assessment and marketization of education, as well as implications for an IB education.

http://occ.ibo.org/ibis/occ/guest/home.cfm

Global   Programme development

Report

Li, N. (2012). Approaches to learning: Literature review. IBO.

Learning; Curriculum; Culture

This literature review examines theories and practices related to learning approaches in the curriculum of various educational systems, how issues of culture and age appropriateness are addressed and unpacked, and draws implications for the implementation and development of IB programmes.

http://occ.ibo.org/ibis/occ/guest/home.cfm

Continuum

Programme development

Conference Proceedings

Lin, Y. H. (2012). Building research capacity for curriculum development in international education: A knowledge management approach. 37th Annual Association for Teacher Education in Europe Conference, Turkey.

Competences of curriculum developers; Knowledge management; Research capacity building

Through documentary analysis and literature review, the paper sets out to indicate the essential knowledge, skills and attitudes IB curriculum developers need not only to carry out effective curriculum research and development but also to foster research capacity building at the organisational level.

http://atee2012.anadolu.edu.tr/atee2012/content.php?pg=76

Global Programme development

Conference Proceedings

Lin, Y. H. (2012). From curriculum framework to school-based curriculum: The journey. 3rd Chinese-European Conference on Curriculum Development of Basic Education, China.

Curriculum implementation and evaluation; Educational change; Cultural contexts

This presentation intends to draw attention to possible changes and challenges that may come together in the ongoing development process of school-based curriculum. Following this, how the IB supports World Schools in terms of providing clear guidelines for curriculum implementation and evaluation, developing authentic curriculum support materials and supplying workshops for continuing professional development appropriate to diverse educational and cultural environments are exemplified.

http://sp.risechina.org/List_351.html

Global Programme development

Conference Proceedings

Lin, Y. H. (2012). Internationalising curriculum: Lessons from the IB education. NAER Global Education Forum: Educational Management and School Effectiveness, Taiwan.

School supports; Curriculum development; Programme implementation

This presentation intends to draw attention to possible changes and challenges that may come together in the ongoing development process of school-based curriculum. How the IB supports World Schools in providing clear guidelines for curriculum implementation and evaluation, developing curriculum support materials and supplying professional development workshops appropriate to diverse environments are exemplified. A case study on a school's journey of implementing the IB education in China is also examined.

http://2012gef.naer.edu.tw/enhtml/content.asp?cid1=170&cid=167

Global Programme development

Report

Bullock, K. (2012). Learner profile literature review. IBO.

Learner profile; Learning theories

This literature review discusses learning theories that underpin contemporary thinking on the characteristics and processes of young people's learning, and determines how these theories relate to the Learner Profile attributes.

http://www.ibo.org/research/resources/documents/LPLitReview_final.pdf

Continuum

Global   Programme implementation

Report

Carroll, J. (2012). Academic honesty in the IB. IBO.

Academic honesty; Programme implementation

This paper outlines conceptual aspects of plagiarism and challenges that learners face in demonstrating honesty and integrity. It consequently indicates how teachers, schools and learners themselves can share responsibility for ensuring that actions in support of academic honesty are integrated and approached consistently in IB programmes.

http://blogs.ibo.org/positionpapers/

Gobal   International mindedness

Journal Article

Van Vooren, C., & Lindsey, D. (2012). Leaders address inequity through a framework of international-mindedness. Journal of Transformative Leadership and Policy Studies, 2(1), 25-33.

International mindedness; Cultural proficiency; Leadership

This paper offers school leaders and scholar practitioners twin frameworks of international-mindedness and cultural proficiency as a means to addressing persistent education gaps. These complementary frameworks are grounded in the educational policies and practices found in the IB programs. The authors recommend that by aligning the frameworks of international-mindedness and cultural proficiency, students of all demographic groups and their teachers can increase global awareness, understanding and engagement.

http://www.csus.edu/coe/academics/doctorate/jtlps/issues/2-1/jtlps-2-1-vooren-lindsey.pdf

DP

AEM   Assessment

Journal Article

Chetin, A. Y., & Demiral, H. (2012). Evaluation of language and literature skills of secondary school students in Turkey according to International Baccalaureate Diploma Program criteria. International Journal of Instruction, 5(2), 153-172.

Language and literature teaching; Turkish A1 course; Teaching

In this study, evaluation criteria for the teaching of language and literature used in Turkey and in the world was discussed; language and literature skills of Turkish students were evaluated according to IB DP- Turkish A1 course criteria. Related literature was examined in order to determine national and international criteria used in teaching of language and literature. According to the research results, teachers do not use common criteria in evaluating language and literature teaching.

http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED533798

AEM   Language

Conference Proceedings

Rydenvald, M. (2012). Language choice among multilingual students in an international context. Nordic Conference on Bilingualism, Copenhagen.

Globalization; Third Culture Kids; Multilingualism

This paper draws on a study that concerns multilingual students' choice of languages for the DP. The informant group consists of eight IB-students, aged 16-18, with Swedish as the mother tongue, English as language of instruction and living in a French speaking part of Europe. The results show that the students chose their strongest language for the first language course, which for the majority of the students was not their mother tongue. The multilingual IB-students in this study exemplify what is sometimes called dynamic bilingualism, in an international environment.

http://bilingualism.au.dk/fileadmin/www.bilingualism.au.dk/Book_of_abstracts_June_11.pdf

DP

AEM   Postsecondary

Journal Article

Green, F., & Vignoles, A. (2012). An empirical method for deriving grade equivalence for university entrance qualifications: An application to A levels and the International Baccalaureate. Oxford Review of Education, 38(4), 473-491. doi: 10.1080/03054985.2012.713858

Univeristy entrance; UK; A-levels

This article compares DP and A-levels qualifications for entry to higher education by studying students' subsequent performance. It estimates an 'empirical' equivalence scale between IB grade points and UCAS points whereby, for similar students in the same universities and subjects, final degree performance is independent of the type of entry qualification. The empirical equivalence scale suggests that the official UCAS tariff is too generous to IB students, but universities may adjust too far away from the official mapping.

http://www.tandfonline.com/doi/abs/10.1080/03054985.2012.713858

AEM   Programme impact

Report

ACS International Schools. (2012). Reflections on the IB Diploma: A survey of ACS International Baccalaureate alumni. London, UK: ACS International Schools.

