

# Research related to the International Baccalaureate

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An annotated bibliography of 2014 studies

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The following list attempts to chronicle the research published on the International Baccalaureate (IB) in 2014. This document is meant to serve IB heads of schools, coordinators, teachers, employees and others in the IB community, as well as researchers in the field.

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

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

In 2014 we identified 114 pieces of research related to the IB.

- Of these, 28 references relate to the full continuum of programmes or the IB as an organization. One reference relates to the IBCP, 57 to the DP, 3 to the DP & MYP, 13 to the MYP, and 12 to the PYP.
- There are 42 journal articles, 14 presentations at non-IB related conferences, 18 Master's or doctoral theses/dissertations, 3 magazine articles, 27 reports, 7 book chapters, and 3 books.
- 20 references are related specifically to the IB Africa, Europe, Middle East (IBAEM) region, 40 to the IB Americas (IBA) region, 25 to the IB Asia-Pacific region (IBAP), and 29 are global in scope.

The most common topic among the references was Language. Curriculum, International education, Performance, Programme impact, Access, Inquiry, and Pedagogy were also popular topics.

While concerted efforts were made to include every available piece of research relating to the IB published in 2014, there are undoubtedly some references that have been missed.

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## Continuum

### AEM Professional development

Journal Article

Bezukladnikov, K., Novosyolov, M., & Kruze, B. (2014). International teacher's foreign language professional communicative competency development. *Procedia – Social and Behavioral Sciences*, 154(28), 329-332. doi:10.1016/j.sbspro.2014.10.158

Foreign language; International Baccalaureate; Pre-service teachers

This journal article examines the “professional foreign language communicative competency” in the training of pre-service IB teachers. Additional competencies discussed include educational technologies, classroom pedagogies and teachers’ professional research activities.

<http://www.sciencedirect.com/science/article/pii/S1877042814056080>

### AEM Student experience

Book Chapter

Cankar, F., Dečman Dobrnjič, O., & Setnikar Cankar, S. (2014). Some indicators which show the quality of the schools in Slovenia. In BCES Conference Books: Vol. 12. Education's Role in Preparing Globally Competent Citizens (pp. 216-222). Sofia, Bulgaria: Bulgarian Comparative Education Society.

Slovenian elementary school; International elementary school; Quality of education; Satisfaction with teaching; Knowledge

This conference paper compares the performance of an international and Slovenian elementary school. The authors examine the international school, which has the Primary Years Programme and Middle Years Programme. Findings show differences between pupils on quality of lessons, relations between pupils and staff, and knowledge levels.

<http://bces-conference.org/onewebmedia/BCES.Conference.Book.Vol.12.2014.pdf>

### AMERICAS Access

Conference Proceedings

Fowler, J., Combs, J., Slate, J., & Moore, G. (2014, April). *High school students’ completion of advanced courses in Texas: Trends in participation by ethnicity, 2000-2012*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

Achievement Gap; Colleges; Equity; Quantitative methodology

This study examines the trends of students in Texas who have participated in advanced courses, including international baccalaureate courses, over the past 11 years. The data show that while the percentage of students from all ethnic groups taking advanced coursework has increased, achievement gaps among ethnic groups are still present.

<http://www.aera.net/Publications/OnlinePaperRepository>

## **AMERICAS Curriculum**

Conference Proceedings

Elam, D., Kyobe, C., Agosto, V., & Bauer, K. (2014, April). *The legacy of Charlie Walker: From colored to International Baccalaureate school*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

Autobiography/Life History; Cultural Historical Research in Education; Curriculum Theory

This paper describes the history of the school opened and sustained by Charlie Walker. Established primarily for African American students, the school has grown and evolved over time and is now an International Baccalaureate school. The paper describes how the school incorporates its rich history into the curriculum.

<http://www.aera.net/Publications/OnlinePaperRepository>

## **AMERICAS International education**

Journal Article

Gardner-McTaggart, A. (2014). International elite, or global citizens? Equity, distinction and power: The International Baccalaureate and the rise of the South. *Globalisation, Societies and Education*, 1-29. doi:10.1080/14767724.2014.959475

Globalization; Education; Equity; Distinction; International Baccalaureate; International schools

This article describes the growth of the middle class in the South and the increase of International Baccalaureate programs in the area. The article examines the IB curriculum in this context and the role global citizenship education plays in the curriculum.

<http://www.tandfonline.com/doi/abs/10.1080/14767724.2014.959475#.VJHjzWTF-Nw>

## **AMERICAS International education**

Journal Article

Solano-Campos, A. (2014). Refugee children saying and doing citizenship: Global-local tensions and common civic spaces in an international school in the United States. *Citizenship Teaching & Learning*, 9(2), 135-156. doi:10.1386/ctl.9.2.135\_1

Primary Years Programme; Citizenship; International education; International schools; National Identity; Refugee students

This case study examines how immigrant and refugee children in an IB school develop and exhibit citizenship in the context of international education. The article concludes that the school and classroom climate and students' identities and cultures were affected by their global or local backgrounds, which in turn impacted students' comprehension of citizenship. However, teachers were able to engage students and their differing views to create civic school and classroom communities.

<http://www.intellectbooks.co.uk/journals/view-Article,id=17691/>

## **AMERICAS      International mindedness**

Dissertation/Thesis

Mitchell, L. (2014). *Principle, practice, and mindset: Understanding an internationally-minded context for teaching and learning* (Doctoral dissertation, Queen's University, Kingston, ON, Canada). Retrieved from <http://hdl.handle.net/1974/8617>

International mindedness; Music education; International education

This doctoral thesis is a qualitative research study, which investigates how music teachers develop internationally-minded teaching practices. The context of the study is an international school offering the continuum of IB programmes.

<http://hdl.handle.net/1974/8617>

## **AMERICAS      Learner profile**

Conference Proceedings

Collins, L., Gordon, P., Still, K., & Abate, R. (2014, April). *Growing into the International Baccalaureate: Using Q methodology to research*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

Instructional Practices; Mixed Methods; Professional Development

Using Q methodology, this study examined how teachers related characteristics of the International Baccalaureate learner profile to their teaching methods. Three factors in particular - acknowledging the social and emotional aspect of teaching, integrated teaching, and collaborative teaching - were shown to be perceived as successful teaching practices that support the IB learner profile.

<http://www.aera.net/Publications/OnlinePaperRepository>

## **AMERICAS      Learner profile**

Dissertation/Thesis

Sutton Jones, K. (2014). *Teacher perceptions of implementation of the International Baccalaureate learner profile* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3631051)

Education; Learner profile; Learner profile implementation; Implementation; Professional development; Professional learning; Educational evaluation; Curriculum

This study examines how teachers address characteristics of the International Baccalaureate learner profile through their teaching practices. Results showed varying levels of implementation of IB learner profile attributes in classroom teaching, assessment, and reporting. It concludes that professional development was needed to address IB learner profile implementation. Given these findings, a collaborative learning workshop about the implementation of the IB learner profile was established.

<http://gradworks.umi.com/36/31/3631051.html>

## **AMERICAS      Pedagogy**

Report

Swartz, R., & McGuinness, C. (2014). *Developing and assessing thinking skills*. The Hague, Netherlands: International Baccalaureate Organization.

Thinking skills; Pedagogical practice

This two-part report, commissioned by the IBO, examines the development and assessment of thinking skills. In part one, the authors explore the research literature and identify pedagogies and approaches that have been successful in examining students' thinking and learning. In part two, the authors hold these research approaches up against the three IB programmes (PYP, MYP and DP) to see how the principles and programmes align.

<http://ibo.org/contentassets/629da4c8d872407198aa56ce2f8b5ab2/finalreportpart1.pdf>

<http://ibo.org/contentassets/629da4c8d872407198aa56ce2f8b5ab2/finalreportpart2.pdf>

## **AMERICAS      Performance**

Conference Proceedings

Nguyen, D., Dedrick, R., Suldo, S., Shaunnessy-Dedrick, E., Li, I., & Pham, T. (2014, April). *Evaluating the psychometric properties of the behavioral and emotional screening system student form using a high-achieving student sample*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

Measurement; Psychometrics; Quantitative methodology

This study analyzed how the BASC-2 Behavioral and Emotional Screening System (BESS) Student Form psychometrically measured high-performing high school students in International Baccalaureate programs. Using confirmatory factor analysis and measure invariance tests, the study concluded that the four-factor structure of the BESS Student Form sufficiently fit all high school students, both boys and girls, in IB programmes.

<http://www.aera.net/Publications/OnlinePaperRepository>

## **AMERICAS      Programme impact**

Conference Proceedings

Billig, S., & Good, G. (2014, April). *Comparing concepts of civic-mindedness and outcomes of service activities in International Baccalaureate programs in the Americas*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

Curriculum design and evaluation; International education/studies; Service learning

This study examines civic-mindedness and civic engagement activities implemented in International Baccalaureate Programmes in the United States, Canada, and several nations in South America. The

study measured the impact of activity participation and highlights variables that most highly impact positive civic development.

<http://www.aera.net/Publications/OnlinePaperRepository>

## **AMERICAS      Performance**

Conference Proceedings

May, H., Rodriquez, A., Sirinides, P., Perna, L., Yee, A., & Ranson, T. (2014, April). *The futility of propensity score methods in a statewide study of the International Baccalaureate*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

Program Evaluation; Research Methodology; Statistics

This study analyzes 15 years of data to compare International Baccalaureate students to non-IB students in the state of Florida. The study found that comparing IB and non-IB students in this context was not beneficial due to selection bias related to IB participation.

<http://www.aera.net/Publications/OnlinePaperRepository>

## **AP                      Programme impact**

Report

Walker, A., Bryant, D., & Lee, M. (2014). *The International Baccalaureate Continuum: Student, teacher and school outcomes*. Bethesda, MD, USA: International Baccalaureate Organization.

Continuum; Outcomes; Students

Using data from surveys, interviews, document analysis, and student examination results, this study investigates the impact of the International Baccalaureate continuum on students, teachers and schools in Cambodia, Indonesia, Singapore, Thailand and Vietnam. Although no significant differences in examination results were found between students in the continuum and the Diploma Programme, several qualitative differences were found in how students rated their personal attributes. Findings also showed specific skills from the Primary Years Programme and Middle Years Programme that prepared students for the Diploma Programme.

[http://ibo.org/globalassets/publications/ib-research/continuum/continuum\\_report\\_final-en.pdf](http://ibo.org/globalassets/publications/ib-research/continuum/continuum_report_final-en.pdf)

## **GLOBAL              Access**

Journal Article

Kenway, J., & Fahey, J. (2014). Staying ahead of the game: The globalising practices of elite schools. *Globalisation, Societies and Education*, 12(2), 177-195. doi:10.1080/14767724.2014.890885

Elite schools; Globalization; Social class; Educational practices; Global elites

This article explores the relationship between globalization and elite international schools, focusing on the elite schools' adoption of particular globalizing practices. Drawing from a multi-sited global



ethnography of elite schools, the study investigates how schools benefit from selecting and serving certain social groups extending beyond national borders.

<http://www.tandfonline.com/doi/abs/10.1080/14767724.2014.890885>

## **GLOBAL Curriculum**

Book

Ellis, A. K. (2014). *Exemplars of curriculum theory*. New York, NY, USA: Routledge.

Curriculum theory; Curriculum model

This book presents different curriculum theories, including progressivism and essentialism, curriculum models, such as learner-centered and society-centered, and exemplars of both, such as Reggio Emilia, Core Knowledge and the International Baccalaureate. The book also examines how these theories and models are implemented in the classroom.

<http://www.worldcat.org/title/exemplars-of-curriculum-theory/oclc/871678614?referer=di&ht=edition>

## **GLOBAL Inquiry**

Book Chapter

Chichekian, T., & Shore, B. M. (2014). The International Baccalaureate: Contributing to the use of inquiry in higher education teaching and learning. In P. Blessinger, & J. M. Carfora (eds.), *Inquiry-based learning for faculty and institutional development: A conceptual and practical resource for educators* (pp. 73-97). Bingley, UK: Emerald Group Publishing Limited.

Inquiry-based learning; Pedagogy; International Baccalaureate; Primary Years; Middle Years; Diploma Programme

This book chapter provides a synopsis of research done on the topic of inquiry-based instruction at IB Primary Years Programmes, Middle Years Programmes, and Diploma Programmes worldwide. It also provides a review of research focused on inquiry-based learning as a pedagogical approach. Findings suggest more attention is given to planning inquiry-based learning than to reflection and implementation.

<http://www.emeraldinsight.com/doi/abs/10.1108/S2055-36412014000001006>

## **GLOBAL Inquiry**

Magazine Article

Taylor, S. (2014, Autumn). (Re)defining inquiry for international education. *International School*, 17(1), 43-45.

Education; International education programs; Education; Teaching; Students; Core curriculum; Schools; Learning; Pedagogy; Pragmatism

This article focuses on IB programmes' inquiry-based education and the challenges of maintaining the focus on inquiry in the context of the Diploma Programme's final high-stakes assessment.

[http://www.johncatt.com/downloads/is17\\_1/offline/download.pdf](http://www.johncatt.com/downloads/is17_1/offline/download.pdf)

## **GLOBAL International education**

Journal Article

Hughes, C. (2014b). How can international education help reduce students' prejudice? *Prospects*, 44(3), 395-410. doi:10.1007/s11125-013-9291-9

Global studies; Research; Curriculum planning; International Baccalaureate; Cognitive development; Prejudices; Prevention; Cultural competence; UNESCO

This article outlines definitions, theories, methods and common school practices of prejudice. The main focus is on how international schools (K-12) are able to reduce prejudice.

<http://link.springer.com/article/10.1007%2Fs11125-013-9291-9>

## **GLOBAL International education**

Book Chapter

Poonoosamy, M. (2014). Globalisation, intercultural understanding and identity: Learning from the International Baccalaureate. In M. Derivry-Plard, G. Alao, S. Yun-Roger, & E. Suzuki (Eds.), *Dispositifs éducatifs en contexte mondialisé et didactique plurilingue et pluriculturelle [Educational devices in a global, didactic, plurilingual, and pluricultural context]* (pp. 25-42). Bern, Switzerland: Peter Lang AG.

Globalisation; Intercultural Understanding; Identity

This chapter, published in a book written in French, addresses the International Baccalaureate as it relates to key themes of promoting intercultural learning and identity development in the global era.

<http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=82256&cid=539>

## **GLOBAL Language**

Report

Fee, M., Liu, N., Duggan, J., Arias, B., & Wiley, T. (2014). *Investigating language policies in IB World Schools*. The Hague, Netherlands: International Baccalaureate Organization.

Language policy; International Baccalaureate

This report explored eight International Baccalaureate World Schools to examine the role of best practices, common struggles, and contextual factors in language policy development and implementation. Using document analysis, observations, and interview data, the study's findings illustrate the key role of teachers and staff in effective language policy. Additional findings included the importance of professional development of teachers and staff and the importance of national and regional linguistic context in school-level language policies.

<http://ibo.org/contentassets/629da4c8d872407198aa56ce2f8b5ab2/languagepolicyfullreport.pdf>

## **GLOBAL Language**

Journal Article

Mertin, P. A. (2014). The role of the culture of Japanese students in acquisition of academic English: An ethnographic study. *Journal of Research in International Education, 13*(3), 190-202.  
doi:10.1177/1475240914553388

Academic language; Culture; English as a Second Language; Language acquisition; Understandings of teaching and learning

This journal article focuses on an ethnographic study in an IB school exploring the role of Japanese students' culture in the rate of acquisition of academic English. The examined IB school follows the Primary Years Program, Middle Years Program, and Diploma Program. The study draws on data from observations, questionnaires, interviews, and case studies over six years.

<http://jri.sagepub.com/content/13/3/190>

## **GLOBAL Leadership**

Journal Article

Hill, I. (2014). Internationally minded schools as cultural artefacts: Implications for school leadership. *Journal of Research in International Education, 13*(3), 175-189.  
doi:10.1177/1475240914556199

Educational administration; Intercultural understanding; Internationally minded schools; School Administration; School leadership

This article explores school leadership as it relates to managing interpersonal relationships and individual interpretation of reality. It focuses on successful leadership of internationally minded schools and the ways in which leadership develop cohesive visions and commitments as central to the school's organizational culture.

<http://jri.sagepub.com/content/13/3/175>

## **GLOBAL Learner profile**

Journal Article

Burke, L. (2014). Twenty-first century learning from a third century BC perspective. *International Schools Journal, 33*(2), 47-57.

Learning; International Baccalaureate; Secular education; Religious education; Transformative learning; Educational technology; History

This article considers 21<sup>st</sup> century learning in the context of the International Baccalaureate learner profile. The author discusses similarities between secular and religious education, the work of David Purpel on "goodness" and transformative values, and the influence of technology in education.