Student perspectives

ACS alumni were surveyed on how they felt about studying for the IB Diploma at ACS International Schools.

http://www.acs-schools.com/about-acs/press-office/acs-research.aspx

AEM, Americas   Organizational growth

Conference Proceedings

Resnik, J. (2012). The development of international education and the denationalization of education systems. 56th Annual Conference of the Comparitive and International Education Society, San Juan, Puerto Rico.

Globalization; Internationalization; Education policy

The paper presents the expansion of international education, via the IB, through the world and the implications of this expansion: the denationalization of education systems. Through a global comparative approach and a multiscalar methodology the study traces the adoption of the DP in five countries: England, France, Israel, Argentina and Chile. These analyses are based on literature on national and local education systems and the IBO, and interviews with IB representatives in regional offices and schools.

http://convention2.allacademic.com/one/cies/cies12/index.php?click_key=1&cmd=Multi+Search+Search+Load+Publication&publication_id=551993&PHPSESSID=635o7nu86aj0unmmou9eaeig43

AEM, Americas   Postsecondary

Report

ACS International Schools. (2012). Global connectivity and choice: The views of university admissions officers on post-16 qualifications. London, UK: ACS International Schools.

University admissions; Postsecondary preparation

This is the seventh annual University Admissions Officers Report from ACS International Schools, conducted among a representative sample of 78 UK university admissions officers, and 20 from the USA. The research explores views on the IB DP as a preparation for university.

http://www.acs-schools.com/about-acs/press-office/acs-research.aspx

DP

AEM, Americas   Postsecondary

Journal Article

Lewis, J. (2012). Routes to international higher education: University admission officers' research. International Schools Journal, 31(2), 34-44.

University admissions; International qualifications

With growing numbers of students entering the tertiary education system holding international qualifications, it is an interesting time to be examining patterns and trends in university applications, both in the UK and abroad. It is also revealing to compare the IB Diploma with other nation-specific educational qualifications, such as A levels (England and Wales) and Advanced Placement (US). It is in this spirit and context that ACS has commissioned its latest research examining university admission officers' views.

http://www.ecis.org/uploaded/Documents/April_2012_ISJ.pdf

AEM, AP   International schools

Dissertation/Thesis

Begg, K. (2012). Gifted around the globe: Gifted and talented education in international schools. (M.Ed., Massey University).

Gifted students; Cross-cultural studies

The aim of this study was to explore the ways in which international schools identify and provide for gifted students. Two IB schools were used as case studies. Guiding principles, identification procedures and range of provisions were explored through document analysis, staff interviews and a survey to teachers. Findings discuss the importance of documentation, staff expertise and attitudes, the tension between retaining home-country ethos and internationalism, and staff and student mobility.

http://mro.massey.ac.nz/handle/10179/3416?show=full

Americas   Access

Report

Austin-King, K., Lee, P. N., Arbisi Little, J., & Nathan, J. (2012). Progress and possibilities: Trends in public high school student participation with Minnesota's dual credit programs. Center for School Change at Macalester College.

Dual credit; Access; Student participation

This report examines dual credit courses, including the IB DP, in Minnesota. Despite a decline in high school student enrolment, participation in the DP increased (76%), especially by minority (136%) and low-income (154%) students over the 5 year period. Diversity in the IB program was higher than the average for the state.

http://centerforschoolchange.org/wp-content/uploads/2012/11/progressandpossibilities.pdf

Americas   Access

Book, Section

Mayer, A. P. (2012). Paving the way to college: An analysis of an International Baccalaureate Diploma Program serving immigrant students in California. In Y. Kanno Ed., & L. Harklau (Eds.), Linguistic minority students go to college: Preparation, access, and persistence. Florence, KY: Routledge, Taylor & Francis Group.

High school; Language minority; Immigrant students; University pathways; United States

This chapter outline a longitudinal ethnographic case study of a public Title I Caliornia high school with the DP serving language minority students.

http://www.routledge.com/books/details/9780415890625/

DP

Americas   Curriculum

Dissertation/Thesis

Hunt, T. J. (2012). An epistemological approach to literature: Creating a paradigm for literary study in the IB Language A1 classroom. (M.A., Colorado State University). ProQuest Dissertations and Theses . (MSTAR_873277365).

Language arts; Epistemology; Literary analysis; Teaching literature

This study seeks to help students more fully understand both what they are being asked to do in an DP Higher Level Language A1 course, and the principles on which these expectations are founded. The study is primarily concerned with presenting these philosophical underpinnings to students in a manner that is accessible and achievable, and whether this framework is useful in furthering student achievement. This action research used initial and exit surveys, class observations and review of written work to measure student perception and whether these perceptions changed.

http://digitool.library.colostate.edu///exlibris/dtl/d3_1/apache_media/L2V4bGlicmlzL2R0bC9kM18xL2FwYWNoZV9tZWRpYS8xMTk4NTQ=.pdf

Americas   Curriculum

Dissertation/Thesis

Ryter, D. A. (2012). Programs and practices: Students' historical understanding, reflection and learning in International Baccalaureate, Advanced Placement and regular world history courses. (Ed.D., The University of Nebraska - Lincoln).