<http://connection.ebscohost.com/c/articles/97103903/twenty-first-century-learning-from-third-century-bc-perspective>

## **GLOBAL International education**

Dissertation/Thesis

Newton, M. (2014). *The International Baccalaureate in its fifth decade: Cosmopolitan ideals, neoliberal reality* (Master's thesis, The University of Melbourne, Melbourne, Australia). Retrieved from <http://unimelb.academia.edu/MatthewNewton/Papers>

Cosmopolitanism; Neoliberalism

This Master's thesis reviews IB documents, publications, and relevant literature to explore the challenges facing IB programmes. The thesis highlights specific challenges, such as the contexts surrounding IB programmes, the emphasis on Western ideals, and teaching goals. The thesis concludes with specific recommendations for IB policy and future research.

<http://unimelb.academia.edu/MatthewNewton/Papers>

## **GLOBAL Programme implementation**

Book

Drumm, S. (2014). *The International Baccalaureate: An exploration of the differences between the US and UK implementations of IB programs*. Saarbrücken, Germany: LAP LAMBERT Academic Publishing.

Program implementation; Classroom

Drawing on action research and textual analysis, this book explores the International Baccalaureate's implementation in the US and UK. The book offers classroom perspectives on how the IB is implemented, with examples from Michigan IB schools in the US and London IB schools in the UK.

<https://www.lap-publishing.com/catalog/details//store/gb/book/978-3-659-13438-8/the-international-baccalaureate>

## **GLOBAL Standards alignment**

Dissertation/Thesis

Donald, K. L. (2014). *The calamity of isolation: A development of professional learning communities and the Common Core State Standards within an IB program* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3632948)

Education; Collaboration; Common core state standards; Community of learners; Distributive leadership; International Baccalaureate; Professional learning communities; Educational leadership; School administration; Curriculum development; Educational leadership; School administration

This dissertation explores the relationship between curriculum and standards, examining how to bring together the International Baccalaureate with the US Common Core State Standards. Issues examined include the formation of a professional learning community, school culture, and how standards and curriculum can be brought together to improve student achievement.

<http://dissexpress.umi.com/dxweb/search.html>

## **GLOBAL**                      **Well-being**

Conference Proceedings

Cooker, L., Bailey, L., & Joseph, S. (2014). *Developing 'caring' in the International Baccalaureate curriculum*. Paper presented at the 2014 European Educational Research Association Conference, Porto, Portugal.

Curriculum innovation; Caring; Teachers

This conference paper focuses on a comparative study of the concept of "caring" in schools and classrooms in eight international schools in Spain, Austria, Singapore, Thailand, Indonesia, and the UAE. The paper draws on both qualitative and quantitative data to investigate how students and teachers understand "caring" across the IB Primary Years Programme, Middle Years Programme and the Diploma Programme and between different cultural settings.

<http://www.eera-ecer.de/ecer-programmes/conference/19/contribution/32984/>

## **IB Career-related Programme (CP)**

### **AMERICAS**                      **Access**

Journal Article

Parker, E. (2014). Closing opportunity gaps. *Principal Leadership*, 15(3), 40-44.

Educational mobility; Compensatory education; Security; Curriculum; Educational change

This article, written by a school principal for a professional audience, examines the opportunity gaps in high-poverty schools and discusses methods to address this issue. The International Baccalaureate Career-related Programme is highlighted as a means to provide a rigorous curriculum for all students.

<http://connection.ebscohost.com/c/articles/99398685/closing-opportunity-gaps>

## **Diploma Programme (DP)**

### **AEM**                                      **Curriculum**

Dissertation/Thesis

Kondakçı, N. (2014). *A comparative analysis of national and international English language curricula for high schools in Turkey* (Master's thesis, Bilkent University, Ankara, Turkey). Retrieved from <http://www.thesis.bilkent.edu.tr/0006634.pdf>

English language curriculum; High school; Advanced placement

This master's thesis compares five national and international high school English language curricula in Turkey. Using content analysis, the study explores how the Turkish Ministry English language

curriculum compares with the English language curriculum in the International Baccalaureate Diploma Programme and Advanced Placement.

<http://www.thesis.bilkent.edu.tr/0006634.pdf>

## **AEM Curriculum**

Journal Article

Sagun, S., & Corlu, M. (2014). Resolving the dilemma of international school curriculum: The case of biology. *Eurasia Journal of Mathematics, Science & Technology Education*, 10(2), 153-158. doi:10.12973/eurasia.2014.1026a

International schools; Science education; Biology education

The study explores preparation of students for the International Baccalaureate Diploma Programme (DP), exploring predictors of student performance in biology. Data were drawn from high school students in an international school in Turkey. Findings indicated a strong relationship between DP biology scores and the International General Certificate of Secondary Education science exam scores.

<http://www.ejmste.com/ms.aspx?kimlik=10.12973/eurasia.2014.1026a>

## **AEM International mindedness**

Dissertation/Thesis

Van Dis, J. (2014). *World-mindedness of International Baccalaureate Diploma Programme (IB-DP) students. Does geography education make a difference? A survey at international schools in the Netherlands* (Master's thesis, Utrecht University, Netherlands). Retrieved from <http://dspace.library.uu.nl/handle/1874/292167>

Geography education; World mindedness; Netherlands

This thesis explores the concept of world mindedness in the International Baccalaureate Diploma Programme (DP) in the Netherlands and how the DP curriculum affects students' geography education.

<http://dspace.library.uu.nl/handle/1874/292167>

## **AEM International Mindedness**

Dissertation/Thesis

Gabrielsen, E. S. B. (2014). *Longitudinal intergroup contact model comparison at the multicultural high school United World College Red Cross Nordic* (Doctoral dissertation). Retrieved from <http://conservancy.umn.edu/handle/11299/167864>

Bilingual education; IB Bilingual Diploma; Peace education; Norway

This doctoral dissertation project investigated a specific, diverse student population (representing ninety countries worldwide) at an IB high school in Norway. The focus of this longitudinal study was on the effectiveness of intergroup relations within the context of a school that has peace education as its mission.

<http://hdl.handle.net/11299/167864>

## **AEM**                      **Performance**

Report

Gill, T. & Vidal Rodeiro, C. L. (2014). *Predictive validity of level 3 qualifications: Extended project, Cambridge Pre-U, International Baccalaureate, BTEC Diploma*. Cambridge Assessment Research Report. Cambridge, United Kingdom: Cambridge Assessment.

Educational attainment predictors; Higher education; United Kingdom; IB Diploma Programme

This external research report conducted in England studied secondary school students enrolled in three different programmes—Cambridge Pre-U, International Baccalaureate and BTEC. It investigated the correlation of the academic qualifications of students in each programme as predictors of meeting the qualifications of higher education attainment.

<http://www.cambridgeassessment.org.uk/Images/178062-predictive-validity-of-level-3-qualifications.pdf>.

## **AEM**                      **Student experience**

Dissertation/Thesis

Breton, M. (2014). *Perspectives of International Baccalaureate Diploma Program students who participated in extracurricular and sports programs* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3632403)

Education; Case study; Creativity; Action; Service; Extracurricular activities; International Baccalaureate Diploma Program; Sports programs; Multicultural education; Physical education; Multicultural education

This dissertation explores how extracurricular and sports programs linked with the International Baccalaureate Diploma Programme (DP) help shape students' personal development, well-being, academic success, and future aspirations. The focus is on an international American school in Eastern Europe. Data are gathered from interviews and questionnaires with students.

<http://gradworks.umi.com/36/32/3632403.html>

## **AEM**                      **Student experience**

Dissertation/Thesis

Määttä, L. (2014). *"The world has gotten smaller": Third year IB high school students' perceptions on the International Baccalaureate Diploma Programme: Internationalisation, English medium instruction and career choice* (Master's thesis, University of Jyväskylä, Finland). Retrieved from <https://jyx.jyu.fi/dspace/handle/123456789/43977>

Career choice; Content; Language integrated learning (CLIL); Globalization

This master's thesis examines four central areas: 1) students' overall perceptions of the Diploma Programme's structure, 2) how students view themselves as learners, 3) student experiences of the programme, and 4) students' career goals and level of "international-mindedness."

<https://jyx.jyu.fi/dspace/handle/123456789/43977>

## **AEM**                      **Technology**

Conference Proceedings

Cooker, L., Ainsworth, S., & Crook, C. (2014, September). *Integrating technology into science and mathematics learning in the International Baccalaureate curriculum*. Paper presented at the 2014 European Educational Research Association Conference, Porto, Portugal.