World history; Teacher education; Secondary education; Social sciences education

This multicase study investigation provides detailed descriptions of students' display of historical understandings in their own words. It also included complex analyses of multiple perspectives and experiences of world history students and teachers, and analysis of specific IB DP, Advanced Placement, and regular world history program curricula and pedagogies. Methods and data sources used in this study included participant observations, in-depth focus group interviews, collection of student artifacts, and program curriculum documents.

http://gradworks.umi.com/35/18/3518920.html

Americas   Curriculum

Dissertation/Thesis

Morton, E. J. (2012). Approaches to teaching world literature in the International Baccalaureate Diploma Program: A narrative inquiry. (MA, University of British Columbia).

Curriculum; Literature; English; Intercultural understanding

This research investigates approaches to teaching world literature in the DP English A program, and suggests practices for the world literature classroom that help students foster understanding between cultures and an awareness of multiple perspectives. Combining literature review with narrative interviews of eleven IB English teachers, the research also articulates challenges to teaching world literature as well as potential benefits of reading world literature.

http://hdl.handle.net/2429/43315

Americas   Curriculum

Dissertation/Thesis

Pennington, C. (2012). The provision of language courses in the International Baccalaureate Diploma Program: Meeting the language needs of international students who might not have a native or first language. (Ed.D., Alliant International University).

Bilingual education; Foreign language instruction; Secondary education

This study explores how the provision of language courses in the IB DP fulfills the language needs of international students who may not have a native or first language. It examined teacher perceptions of language courses in the IB DP where English is the language of instruction. Eight IB DP language teachers in three IB World Schools participated, and seven themes emerged from the interview data analysis. Classroom observation and study of relevant IB documents were also analyzed. Concurrent analysis of these sources led to delineation of findings.

http://gradworks.umi.com/35/07/3507719.html

DP

Americas — International mindedness

Journal Article

White, J. (2012). The International Baccalaureate Diploma Programme in U.S. Catholic high schools: An answer to the Church's call to global solidarity. Catholic Education: A Journal of Inquiry and Practice, 15(3), 179-206.

Catholic High schools; Christian ideals; Global society; United States

This paper argues that the adoption of the IB DP increases academic rigor at the high school level and serves as an effective marketing tool to attract students to Catholic schools. Using examples from several Catholic high schools, this paper examines how the IB can help schools deepen the realization of Catholic identity and provide educators with an ordered, humanities-based curriculum that although secular in origin draws on Catholic intellectual tradition.

http://ejournals.bc.edu/ojs/index.php/catholic/article/view/1939

Americas — Language

Dissertation/Thesis

Dimova, S.(2012). Foreign language for content: Aiming to develop lifelong learning dispositions. (Ph.D. Education, Georgia State University).

Language learning; High school students

This qualitative case study explores the relationship between four DP high school students' skills in French as a foreign language (L2), their cognitive strategies during L2 reading, and their motivation to read authentic texts. The study examines how students internalize self selected online reading, the processes and skills students use to locate and read texts, and the implications for building a theory of student motivations beyond the classroom context.

http://digitalarchive.gsu.edu/msit_diss/97/

Americas — Leadership

Dissertation/Thesis, Unpublished

Gonzales, M. J. (2012). Comparing leadership in International Baccalaureate Diploma Programme and non-International Baccalaureate Diploma Programme schools. (Ph.D. Education, Oakland University, Rochester, Michigan).

Leadership; Student achievement; High schools

This dissertation investigated the effects of leadership on student achievement in higher-performing (HP) DP, lower-performing (LP) DP, HP non-IB DP and LP non-IB DP public high schools in the US. Teachers (N=53) examined the leadership characteristics of their principals through an inventory survey. Data revealed a significant difference between HP and LP school groups, but not between IB and non-IB school groups. Results suggested that leadership makes more of a difference between HP and LP student achievement in an IB DP context.

n/a

Americas — Postsecondary

Dissertation/Thesis

Daly, K. (2012). An exploration of Virginia law on recognition, university officials, and perceptions of the International Baccalaureate Diploma Programme. (Ph.D. in Education, George Mason Univeristy).

Recognition; Universities; Virginia

This study investigated how university officials at five public universities in the Commonwealth of Virginia responded in the aftermath of a law concerning credit policies for IB and Advanced Placement (AP) examinations. Interviews, artifact analysis, and website reviews were used to produce policy case studies of five Virginia universities' compliance with the law. Additional goals of the study included understanding university officials' attitudes concerning the law, IB student readiness for college-level course work, and general perceptions of the IB DP and IB students.

http://digilib.gmu.edu/dspace/handle/1920/7928?mode=full

DP

Journal Article

Wilson, H. E., & Adelson, J. L. (2012). College choices of academically talented secondary students. Journal of Advanced Academics, 23(1), 32-52.

Gifted students; University preparation; United States

The decision-making process of academically talented students when making the transition to college is complex. This study investigates the factors that contribute to the selectivity of the colleges by Advanced Placement and IB DP students for application. A multilevel model was created to find which college-level and student-level variables were associated with college selectivity.

http://joa.sagepub.com/content/23/1/32.abstract

Report

Coca, V., Johnson, D., Kelley-Kemple, T., Roderick, M., Moeller, E., Williams, N., and Moragne, K. (2012). Working to my potential: Experiences of CPS students in the International Baccalaureate Diploma Programme. Consortium for Chicago School Research, University of Chicago.

Postsecondary preparation; Minority students; Programme impact

This study examines the impact of Chicago's IB Diploma Programmes on the postsecondary outcomes and experiences of CPS graduates. Quantitative analysis was used to examine enrollment and persistance patterns, and qualitative analysis of student interviews was used to better understand the DP students' experiences in college, self-reports of their capability to succeed in college-level coursework and their broader challenges during their transition to college.

http://ccsr.uchicago.edu/publications/working-my-potential-postsecondary-experiences-cps-students-international-baccalaureate

Report

Klepfer, K., & Hull, J. (2012). High school rigor and good advice: Setting up students to succeed. Alexandria, VA, USA: Center for Public Education; National School Boards Association.

College persistence; High school; United States

This report aims to provide a better understanding of which students are not persisting past their first year of college, and what kinds of factors influence this. The main findings in this report point to the highest level of math in high school, taking an AP/IB course, and meeting with college academic advisors as factors that can greatly improve the chances that a student will persist to their second year of college.

http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/High-school-rigor-and-good-advice-Setting-up-students-to-succeed

Dissertation/Thesis

Hood, S. J. (2012). International Baccalaureate Diploma Programs (IBDP) in Oklahoma - A mixed method's study. (Ed.D., Oklahoma State University).

Advanced Academics; STEM; University Credit; United States

This study looks at advanced programs, especially the IB DP, and assess the benefits of having this program in Oklahoma and the academic credit offered to IB students. This explanatory design utilized a mixed method online survey with IB students coupled with qualitative in-person interviews with university and high school stakeholders. Data was analyzed to understand the DP, its benefits, the recruitment needs for both high schools and universities, and recognition for completion. Evidence shows the DP produces well rounded, analytical tudents who have good study skills, learning abilities, and understand how to apply what they have learned.

http://dc.library.okstate.edu/cdm/singleitem/collection/Dissert/id/73638/rec/4

DP

Americas   Postsecondary

Conference Proceedings

Halic, O. (2012). An analysis of the postsecondary enrolment of the International Baccalaureate Diploma Programme graduates. International Conference on Education & Educational Psychology, Istanbul, Turkey.

Higher education; Student performance

This paper examines the relationships between academic performance in the Diploma Programme and postsecondary educational attainment.

http://www.iceepsy.org/content.asp?Units_id=62

Americas   Programme impact

Journal Article

Tarc, P., & Beatty, L. (2012). The emergence of the International Baccalaureate Diploma in Ontario: Diffusion, pilot study and prospective research. Canadian Journal of Education, 35(4), 341-375.

Secondary education; Higher education; International mindedness; Academic achievement; Student perceptions; Canada

This paper outlines how the IB is beginning to be used as an object of academic research and describes the diffusion of IB in Ontario and globally. It then reports on a pilot study aimed to understand students' perceptions on the impacts of the IB DP at one Catholic secondary school in Ontario, particularly around academic development and international mindedness in students. It situates the aims and findings of this case study alongside past research, and then discusses more broadly potential lines of inquiry on IB that could be engaged in future research.

http://ojs.vre.upei.ca/index.php/cje-rce/article/view/1114

Americas   Programme impact

Dissertation/Thesis

Hankinson, K. (2012). Assessing the relationship between classroom interaction and perceived student learning in videoconferencing remote sites: A social learning approach. (Ed.D., Eastern Michigan University).

Remote learning; High schools; Instructional practices

This quantitative study invited Advanced Placement (AP) and IB DP remote site students who participated in videoconferencing to share their perspectives on the role of interactions on their learning. Specifically, this study explored the presence and strength of relationships between and among variables forged byvideoconferencing technology. This study provides assistance to all instructional leaders who manage videoconferencing in high schools, and presents an idea of the type and quantity of AP and DP courses offered via videoconferencing.

http://commons.emich.edu/cgi/viewcontent.cgi?article=1783&context=theses&sei-redir=1&referer=http%3A%2F%2Fscholar.google.com%2Fscholar_url%3Fhl%3Den%26q%3Dhttp%3A%2F%2Fcommons.emich.edu%2Fcgi%2Fviewcontent.cgi%253Farticle%253D1783%2526context%253Dtheses%2

Americas, AP   Postsecondary

Conference Proceedings

Baynard, L., Inklelas, K., Edwards, D., & Lee, M. (2012). An examination of the impact of the International Baccalaureate Diploma Programme on higher education achievement and experiences. AARE-APERA 2012 Conference, Sydney, Australia.

Postsecondary performance; Programme impact

The three papers submitted in this symposium explore the impact of the DP on student postsecondary achievement and experiences in Australia, China, and the United States. Each paper examines a different aspect of the DP and different postsecondary outcomes.

http://aare-apera2012.com.au/program.php

DP

AP   Curriculum

Journal Article

Loh, C. E. (2012). Global and national imaginings: Deparochialising the IBDP English A1 curriculum. Changing English, 19(2), 221-235. doi: 10.1080/1358684X.2012.680764

Curriculum; Citizenship; Globalisation; English

This paper argues for the deparochialising of the IB DP English A1 curriculum where teachers as curriculum-makers would critically assess text choice and where students have the opportunities to make critical readings and engage in conversations about issues raised by the text. Through the case study of the implementation of one English A1 curriculum in a Singapore school, it demonstrate the possibilities for a cosmopolitan literature curriculum that is attentive to both the global and the local.

http://dx.doi.org/10.1080/1358684X.2012.680764

AP   Curriculum

Dissertation/Thesis, Unpublished

Lakhani, R. T. (2012). Tracing spaces of knower's autonomy for knowledge construction in International Baccalaureate (IB) curriculum. (M.Ed., Aga Khan University).

Theory of Knowledge; Learning; Curriculum

This research focuses on envisaged, perceived and enacted roles and meaning of autonomy of the knower in context of the DP's Theory of Knowledge course. Qualitative case study approach was employed to gain the perception and experiences of knowers. Document analysis, observations, semi-structured interviews and personal portrayals were used as data collection methods. The findings suggest that the learner holds central position as a 'knower' in the learning processes.

http://ecommons.aku.edu/theses_dissertations/467/

AP   International mindedness

Journal Article

Wang, X. (2012). The enabling of school participants' access to negotiation of meaning: A way of improving intercultural understanding. Journal of Cambridge Studies, 7(2), 31-52.