Science curriculum; Mathematics curriculum; ICT; Technology

This conference paper presents a study of the integration of technology in the science and mathematics curricula within International Baccalaureate Diploma Programme schools in the United Kingdom. Using a case study method, the paper explores select teaching and learning activities and different classroom uses of technology.

<http://www.eera-ecer.de/ecer-programmes/conference/19/contribution/32985/>

## **AEM**                      **Technology**

Report

Oliver, M., Domingo, M., Hunter, J., Pan, L., & Gourlay, L. (2014). *Pre-tertiary engagement with online learning: Exploring uses of online learning environments and digital technology for progression into and through Higher Education*. London, England: Institute of Education, University of London.

Online learning; Digital technology; Higher education preparation

This report describes research commissioned by Pamoja Education. The research focused on student and staff experiences in International Baccalaureate Diploma Programme (DP) courses. The focus of the research explores how online learning experiences help prepare students for tertiary education. Data were drawn from a survey of DP students, interviews with alumni, and teacher reflections.

[http://research.ioe.ac.uk/portal/en/publications/pretertiary-engagement-with-online-learning\(d3b0a0e0-fa28-491b-b295-1a5f7b592803\).html](http://research.ioe.ac.uk/portal/en/publications/pretertiary-engagement-with-online-learning(d3b0a0e0-fa28-491b-b295-1a5f7b592803).html)

## **AEM**                      **Theory of Knowledge**

Journal Article

Hughes, C. (2014c). Theory of Knowledge aims, objectives and assessment criteria: An analysis of critical thinking descriptors. *Journal of Research in International Education*, 13(1), 30-45. doi:10.1177/1475240914528084

Assessment; Critical thinking; Theory of Knowledge; Validity; Quality assurance



This article focuses on the International Baccalaureate Diploma Programme's theory of knowledge course and whether it encourages critical thinking. The article suggests some ways to improve the Theory of Knowledge guidelines to further develop critical thinking.

<http://jri.sagepub.com/content/13/1/30>

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

Dissertation/Thesis

Saa'd AlDin, K. (2014). *Improving collaborative planning and reflection practices at International Baccalaureate Diploma Schools in Amman* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3613466)

Education; School administration; Leadership; Collaborative planning; Learner profile; Professional learning communities; Theory of knowledge; Educational leadership

This dissertation focuses on International Baccalaureate Diploma Programme schools in Amman. Specifically, the study investigates collaborative planning and reflection requirements. Data were drawn from observations, focus groups and interviews with teachers and administrators. Findings show successful collaborative planning and reflection were dependent on select factors.

<http://gradworks.umi.com/36/13/3613466.html>

## **AMERICAS**                      **Access**

Journal Article

Anderson, M. (2014). Diversity matters leadership counts. *Leadership*, 44(2), 12-15.

Education; Colleges & universities; Students; Learning; Cultural differences

This article examines equity and diversity in education. The author calls for more equal access to Advanced Placement classes and International Baccalaureate programmes for underserved students from diverse ethnic, racial, and socioeconomic groups.

<http://www.acsa.org/FunctionalMenuCategories/media/LeadershipMagazine/2014-Archives/NovemberDecember-2014.aspx>

## **AMERICAS**                      **Access**

Dissertation/Thesis

Baker, W. (2014). *Curricular choice in Ontario public secondary schools: Exploring the policy and practice of the International Baccalaureate Diploma Programme* (Master's thesis, The University of Western Ontario, London, Canada). Retrieved from <http://ir.lib.uwo.ca/etd/1969/>

International Baccalaureate; International education; Globalization; Neo-liberalism; Critical policy studies; School choice; Curricular choice

This study examines "curricular choice" in the International Baccalaureate Diploma Programme (DP) and how policy affects equal access to the programme in Ontario. The study found the DP serves

mainly middle-class students in the province and that there is little official governance of the programme, which leads to varying interpretations of DP implementation.

<http://ir.lib.uwo.ca/etd/1969/>

## **AMERICAS      Access**

Journal Article

Gándara, P. C., & Aldana, U. S. (2014). Who's segregated now? Latinos, language, and the future of integrated schools. *Educational Administration Quarterly*, 50(5), 735-748.

Hispanic students; United States; Segregation; Integration; Bilingual education; English learners

This paper discusses the history of the segregation of Latino students and efforts made to desegregate. The authors propose how various programs, including the International Baccalaureate programme, could provide equal learning opportunities for all students.

<http://eaq.sagepub.com/content/50/5/735>

## **AMERICAS      Assessment**

Report

Filice-Carducci, G. (2014). *Enhancing reading comprehension scores through collaborative opportunities*. University of Portland, Portland, OR, USA: Education Graduate Publications and Presentations.

Collaborative learning; Reading comprehension; Canada

This study examines how cooperative learning strategies affect reading comprehension exam scores. The study participants consisted of eleventh grade students in an International Baccalaureate programme in Canada.

[http://pilotscholars.up.edu/edu\\_gradpubs/7/](http://pilotscholars.up.edu/edu_gradpubs/7/)

## **AMERICAS      Assessment**

Report

Yuan, K., & Le, V. (2014). *Measuring deeper learning through cognitively demanding test items: Results from the analysis of six national and international exams*. Washington, DC, USA: RAND Corporation.

Academic achievement; Curriculum; Assessment; Advanced Placement

This research report examines six assessments given nationally and internationally to evaluate their cognitive demand on students. The results are interpreted to see what types of deeper learning are being evaluated on assessments developed by the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers. Findings show that International Baccalaureate and Advanced Placement have more cognitively demanding items than other assessments.

[http://www.rand.org/content/dam/rand/pubs/research\\_reports/RR400/RR483/RAND\\_RR483.pdf](http://www.rand.org/content/dam/rand/pubs/research_reports/RR400/RR483/RAND_RR483.pdf)

## **AMERICAS Curriculum**

Book Chapter

Hertberg-Davis, H., & Callahan, C. (2014). Advanced placement and International Baccalaureate Programs. In J. A. Plucker & C. M. Callahan (Eds.), *Critical issues and practices in gifted education what the research says* (2nd ed.) (ch. 4). Naperville, IL, USA: Sourcebooks.

Gifted education; Advanced Placement

This book chapter highlights the role of Advanced Placement and International Baccalaureate programs as they relate to gifted education.

<http://public.ebib.com/choice/publicfullrecord.aspx?p=1492558>

## **AMERICAS Curriculum**

Journal Article

Shaw, S., Warren, J., & Gill, T. (2014). Assessing the impact of the Cambridge international acceleration program on U.S. university determinants of success: A multi-level modeling approach. *College and University*, 89(4), 38-56.

Higher education; Colleges & universities; Academic achievement; Curriculum; Participation; United States; Schools; Participation

This study compares three high school acceleration programs: the Advanced Placement program, the International Baccalaureate Diploma Programme, and the Cambridge Advanced International Level examinations. Comparisons are drawn from program structure and the behavior and accomplishments of program graduates at the university level.

<http://www.aacrao.org/resources/resources-detail-view/c-u-volume-89--number-4--pdf->

## **AMERICAS Inquiry**

Conference Proceedings

Kobayashi, M. (2014, March). *Lessons from the learning environment of International Baccalaureate Diploma Programme: Space design and educational ideology*. Paper presented at the Comparative and International Education Society Conference 2014, Toronto, Canada.

Space design; Inquiry-based learning; Educational ideology

This study aims to investigate the learning environment of International Baccalaureate programmes and how space design and educational ideology, inquiry-based learning and critical thinking in particular, are related. Data is still being collected for this research study.

<http://convention2.allacademic.com/one/cies/cies14/>

## AMERICAS      Language

Book Chapter

Aldana, U., & Mayer, A. (2014). The International Baccalaureate: A college preparatory pathway for heritage language speakers and immigrant youth. In R. Callahan, & P. Gándara (Eds.), *The bilingual advantage: Language, literacy and the US labor market* (pp. 263-287). Bristol, United Kingdom: Multilingual Matters.

Bilingual education; Language; Heritage language speakers; Immigrant students

The study examines the potential of International Baccalaureate programmes to balance the linguistic skills of immigrant children and heritage speakers in a way that will improve their academic careers. The authors found that the perceived benefit of bilingualism led teachers to see the high potential in students and shaped how they adapted their teaching styles to suit these students. However, the authors also mention that schools could do more to develop students' proficiency, both in content and language.