Intercultural understanding; Communities of practice; Negotiation of meaning

In order to gain more understanding of the process of promoting values such as empathy, mutual understanding, tolerance and appreciation of diversity, this research proposed a case study on an IB DP serving mainly Chinese students. The research discusses how certain ways of communication contributed to the enabling of school participants' access to meaning-making.

http://journal.acs-cam.org.uk/

AP   Organizational growth

Journal Article

Doherty, C., Luke, A., Shield, P., & Hincksman, C. (2012). Choosing your niche: The social ecology of the International Baccalaureate Diploma in Australia. International Studies in Sociology of Education, 22(4), 311-332. doi: 10.1080/09620214.2012.745346

Selectivity; Neoliberalism; Cosmopolitanism; Transnationalism

This is an empirical examination of the growing popularity of the DP in Australia, focusing on its uptake across the community, and the discourses underpinning its spread and popularity. This paper reports on online surveys of 179 parents and 231 students in schools offering the IB as an alternative to Australian state curricula. It sets out to understand the social ecology of who chooses the IB and who it chooses. The analysis demonstrates how the reproduction of advantage is accomplished through choice behaviours in stratified educational markets.

http://eprints.qut.edu.au/54602

DP

AP   Organizational growth

Book, Section

Chew, A. (2012). The International Baccalaureate Diploma Programme: Supplying Singapore's missing link. In J. Tan (Ed.), Education in singapore: Taking stock, looking forward (pp. 59-74). Singapore: Pearson Education South Asia.

Globalization; Schools; Achievement; Singapore

This chapter examines the role of the IB DP in the Singapore education system and how it caters for several kinds of possibly disadvantaged student populations in that system. This piece also charts the growth of the IB DP in that part of the world and highlights some important trends.

http://libris.nie.edu.sg/node/2287?TB_iframe=true&height=440&width=550

AP   Postsecondary

Report

Edwards, D., & Underwood, C. (2012). An investigation of postsecondary patterns and pathways of IB graduates in the Australian tertiary education sector.

Postsecondary patterns; University; Australia

This study aims to investigate the enrolment, progression, achievement, and postsecondary patterns of IB DP students at two Australian universities. Longitudinal analysis tracks 154 students through their application, enrolment and progression through university. Analysis of 2007 and 2010 data on applications and graduations in the student population provides an idea of the characteristics of the applicant pool and the post-tertiary pathways of the graduates.

http://www.ibo.org/research/policy/programmevalidation/diploma/documents/ACERIBAustralianHEPathwaysreportFinal120928-revis.pdf

AP   Postsecondary

Journal Article

Doherty, C. (2012). Optimising meritocratic advantage with the International Baccalaureate Diploma in Australian schools. Critical Studies in Education, 53(2), 183-196. doi: 10.1080/17508487.2012.672329

Curriculum; Internationalism; Australia; Globalisation; Meritocracy; Optimisation

This paper explores the tensions between the DP's design for meritocratic competition and its internationalist vision, and between the IB as a global commodity and its localised interpretations. Using three case studies of Australian schools offering both the DP and the local curriculum, and student online survey responses across 26 such schools, analysis shows how choices behind the IB's growing popularity foreground strategies for optimising meritocratic competition, and how students act on their own comparative analyses of each curriculum to optimise their chances to access desirable university pathways.

http://www.eric.ed.gov/ERICWebPortal/detail?accno=EJ963213

AP   Postsecondary

Journal Article

Beecher, B., Eggertsen, L., Furuto, S., & Reeves, J. (2012). International student views of social work in select Asian and Pacific Island countries. Social Work Education, 31(4), 435-450. doi: 10.1080/02615479.2011.562288

Multi-cultural Perspectives; Knowledge Transfer; Students; Higher Education

This study interviewed 16 university students in Asia-Pacific who completed the IB in their home countries to explore international students' awareness and experiences with the field of social work. Participants were aware of select social welfare programs, but were not able to clearly describe the social welfare system or social work profession back home. Perceptions of utility of degree, employability, and awareness of professional organizations varied.

http://www.tandfonline.com/doi/abs/10.1080/02615479.2011.562288

DP

AP   Teachers

Journal Article

Doherty, C., & Shield, P. (2012). Teachers' work in curricular markets: Conditions of design and relations between the International Baccalaureate Diploma and the local curriculum. Curriculum Inquiry, 42(3), 414-441. doi: 10.1111/j.1467-873X.2012.00596.x

Curriculum planning; National curriculum; Australia

This project investigated how curricular markets where branded curricula are offered alongside government curriculum operating in Australian schools impact teachers' work. The article reports on three case study schools that offered both the DP and the local curriculum, and on an online survey of 225 teachers in 26 such schools across Australia. Analysis reveals the impact the curriculum's internal design, and the relational aspects of how schools deliver tandem offerings within institutional constraints. DP teachers were shown to relish its design, despite additional demands, while teachers working in just the local curriculum reported more relational issues.

http://onlinelibrary.wiley.com/doi/10.1111/j.1467-873X.2012.00596.x/abstract

Global   Curriculum

Conference Proceedings

Taylor, R. (2012). ITGS - A blueprint for a social informatics course in pre-university education. 10th IFIP TC 9 International Conference on Human Choice and Computers, Amsterdam, The Netherlands. 192-201. doi: 10.1007/978-3-642-33332-3_18

Digital capability; Digital literacy; Information Communication Technology (ICT); Information Technology in a Global Society (ITGS); Social informatics

This position paper examines whether the DP's Information Technology in a Global Society (ITGS) course may be seen as a blueprint for the development of other similar courses in the pre-university sector, and how such courses will be able to accurately reflect the constantly evolving inter-relationship between human beings and information and communication technologies.

http://link.springer.com/chapter/10.1007%2F978-3-642-33332-3_18?LI=true

Global   Curriculum

Report

Elliot, C., Keegan, C., & Berger Kaye, C. (2012). Discussion docuement for the review of Creativity, Action, Service (CAS). IBO.