<http://www.multilingual-matters.com/display.asp?k=9781783092413>

## AMERICAS      Pedagogy

Dissertation/Thesis

Arsic, A. (2014). *Self-directed learning in an International Baccalaureate high school class*. (Master's thesis, Concordia University, Montreal, QC, Canada). Retrieved from <http://spectrum.library.concordia.ca/978971/>

Self-directed learning; Learner control

This study investigates self-directed learning in an International Baccalaureate setting. The author analyzes and discusses degrees of learner control and highlights the influence classroom energy has on the degree of learner control of students.

<http://spectrum.library.concordia.ca/978971/>

## AMERICAS      Performance

Journal Article

Corlu, M. S. (2014). Which preparatory curriculum for the International Baccalaureate Diploma Programme is best? The challenge for international schools with regard to mathematics and science. *International Review of Education*, November, 1-9. doi:10.1007/s11159-014-9446-9

International schools; International General Certificate of Secondary Education (IGCSE); Diploma Programme (DP); Mathematics education; Science education; Structural equation modeling

This article focuses on a quantitative study seeking to build causal models to explain student performance in math and science on the Cambridge International General Certificate of Secondary Education (IGCSE) and the International Baccalaureate Diploma Programme (DP). Data were drawn from examination scores from students who enrolled in a private international high school between 2005 and 2012. Findings illustrate that the IGCSE provides foundational preparation for the DP.

<http://springer.libdl.ir/article/10.1007/s11159-014-9446-9>

## **AMERICAS      Performance**

Dissertation/Thesis

Mcdonald, B. (2014). *A retrospective interview study of immigrant students and their success in International Baccalaureate English / literacy* (Doctoral dissertation). Retrieved from <https://etda.libraries.psu.edu/paper/22516/>

Curriculum; Instruction; English language learners; Latinos

This study examines the behavior and accomplishments of previous students enrolled in an International Baccalaureate programme in an urban high school. All students were immigrants and English Language Learners. The study aims to show what factors aided students in their success.

<https://etda.libraries.psu.edu/paper/22516/>

## **AMERICAS      Postsecondary**

Journal Article

Mangan, K. (2014). Is faster always better? *The Chronicle of Higher Education*.

Education; Teaching methods and curriculum; Secondary school students; Higher education; Colleges & universities; Advanced Placement program

This article questions the benefit of providing college credit for dual-enrollment classes and passing Advanced Placement and International Baccalaureate exams. The author examines advantages and disadvantages of these systems.

<http://chronicle.com/article/Is-Faster-Always-Better-/144781/>

## **AMERICAS      Professional development**

Conference Proceedings

Corlu, M., & Ateskan, A. (2014, April). *How are international teachers educated? Perceptions of student teachers on their education for international teaching*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

International education/studies; Multicultural education; Teacher education

This study examines how student teachers are educated in an International Baccalaureate certified teacher education program. The authors hypothesize that student teachers know about challenges they may encounter as they prepare to teach in IB schools.

<http://www.aera.net/Publications/OnlinePaperRepository>

## **AMERICAS      Programme impact**

Report

Billig, S., Fredericks, L., Swackhamer, L., & Espel, E. (2014). *Case studies of learner profile*

*implementation and impact in the United States*. Bethesda, MD, USA: International Baccalaureate Organization.

Learner profile; High School; Diploma Programme

This research report, prepared for the International Baccalaureate, examines IB Diploma Programme schools in the United States. Case studies were used to examine the ways that the IB "learner profile" was being incorporated across different high schools.

<http://www.ibo.org/globalassets/publications/ib-research/dp/lpintheusfullreportfinal.pdf>

## **AMERICAS      Programme impact**

Report

Conley, D., McGaughy, C., Davis-Molin, W., Farkas, R., & Fukuda, E. (2014). *International Baccalaureate Diploma Programme: Examining college readiness*. Bethesda, MD, USA: International Baccalaureate Organization.

College readiness; Diploma Programme; College readiness; United States

This report, prepared for the International Baccalaureate Organization, examined the level of preparation/readiness for college of DP students in the United States. The study measured students' level of college readiness in terms of both academic and non-academic preparation.

[http://www.ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/ib\\_diploma\\_programme\\_examining\\_college\\_readiness\\_2014\\_0715\\_000.pdf](http://www.ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/ib_diploma_programme_examining_college_readiness_2014_0715_000.pdf)

## **AMERICAS      Programme impact**

Report

Saavedra, A. R. (2014a). *Academic civic mindedness and model citizenship in the International Baccalaureate Diploma Programme*. Bethesda, MD, USA: International Baccalaureate Organization.

Academic civic-mindedness; Model citizenship

This report, prepared for the IB Organization, used a case study methodology to examine the development of "academic civic mindedness" and "model citizenship" in IB Diploma Programme students at four IB schools in the state of California.

<http://ibo.org/globalassets/publications/ib-research/dp/academiccivicmindednessfinalreport.pdf>

## **AMERICAS      Performance**

Journal Article

Saavedra, A. R. (2014b). The academic impact of enrollment in International Baccalaureate Diploma Programs: A case study of Chicago public schools. *Teachers College Record*, 116(4), 1-40.

Public schools; Advanced placement; Academic achievement, College entrance examinations; Gender; Enrollment

This study investigates the effect enrollment in the International Baccalaureate Diploma Programme has on student achievement, including academic achievement, examination scores, high school graduation, and college enrollment. The study uses data from 13 Chicago Public Schools from 2002 to 2008.

<http://www.tcrecord.org/Content.asp?ContentId=17406>

## **AMERICAS      Student experience**

Journal Article

Park, K., Caine, V., & Wimmer, R. (2014). The experiences of Advanced Placement and International Baccalaureate Diploma Program participants: A systematic review of qualitative research. *Journal of Advanced Academics, 25*(2), 129-153. doi:10.1177/1932202X14532258

Advanced Placement; Qualitative systematic review; Student experience; Pathway programs

This review synthesizes existing qualitative research on student experiences as participants in the Advanced Placement program or the International Baccalaureate Diploma Programme. The authors analyze how particular themes impact student participation.

<http://joa.sagepub.com/content/25/2/129>

## **AMERICAS      Teachers**

Journal Article

Ziegler, S. (2014). Regulación del trabajo de los profesores de la elite [Work regulations of teachers in elite schools]. *Cadernos De Pesquisa, 44*(151), 84-103.

Teaching; Teacher labour; Elite; Regulation; Argentina

This paper (in Spanish) analyzes the assessment system of the International Baccalaureate (IB) programmes. The author characterizes this pedagogical design as one found primarily in elite schools and questions the regulations this system has on teaching. The effects that IB programmes have on teacher labor organizations are also discussed.

[http://www.scielo.br/scielo.php?pid=S0100-15742014000100005&script=sci\\_abstract](http://www.scielo.br/scielo.php?pid=S0100-15742014000100005&script=sci_abstract)

## **AMERICAS      Well-being**

Journal Article

Suldo, S. M., Detric, R. F., Shaunessy-Detric, E., Fefer, S. A., & Ferron, J. (2014). Development and initial validation of the coping with academic demands scale: How students in accelerated high school curricula cope with school-related stressors. *Journal of Psychoeducational Assessment. doi:10.1177/0734282914552165*

Coping; Accelerated programs; High school

This research examines the Coping with Academic Demands Scale (CADS) and its use for high school students taking advanced coursework. The study uses the CADS to measure the stress levels in high schools students enrolled in International Baccalaureate or Advanced Placement courses.

<http://jpa.sagepub.com/content/early/2014/10/09/0734282914552165>

## **AMERICAS**      **Well-being**

Journal Article

Suldo, S. M., Dedrick, R. F., Shaunessy-Dedrick, E., Roth, R. A., & Ferron, J. (2014). Development and initial validation of the student rating of environmental stressors scale: Stressors faced by students in accelerated high school curricula. *Journal of Psychoeducational Assessment*. doi:10.1177/0734282914552164

Stress; Accelerated curricula; High school; Student development

This study examines the use of the Student Rating of Environmental Stressors Scale (STRESS) for high students taking advanced coursework. The study investigates the stress factors of high school students taking Advanced Placement or International Baccalaureate courses.

<http://jpa.sagepub.com/content/early/2014/10/09/0734282914552164>

## **AP**                      **International education**

Journal Article

Exton, M., & Enloe, W. (2014). Lessons from Hiroshima: Building cultures of peace in international education. *The International Schools Journal*, 34(1), 20-26.

Education; Peace; Violence; Non-governmental organizations—NGOs

This article explores different components of peace education in international schools and how to consolidate these in the future.

<https://johncatt.wordpress.com/2014/10/27/november-2014-issue-of-the-international-schools-journal-available-now/>

## **AP**                      **International education**

Book Chapter

Vongalis-Macrow, A. (2014). Mapping internationalisation in schools contingency and ad-hoc development. In R. Arber, J. Blackmore, & A. Vongalis-Macrow (Eds.), *Mobile teachers, teacher identity and international schooling* (pp. 11-24). Rotterdam, Netherlands: Sense Publishers.

Internationalism; Internationalization; Australia

This chapter explores the expansion of international schools, including IB schools, and the way that internationalism is represented within select secondary schools in Australia. Specifically, the study examines five specific cases with a focus on a range of commitments to internationalization and how schools extend beyond local and national boundaries. The chapter discusses two select IB schools as a specific category of international schools in Australia



<https://www.sensepublishers.com/media/2186-mobile-teachers-teacher-identity-and-international-schooling.pdf>

## **AP International mindedness**

Journal Article

Lai, C., Shum, M. S., & Zhang, B. (2014). International mindedness in an Asian context: The case of the International Baccalaureate in Hong Kong. *Educational Research*, 56(1), 77-96. doi:10.1080/00131881.2013.874159

International mindedness; International education; International Baccalaureate programme; Chinese language teaching; Asia

This study focuses on the implementation of international mindedness in the International Baccalaureate Diploma Programme in Hong Kong, with a specific focus on Chinese language teaching. Data are drawn from interviews with nine Chinese language teachers in six IB schools. Findings suggest both internal and external challenges and indicate the need for a localized approach to pedagogical development.

<http://www.tandfonline.com/doi/abs/10.1080/00131881.2013.874159>

## **AP International mindedness**

Journal Article

Wright, E., & Lee, M. (2014a). Elite International Baccalaureate Diploma Programme schools and inter-cultural understanding in China. *British Journal of Educational Studies*, 62(2), 149-169.

Elite international schools; Inter-cultural understanding; China

This article focuses on the fast growing market of International Baccalaureate Diploma Programme (DP) schools in China. Despite their often restricted access, this article explores how core components of the DP build intercultural understanding between diverse groups within China. Data are drawn from interviews with teachers, administrators and students in five elite DP schools in Beijing and Shanghai. Findings show how DP students interact with individuals of diverse cultural and socio-economic backgrounds and the different tensions between goals of intercultural understanding and the results-orientation of elite DP schools.

<http://www.tandfonline.com/doi/abs/10.1080/00071005.2014.924615>

## **AP Language**

Journal Article

Tamiya, S., Okada, Y., Koterazawa, K., Miyata, H., & Sanz, M. (2014). What is it like to grow up in a multiple-language environment? -A survey report on an international high school-. *REMIE Multidisciplinary Journal of Educational Research*, 4(3), 317-342. doi:10.4471/remie.2014.16

Education; Multi-language environment; Multilingualism; Japan

This article focuses on the development of students in multiple-language environments in Japan. Data are drawn from a survey of 60 Japanese high school students in an International Baccalaureate programme. Findings suggest that students reflected that they were socio-culturally advantaged and secure with a multi-lingual identity.

<http://www.hipatiapress.com/hpjournals/index.php/remie/article/view/1059>

## **AP**                      **Pedagogy**

Journal Article

Newell, P. (2014). 1+ 1=? Some thoughts on creativity. *International Schools Journal*, 33(2), 66-71.

Creativity; Pedagogy; Classroom environment; Teaching

The article discusses creativity and the ways that schools, specifically international schools offering the International Baccalaureate, encourage creativity. Topics discussed include the impact of the surrounding environment on a person's creativity, ways in which teachers can teach creativity, and the TED and TEDx movement, as well as other resources teachers can use to encourage creativity.

<http://connection.ebscohost.com/c/articles/97103905/1-1-some-thoughts-creativity>

## **AP**                      **Postsecondary**

Journal Article

Hagedorn, L. S., & Hu, J. (2014). Eastern dreams: Alternative pathways for Chinese students pursuing Baccalaureate degrees in the United States. *College & University*, 89(4), 75-82.

International students; Universities; Summer schools; Entrance requirements; Postsecondary education; United States

The article discusses several pathways available to Chinese students seeking to study at universities in the US. The article also describes IB schools and programmes in China.

<http://connection.ebscohost.com/c/articles/98812198>

## **AP**                      **Postsecondary**

Journal Article

Seow, P., Pan, G., & Tay, J. (2014). Revisiting the determinants of student performance in an undergraduate accountancy degree programme in Singapore. *Global Perspectives on Accounting Education*, 11, 1-23.

Accounting; Academic achievement; College admissions; Singapore

This study explores determinants of successful academic performance in an undergraduate accountancy degree programme at a university in Singapore. Data on students' performance are collected, including a select group of students from an International Baccalaureate programme.

<http://gpae.bryant.edu/~gpae/Vol11/Determinant%20of%20Student%20Performance%20Singapore.pdf>

## AP Programme impact

Report

Cole, D., Gannon, S., Ullman, J., & Rooney, P. (2014). *Theory of knowledge (TOK): Exploring learning outcomes, benefits and perceptions*. Bethesda, MD, USA: International Baccalaureate Organization.

Theory of knowledge; Learning outcomes; Learning benefits; Learning perceptions

This research report, prepared for the IBO, focuses on how the Theory of Knowledge course is functioning in Diploma Programme schools in Australia. Four DP schools in Australia were selected as case studies to examine the effectiveness of TOK for encouraging critical thinking.

[http://www.ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/tokfinalreport\\_000.pdf](http://www.ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/tokfinalreport_000.pdf)

## AP Programme impact

Report

Dixon, M., Charles, C., Moss, J., Hubber, P., & Pitt, P. (July 2014). *The International Baccalaureate Diploma Programme: Alignment with the Australian Curriculum & Australian Qualifications Framework*. Bethesda, MD, USA: International Baccalaureate Organization.

IB Diploma Programme; Australia; Curriculum

This study commissioned by the IB researches curriculum practices at IB Diploma Programme schools in Australia. Researchers used curriculum mapping and qualitative data from IB schools to examine the degree to which curriculum at the secondary school level was in alignment with the standards outlined in the Australian Curriculum and the Australian Qualifications Framework.

<http://ibo.org/globalassets/publications/ib-research/dp/australiancurriculumanddpfinalreport.pdf>

## AP Programme impact

Report

Lee, M., Leung, L., Wright, E., Yue, T., Gan, A., Kong, L., & Li, J. (2014). *A study of the International Baccalaureate Diploma Programme in China: Impact on student preparation for university studies abroad*. Bethesda, MD, USA: International Baccalaureate Organization.

University preparation; China

This report examined the impact of the International Baccalaureate Diploma Programme on Chinese student readiness for university studies overseas, including university entrance, preparation, and performance. Data were collected through a mixed-method study. Findings suggest graduates of IB World Schools in China often attend top-500 universities worldwide, including many abroad.

<http://ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/ibchinafullreportenglish.pdf>

## **AP Programme impact**

Report

Rizvi, F., Acquaro, D., Quay, J., Sallis, R., Savage, G., & Sobhani, N. (2014). *IB learner profile: A comparative study of implementation, adaptation, and outcomes in India, Australia, and Hong Kong*. Bethesda, MD, USA: International Baccalaureate Organization.

Learner profile; Cultural influence

This report, commissioned by the IBO, examines one of the distinctive elements of the IB Diploma Programme--the learner profile. Nine IB schools located in three significantly different countries worldwide were selected by researchers, who examined how different cultures and contexts influence the learner profile and its ten attributes.

<http://www.ibo.org/globalassets/publications/ib-research/dp/lpin3countriesreportfinal.pdf>

## **AP Programme impact**

Sriprakash, A., Singh, M., & Jing, Q. (2014). *A comparative study of international mindedness in the IB Diploma Programme in Australia, China and India*. Bethesda, MD, USA: International Baccalaureate Organization.

International-mindedness; IB Diploma Programmes; Pedagogy; Australia, China, India

This report discusses findings from a qualitative study, which examined the concept of "international mindedness" in six International Baccalaureate (IB) Diploma Programme schools in three countries--Australia, China and India. Through interviews with parents, teachers and students at each of the six schools, the study offers comparative insights about the concept of international mindedness across cultures.