Creativity; Action; Service; Service learning

The document aims to revisit the theoretical and practical perspectives embedded in the DP Creativity, Action, Service (CAS) framework, and explicate the implications and applications of service learning for the development of the course.

http://occ.ibo.org/ibis/occ/guest/home.cfm

Global   Curriculum

Dissertation/Thesis

Woodworth Morton, E. J. (2012). Approaches to teaching world literature in the International Baccalaureate Diploma Program: A narrative inquiry. (MA, The University of British Columbia).

World literature; English; Intercultural awareness

This research investigates approaches to teaching world literature in the IB DP English A program, and suggests practices for the classroom that help students foster understanding between cultures and an awareness of multiple perspectives, and supports the IB aim of creating "a better and more peaceful world"• Combining literature review with narrative interviews of eleven IB English teachers, the research also articulates challenges to teaching world literature as well as potential benefits of reading world literature.

https://circle.ubc.ca/bitstream/handle/2429/43315/ubc_2012_fall_morton_elizabeth.pdf?sequence=1

DP

Global   Libraries

Journal Article

Bunnell, T. (2012). Book review: International Baccalaureate Diploma Program and the school library. Journal of Research in International Education, 11(1), 105-106. doi: 10.1177/1475240911431033

Book review

Reviews the book "International Baccalaureate Diploma Program and the School Library" by Anthony Tilke.

http://jri.sagepub.com/content/11/1/105.citation

Global   Organizational growth

Journal Article

Perrault, D., & Fabian, J. (2012). Online learning in the IB. International Schools Journal, 31(2), 53-60.

Online courses; Distance learning; Access

The IB first ventured into online learning in 2004. This paper provides the background to the development of DP courses online, together with some of the lessons learnt so far and indications of future directions.

http://www.ecis.org/uploaded/Documents/April_2012_ISJ.pdf

Global   Organizational growth

Conference Proceedings

Bennett, K., & Lloyd Parkes, E. (2012). Feed-bac: An investigation into influences on the consumer decision-making processes of International Baccalaureate alumni. International Conference of Education, Research and Innovations, Madrid, Spain.

Consumer decision making; Marketing

This paper examines the consumer decision-making process of DP alumni, the constructs of relationship marketing, consumer decision-making, customer relationship management, and how these theoretical areas contribute to marketing of the IB and other educational establishments. Data gathered from semi-structured, online interviews with IB alumni provided an insight into how these respondents formed their decisions and what influences were prevalent.

http://library.iated.org/view/BENNETT2012FEE

Global   Programme impact

Conference Proceedings

Baynard, L., & Gordon, M. (2012). International Baccalaureate female student performance and enrollment in science, technology, engineering, and mathematics subjects: The STEM talent pool. International Conference on Learning, London, UK.

Gender; STEM; Academic outcomes

The project examines the academic outcomes and enrollment patterns of female IB DP students enrolled in STEM secondary courses.

http://thelearner.com/conference-archives/2012-conference/program-and-events

DP

Global   Programme implementation

Book, Section

Dill, J. S. (2012). Protestant evangelical schools and global citizenship education. In W. Jeynes, & D. Robinson (Eds.), International handbook of Protestant education (6th ed., pp. 615-632) Springer Science & Business Media. doi: 10.1007/978-94-007-2387-0

Evangelicalism; Global citizenship; Globalization; Modernity; Religion

This chapter examines Evangelical schools' engagement with global citizenship education through the use of the IB curriculum. Protestant Evangelical education is historically associated with the expansion of a (Westernized) global culture through the missionary movement, and while clearly still steeped in Western modernity and a carrier of at least some of its myths, its engagement with global citizenship education works as a force of resistance to particular elements of the standard narrative of modernity.

http://www.springerlink.com/content/u1p3782l34066776/?MUD=MP

Global   STEM

Dissertation/Thesis

Straffon, E. (2012). Factors that influence participation of students in secondary science and mathematics subjects in IB schools outside of the United States and Canada. (Ed.D., University of Minnesota).

Mathematics education; Science education; STEM; Educational Policy and Administration

This study investigates factors that affect international secondary students' participation in DP science and mathematics courses. Factors examined were gender, home region, size, percent host culture and age of the program, coeducational and legal status of the school, parent occupation, math preparedness, student achievement, and importance of others in career and academic decisions. Data included the level and number of courses taken by students taking exams in 2010, three years of participation data from an international school in Europe, and interviews with twenty students.

http://purl.umn.edu/120979

DP; MYP

AEM, Americas   Programme impact

Conference Proceedings

Baynard, L., Sizmur, J., & Wray, D. (2012). Investigating the International Baccalaureate programmes in the UK: Internationally minded students who strive to create a better more peaceful world. British Educational Research Association Annual Conference, Manchester, UK.

UK; programme transitions; Extended essay

This session included three papers on the relationship between student middle years performance and student high school performance in the IB, an overview of the MYP in the UK, and the impact of students' experieces with the DP extended essay on post secondary research experiences.

https://bei.leeds.ac.uk/dbsql/AFreeQueryServlet?*id=1&*formId=index&*context=BEIC&Conference=BERA-2012&*servletURI=https://bei.leeds.ac.uk/dbsql/AFreeQueryServlet

IBCC

IBCC

Americas   Organizational growth

Journal Article

Finkel, E. (2012). Widening participation to an IB education. District Administration, 48(4), 44-48.