<http://www.ibo.org/globalassets/publications/ib-research/dp/international-mindedness-final-report.pdf>

## **AP Programme implementation**

Journal Article

Wright, E., & Lee, M. (2014b). Developing skills for youth in the 21st century: The role of elite International Baccalaureate Diploma Programme schools in China. *International Review of Education*, 60(2), 199-216. doi:10.1080/00071005.2014.924615

21<sup>st</sup> century skills; Creativity; Theory of Knowledge (TOK); Elite schools; China

This article focuses on how International Baccalaureate Diploma Programme (DP) schools in China promote 21<sup>st</sup> century skills. Drawing from interviews, findings show that participants often link the IB philosophy of education with 21<sup>st</sup> century skills development. However, some participants expressed concerns about how the IB philosophy is implemented in DP schools in China.

<http://link.springer.com/article/10.1007%2Fs11159-014-9404-6>

## **GLOBAL Curriculum**

Report

Gray, S., Scott, D., & Auld, E. (2014). *Curriculum development*. The Hague, Netherlands: International Baccalaureate Organization.

Curriculum development; Reform

This research report examined curriculum development and reform in education systems around the world. Findings show that IBO's structured seven-year process of curriculum review is unusual, particularly compared to systems of curriculum review in case study countries from around the world.

<http://www.ibo.org/contentassets/629da4c8d872407198aa56ce2f8b5ab2/curriculumdevelopmentfinalreport.pdf>

## **GLOBAL Extended essay**

Journal Article

Rivière, A. (2014). The World Studies extended essay: Challenging students on global issues - an interdisciplinary approach. *International Schools Journal*, 33(2), 58-65.

Education; Globalization; Global studies, Interdisciplinary approaches; Theory of knowledge

In this opinion paper, the author discusses the topic of the World Studies Extended Essay (WSEE) and the ways that it could be used in International Baccalaureate (IB) Diploma Programmes.

<http://connection.ebscohost.com/c/articles/97103904/world-studies-extended-essay-challenging-students-global-issues-interdisciplinary-approach>

## **GLOBAL International mindedness**

Magazine Article

Tate, N. (2014, Summer). International education and the nation state. *International School*, 16(3), 22-23.

Education; International education programs; Schools; Nationalism; Citizenship; War

This brief article focuses on the exclusion of education for national citizenship in the movement toward international schools and internationalization of schools. The author advocates for the inclusion of national mindedness within frameworks of international mindedness.

[http://www.johncatt.com/downloads/is16\\_3/offline/download.pdf](http://www.johncatt.com/downloads/is16_3/offline/download.pdf)

## **GLOBAL Language**

Report

Ballantyne, K., & Rivera, C. (2014). *Language proficiency for academic achievement in the International Baccalaureate Diploma Programme*. The Hague, Netherlands: International Baccalaureate Association.

Diploma Programme; Academic achievement; Second language learners

This study commissioned by the IB examines the factors that contribute to the academic achievement of second language learner students in Diploma Programmes worldwide. The IB school settings chosen for this study were ones in which the language of instruction/examinations differed from the students' native language.

<http://ibo.org/contentassets/629da4c8d872407198aa56ce2f8b5ab2/language-proficiency-final-report.pdf>

## **GLOBAL Language**

Conference Proceedings

Halic, O., Bergeron, L., Smith, A., & Kuvaeva, A. (2014, April). *Bilingual diploma: Global trends and predictors of attainment*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

Bilingual/Bicultural; International Education/Studies

This conference paper examined international patterns of awards of the International Baccalaureate Bilingual Diploma (BD). Using student data from 139 countries, the study explored relationships between student native language and other variables and the award of the BD between 2007 and 2012.

<http://www.aera.net/Publications/OnlinePaperRepository>

## **GLOBAL Pedagogy**

Journal Article

Van Oord, L. (2014). Peace education beyond the mission statement. *The International Schools Journal*, 34(1), 8-13.

Education; Peace; Learning; Nongovernmental organizations; Teachers; Children; Youth

This article focuses on building peace education that extends beyond the mission statements of international schools. The focus is on what peace education can look like and its pedagogical implications.

<https://johncatt.wordpress.com/2014/10/27/november-2014-issue-of-the-international-schools-journal-available-now/>

## **GLOBAL Performance**

Conference Proceedings

Bergeron, L., & Gordon, M. (2014, April). *Women in secondary STEM courses: Establishing a pipeline for success*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

Educational indicators; Statistics; Women; STEM

This conference paper uses data from the International Baccalaureate Diploma Programme to analyze male and female enrollment in STEM courses and their performance in higher level courses. Findings show that male students enroll more frequently in STEM subjects.

<http://www.aera.net/Publications/OnlinePaperRepository>

## **GLOBAL                      Postsecondary**

Journal Article

Hill, I., & Saxton, S. (2014). The International Baccalaureate (IB) Programme: An international gateway to higher education and beyond. *Higher Learning Research Communications*, 4(3), 42-52.

Higher Education; Students; Teaching; Learning; History education; Leadership; Pedagogy

This paper describes the origins of the International Baccalaureate and the core components of the International Baccalaureate Diploma Programme. The paper connects the DP outcomes with the skills sought by universities and the labor market. Data are drawn from a range of qualitative, longitudinal studies.

<http://journals.sfu.ca/liu/index.php/HLRC/article/view/123>

## **GLOBAL                      Programme impact**

Report

Rivera, C., Tressler, T. R., McCreadie, J., & Ballantyne, K. (2014). *Factors influencing students to earn a Bilingual Diploma*. Bethesda, MD, USA: International Baccalaureate Organization.

Bilingual Diploma; Multilingual; Academic performance

The IB commissioned this study to examine the implementation of the Bilingual Diploma (BD) in IB schools located in twelve countries. The Bilingual Diploma includes additional language requirements from the Standard Diploma offered in IB schools, so the importance of this study was to examine BD students' academic performance and the benefits, challenges and other factors affecting students' pursuit of a Bilingual Diploma.

<http://www.ibo.org/globalassets/publications/ib-research/dp/bilingual-diploma-final-report.pdf>

## **GLOBAL                      Technology**

Report

Drijvers, P., Monaghan, J., Thomas, M., & Trouche, L. (2014). *Use of technology in secondary mathematics*. The Hague, Netherlands: International Baccalaureate Organization.

Diploma Programme; Mathematics; Technology

This research study, commissioned by the IBO, examined the integration of technology into the mathematics curriculum of Diploma Programme schools in six countries-- Australia, England, France, The Netherlands, New Zealand and Singapore. The report provides insights into the use of technology into curriculum, the types of technologies most widely used in classrooms and the impact that it has on learning in secondary mathematics courses.

<http://www.ibo.org/contentassets/629da4c8d872407198aa56ce2f8b5ab2/technologyindpmathematicsfinalreport.pdf>

## **Middle Years Programme (MYP) and Diploma Programme**

### **AMERICAS      Language**

Conference Proceedings

Mayer, A., Aldana, U., & Gandara, P. (2014, April). *International Baccalaureate programs in schools serving Latino students: Transforming language capital into college capital*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

Achievement Gap, English Learner, Evidence Based Education

This research investigates how and why staff members at schools serving ethnically, racially, and linguistically diverse students decided to implement the International Baccalaureate Diploma Programme and IB Middle Years Programme. The study found that the teachers highly valued the bilingual language skills of their students and that the IB language requirements supported teachers in their development of these skills as they prepared students for college.

<http://www.aera.net/Publications/OnlinePaperRepository>

### **AP                      Pedagogy**

Journal Article

Pendergast, D., Dole, S., & Rentoule, D. (2014). Teacher dependent discourse patterns: Variations in student discourse roles in an International Baccalaureate school - a mathematics focus. *International Schools Journal*, 33(2), 16-25.

Curriculum; Mathematics; Teaching

This article focuses on a critical discourse analysis of student experiences in a Middle Years Programme and a Diploma Programme in an international school. Findings suggest inconsistencies in classroom discourse patterns between mathematics teachers and how teachers' individual pedagogical choices are central in determining student experiences.

<http://connection.ebscohost.com/c/articles/97103900/teacher-dependent-discourse-patterns-variations-student-discourse-roles-international-baccalaureate-school-mathematics-focus>



## **GLOBAL Performance**

Journal Article

Gordon, M., & Bergeron, L. (2014). The use of multilevel modeling and the level two residual file to explore the relationship between Middle Years Programme student performance and Diploma Programme student performance. *Social Science Research*, 50, 147-163.