Career education; Globalization; Employers; United States

The article discusses the growth of the globally-recognized educational program IB Career-related Certificate (IBCC) in US schools. Topics include the impact of globalization on the U.S. economy, the use of projects for personalized learning, and employer reactions to students who take the IBCC program.

http://www.districtadministration.com/article/widening-participation-international-baccalaureate-education

MYP

Americas   Mentoring

Dissertation/Thesis

Gueye, E. (2012). Perceptions of mentoring relationships for adult mentors and student leaders. (Ed.D., Lincoln Memorial University).

Middle school education; Educational psychology; Mentoring

The purpose of this study was to determine the perceptions of mentoring relationships for adult mentors and protégés of an International Baccalaureate middle school and a community, faith-based youth leadership and development organization. A phenomenological method determined the lived experiences of individuals by first identifying the phenomenon of mentoring relationships and collecting data from individuals who had experienced the phenomenon. The combination of data provided a description of the essence of the experience for all participants.

http://proquest.umi.com/pqdlink?did=2796356171&Fmt=7&clientI d=79356&RQT=309&VName=PQD

Americas   Non-academic outcomes

Dissertation/Thesis

Quaynor, L. J. (2012). Refugee students in global schools, constructing citizenship: A comparative case study of sixth grade classrooms in two public IB schools. (Ph.D. Education, Emory University).

Citizenship; Refugee; Global education

This research compares sixth grade classes at two publicly-funded US schools, which serve many refugee students and emphasize global education. Data is drawn from classroom observations, teachers and administrator interviews, and student focus groups. The study explores education for citizenship, dimensions and meaning of citizenship, and the role of language and literacy. Overall, findings suggest that although schools can educate students for inclusive citizenship, initiatives are not always responsive to the needs of refugee students.

http://pid.emory.edu/ark:/25593/bs1bd

Global   Inquiry

Journal Article

Green, G. (2012). Inquiry and learning: What can IB show us about inquiry? Access, 26(2), 19-21.

Inquiry-based learning; Librarians; Activity programs; Teacher-student relationships; Constructivism

This paper looks at some of the guiding principles that underpin IB approach inquiry with specific reference to the MYP.

http://connection.ebscohost.com/c/articles/77559842/inquiry-learning-what-can-ib-show-us-about-inquiry

MYP

Global   Programme development

Report

Daly, K., Brown, G., & McGowan, C. (2012). Curriculum integration in the International Baccalaureate Middle Years Programme: A literature review. IBO.

Programme implementation; Curriculum

This literature review aims to define interdisciplinarity, multidisciplinarity, and transdisciplinarity in education and identify common ground between these approaches in the MYP. It also demonstrates programme- and subject-specific applications of curriculum integration and explains why it could be considered as an effective approach to interdisciplinary curriculum development.

MYP; PYP

Global   Programme impact

Report

Tan, L., & Bibby, Y. (2012). Performance comparison between IB school students and non-IB school students on the international schools' assessment (ISA) and on the social and emotional wellbeing questionnaire. Melbourne, Australia: Australian Council for Educational Research.

International schools; Elementary education; Middle schools; Student performance

As a follow up to the 2009 report, ACER further documents student performance on the ISA from 2009-11, as well as investigates perceptions, attitudes and wellbeing of IB students through student questionnaires. The study sample included 270 schools, and a total of 50,714 international students. Analyses included comparisons between IB and non-IB students, a comparison of IB students to 2009 PISA results, a country analysis in the AP region, and effects of multiple IB programmes within a school.

http://www.ibo.org/research/policy/programmevalidation/pyp/documents/IB_ISA_report_Nov2011_Final.pdf

PYP

Americas   Inquiry

Journal Article

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

Elementary education; Research skills; Inquiry; United States

This article will describe an action research project that was designed to facilitate best practice in teaching research methods to 4th-grade students in a large urban public school, and offer recommendations for childhood educators who wish to teach research skills to young students.

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

PYP

Americas   Non-academic outcomes

Dissertation/Thesis

Cho, P. (2012). The key essentials for learning in the 21st century: Programs and practices. (Ed.D., University of Southern California). ProQuest Dissertations and Theses, . (1027933787).

Instructional practices; Educational leadership; 21st century skills; Pedagogy; Professional learning communities; Global competences; Elementary education

This case study aimed to examine programs and practices that promote the acquisition of 21st century skills at a school. Qualitative case study research methodology was utilized. The study revealed that the school is organized around the key components of the Professional Learning Community, and offering the PYP emphasizes transdisciplinary global themes, technology delivery of a 21st Century education to its students. The study identified some of the implications for school administrators and teachers.

http://gradworks.umi.com/35/14/3514146.html

Americas   Professional development

Dissertation/Thesis

Burton, L. L. (2012). Professional development in an International Baccalaureate Primary Years Programme. (Ed.D., Walden University).

Professional development; Teacher education; Inquiry teaching; Elementary education

This qualitative case study addressed the problem of teachers at a PYP site attempting a change to instructional practice without participation in a site-embedded PD plan specifically designed to support a change in practice, and explored the perceptions of participants about PD experiences in terms of how the experiences affected and supported a change in pedagogy. A qualitative case study design was employed. Findings showed that some essential components of effective site-embedded PD were not being experienced by the study participants.

http://www.amazon.com/Professional-Development-International-Baccalaureate-Programme/dp/1249093171

Americas   Professional development

Dissertation/Thesis

Langston, S. F. (2012). A qualitative instrumental case study investigating the interrelatedness of adult learning theory, targeted professional development, and the creation of professional learning communities during the implementation of an elementary school improvement model. (Ed.D., University of Missouri - Columbia). ProQuest Dissertations and Theses, 248. (1114487861).

Educational leadership; Teacher education; Targeted professional development; School improvement; Professional learning

The purpose of this study was to illustrate the interconnectedness of adult learning theory, targeted professional development, and the creation of professional learning communities (PLCs) during the implementation of the IB PYP at two elementary Schools in the Midwestern US. Research questions investigated the extent to which staff members perceived the schools' professional learning activities supported their adult learning needs.

https://mospace.umsystem.edu/xmlui/handle/10355/15018

Americas   Schools

Dissertation/Thesis

Oretta, C. (2012). 21st century skills practices and programs: A case study at an elementary school. (Ed.D., University of Southern California). ProQuest Dissertations and Theses. (1026585661).

Educational leadership; Educational reform; Elementary education

This study examined an IB school that has been able to perform at a high level on state accountability measures while integrating 21st Century skills into the curriculum through a clearly defined organizational model. This study was designed to examine the manner and extent to which an IB school promoted the transfer of 21st Century Skills and maintained high achievement on state accountability measures such as the California Standards Test. To achieve this end, professional practices, curriculum and organizational supports were examined.

http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll3/id/35600

PYP

Americas Schools

Dissertation/Thesis

Gale, J. D. (2012). Comprehensive school reform and elementary science education: A study of science education in the context of three school reform models. (Ph.D., Emory University).

Science Education; Elementary Education; Policy; Teacher Beliefs; Comprehensive School Reform

Drawing on a conceptual framework that describes the forces and conditions that shape science teaching and learning in urban schools, this study examined the relationship between comprehensive school reform and elementary science education in one urban school district. Utilizing survey data, focus groups, interviews, document analysis, and classroom observations, this study examined elementary science education within the context of three comprehensive school reform models: Core Knowledge, Direct Instruction, International Baccalaureate.

http://pid.emory.edu/ark:/25593/bnnm3

Americas Teachers

Dissertation/Thesis

Holeva, L. C. (2012). The effects of the International Baccalaureate Primary Years Programs on teachers' philosophy of education and instructional practices. (MA, CSU-San Marcos).

Elementary education; Teachers; Instructional practices; Educational philosophy

The purpose of this survey study was to determine how the IB PYP influenced teachers' philosophy of education and instructional practices to better provide them with 21st century skills and a global perspective. The survey had both quantitative and qualitative key findings in which it was determined that the training and implementation of the IB PYP had a strong positive influence on teachers' changes in their educational philosophy and instructional practices.

http://hdl.handle.net/10211.8/208

AP Curriculum

Journal Article

Mason, E. (2012). Making connections: Music in the International Baccalaureate Primary Years Program. Musicworks: Journal of the Australian Council of Orff Schulwerk, 17(1), 27-30.

Music-Instruction and study; Learning; Psychology of; Risk assessment

This papers explores the role of music education in preparing students for life in the 21st century.

http://search.informit.com.au/documentSummary;dn=688142503741594;res=IELHSS

AP Programme implementation

Journal Article

Chen, X. (2012). On the integration of teaching and assessment in classroom teaching: Based on PYP teaching model. Primary & Secondary Schooling Abroad, 2012(1)

Teaching; Assessment; Student development

The integration of teaching and assessment refers to integrating assessment into teaching preparation and implementation processes and forming a dynamic "teaching-assessment cycle", which provides ongoing feedback and guidance to students. The PYP embodies the integration of teaching and assessment, and forms an organic whole which strongly promotes students' development.

http://en.cnki.com.cn/Article_en/CJFDTOTAL-WGZX201201009.htm

PYP

AP   School choice

Journal Article

Law, E., McDowall, J., & Feder, T. (2012). The International Baccalaureate Primary Years Program in Australia: Parents and school choice. The International Journal of Learning, 18(10), 295-310.

Primary Years; Curriculum; Australia; School Choice

The study sought to better understand Australian parents' choice of primary school with a specific focus on the PYP. Fifty-one parents at three PYP schools in Adelaide agreed to respond to a brief questionnaire regarding prior knowledge of and the importance placed on the PYP inclusion when selecting a primary school for their child. Of these fifty-one parents, five agreed to a further face to face interview. An analysis of interview responses found seven reoccurring themes of significance, including the skills attained, teacher quality and consistency of curriculum.

http://ijl.cgpublisher.com/product/pub.30/prod.3352

Global   International mindedness

Dissertation/Thesis

Hersey, M. (2012). The development of global-mindedness: School leadership perspectives. (Ph.D., Florida Atlantic University). ProQuest Dissertations and Theses, . (1027130035).

School leadership; Educational leadership; International-mindedness; Learner profile; Global-mindedness; Globalization

This quantitative study investigates the development of global-mindedness in the leadership of primary schools offering international educational programs around the world with an emphasis on the need for school leaders that understand and support the development of a critical, global perspective. Reported findings identified the presence of the five dimensions of global-mindedness, the relationships between demographic variables, and the positive relationships between Hett's (1993) Global-Mindedness Scale and the attributes of the IB's learner profile.

http://gradworks.umi.com/35/20/3520013.html

Global   Professional development

Conference Proceedings

Sanders, J. (2012). Analysis of teacher professional development workshops on promoting international-mindedness. Comparitive and International Education Society Annual Conference, Puerto Rico.

Professional development; International mindedness

The objectives of this paper are three-fold: to investigate how the IB aims to train educators to promote international-mindedness; to identify who such trainings reach; and to better determine the effectiveness of the approach. IB professional development quality assurance data is utilized to analyze information on the participants who attended and evaluated a workshop on promoting international-mindedness in the PYP·in 2010 and 2011, compared with data from other PYP workshops.

http://convention2.allacademic.com/one/cies/cies12/