Multilevel modeling; Unconditional error covariance; Conditional error covariance; Contextual effects; Reliability coefficients

This study examines multilevel modeling decisions and applications using data provided by the International Baccalaureate (IB). The research investigates the relationship between student performances in the Middle Years Programme and the Diploma Programme.

<http://www.sciencedirect.com/science/article/pii/S0049089X14002002>

## **Middle Years Programme (MYP)**

### **AEM Curriculum**

Dissertation/Thesis

Koponen, H. (2014). *Beyond Disciplines: An action research investigating how to plan, implement and reflect on an interdisciplinary unit with visual arts and physical education* (Master's thesis, Aalto University, Helsinki, Finland). Retrieved from <https://aaltodoc.aalto.fi/handle/123456789/14731>

Interdisciplinary; Multidisciplinary curriculum; Art education; Physical education; Action research

In this Master's thesis, the author, a teacher in the IB Middle Years' Programme at the International School of Helsinki, examined the process of how teachers create an interdisciplinary unit. Action research in this study centered on the implementation of an interdisciplinary unit in art education and physical education.

<http://urn.fi/URN:NBN:fi:aalto-201412233259>

### **AEM Inquiry**

Book Chapter

Tims, H. (2014). MYP next chapter: Support for inquiry in the classroom. In *Культура Образования [The Culture of Education]* (pp. 13-22). Perm, Russia: Ministry of Education and Science of Perm Region.

Assessment; Inquiry; Disciplinary understanding

This article explored student inquiry and meaningful learning. Different characteristics of both are developed with a particular focus on the new pre-publication of the Middle Years Programme (MYP) "From principles to practice." The article argues that the MYP unit planning process can become limited to a theoretical exercise if inquiry is not understood sufficiently.

[http://pspu.ru/upload/pages/8309/sbornik\\_statej\\_ASHMB-2014.pdf#page=14](http://pspu.ru/upload/pages/8309/sbornik_statej_ASHMB-2014.pdf#page=14)

## **AEM**                      **Programme impact**

Report

Stevenson, H., Thomson, P., & Fox, S. (2014). *IB Middle Years Programme in the UK: Implementation practices and student outcomes associated with the Learner Profile attribute 'Open-Minded'*. Bethesda, MD, USA: International Baccalaureate Organization.

Learner profile; Open-mindedness

Using a mixed methods approach, the focus of this research is to explore the open-mindedness of Middle Years Programme students in the UK. Six schools participated (five IB schools and one non-IB school). Data were generated from 672 student questionnaires, observations, and 88 student and staff interviews. Findings show the complexity of the concept of open-mindedness, particularly in how it is enacted.

<http://www.ibo.org/globalassets/publications/ib-research/myp/openminded-report-en.pdf>

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

Report

Brodie, T. (2014). *Creativity, action and service in the International Baccalaureate Diploma Programme for students, teachers and schools*. Bethesda, MD, USA: International Baccalaureate Organization.

CAS; International Baccalaureate Diploma Programme; Reflection; Extra-curricular activities; CAS outcomes; Student views/perceptions; Service Learning

This report examined the perceptions of students and staff of the CAS programme in 10 European schools. These schools were public, private, boarding and day schools. Each offered Diploma Programmes. Data were drawn from questionnaires, interviews, and focus groups. Findings suggested that while pupils enjoyed CAS activities and the outcomes were challenging, there was a lack of reflective learning.

<http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/finalexecutivesummaryandappendices.pdf>

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

Report

Gibb, S. (June 2014). *The Coordination of the Middle Years Programme in smaller international schools*. Bethesda, MD, USA: International Baccalaureate Organization.

Program implementation; Small schools

This study focused on coordinator's strategies for implementing the Middle Years Programme (MYP) in small-size international schools (less than 100 students) in Norway. Data were drawn from four interviews and one case study. Findings suggest that the restricted physical and human resources in smaller schools challenges MYP coordination.

[http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/exec.summary-final\\_000.pdf](http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/exec.summary-final_000.pdf)

## **AMERICAS Curriculum**

Journal Article

Estrada, P. (2014). English learner curricular streams in four middle schools: Triage in the trenches. *The Urban Review*, 46(4), 535-573. doi:10.1007/s11256-014-0276-7

English language learners; Middle school; Curricular streams; English language development; Access to core curricula; reclassification

This study examines the implementation of English language development (ELD) programs at four middle schools, including one International Baccalaureate school. The study provides a comparative analysis of many factors, including access to ELD instruction and emphasis on English language proficiency versus core curricular content.

<http://link.springer.com/article/10.1007%2Fs11256-014-0276-7>

## **AMERICAS Leadership**

Dissertation/Thesis

Johnson, S. (2014). *A case study of how an International Baccalaureate Middle Years Programme and leadership synergistically promoted student learning and school success* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3642375)

Education, MYP, Innovation, Innovative international education, International education, Educational leadership, Higher education

This case study examines the International Baccalaureate Middle Years Programme (MYP) in a middle school in the state of Georgia. The study investigated how the MYP affected students' academic performance, cognitive development, and global literacy. The influence of leadership in school success was also examined.

<http://dissexpress.umi.com/dxweb/search.html>

## **AMERICAS Technology**

Dissertation/Thesis

Newman, A. (2014). *Teaching middle school students to level-up: A formative evaluation of integrating technology into secondary education* (Master's project report). Retrieved from <http://www.sjsu.edu/anthropology/docs/projectfolder/Newman-Anne-project.pdf>

Integrative learning; Applications; Technology; Video games

This report explores the implementation of an integrative learning application at an International Baccalaureate middle school. The application, "Level Up," aims to incorporate technology and video games into learning.

<http://www.sjsu.edu/anthropology/docs/projectfolder/Newman-Anne-project.pdf>

## **AP Language**

Journal Article

Sniedze-Gregory, S. (2014). How on earth do we cater for every language? Transforming IB language policy into practice. *IB Journal of Teaching Practice*, 2(2), 1-13.

Language Policy; Second language acquisition; Mother tongue; Middle Years Programme

This article investigates the IB language policy, which requires students to study a minimum of two-languages. The specific population of focus in this project was Australian schools that implement the IB Middle Years' Programme. The project found that schools, as well as students, face challenges adhering to IB language requirements.

<https://xmltwo.ibo.org/journal/index.php/ibjoftp/article/view/110>

## **AP Pedagogy**

Journal Article

Lum, C., Stromberg, D., & Xueyan, Y. (2014). Struggle as pedagogical approach: A Singaporean case study of a composition class in IB (International Baccalaureate) Year 5. *Research Studies in Music Education*, 36(2), 231-244. doi:10.1177/1321103X14546817

Music education; Composition; Musical process; Ownership; Reflection; Struggle

This qualitative study focuses on music artist-teacher's approaches and practices in teaching Year 5 International Baccalaureate in a specialized arts school in Singapore. Data were collected by observation and interviews with teachers and students. Findings show the importance of the concept of "struggle" in composition.

<http://rsm.sagepub.com/content/early/2014/08/12/1321103X14546817>

## **AP Programme impact**

Report

Skrzypiec, G., Askeel-Williams, H., Slee, P., & Rudzinski, A. (2014). *International Baccalaureate Middle Years Programme: Student social-emotional well-being and school success practices*. Bethesda, MD, USA: International Baccalaureate Organization.

Middle Years Programme (MYP); Social-emotional well-being

This mixed method study focuses on the well-being (social, emotional, psychological) of International Baccalaureate Middle Years Programme students in Australia. Findings suggest that more than half of the students have a strong sense of well-being as well as a positive outlook and emotional state. Findings also show that female students, aged 14-16, had the lowest scores on several measures of well-being.

<http://www.ibo.org/globalassets/publications/ib-research/myp/socialemotionalfinalreport.pdf>

## **GLOBAL Assessment**

## Journal Article

Hughes, C. (2014a). A critical analysis of the International Baccalaureate's Middle Years Programme assessment design with particular focus on feedback. *Journal of Research in International Education*, 13(3), 203-217. doi:10.1177/1475240914550783

Assessment; Competence; Performance

This article explores the tension between the International Baccalaureate Middle Years Programme's focus on creativity, critical thinking, and international-mindedness with its competence-driven assessment model.

<http://jri.sagepub.com/content/13/3/203>

## **GLOBAL Leadership**

## Dissertation/Thesis

Toohar-Hancock, O. (2014). *Links among distributed leadership in IBMYP schools, program coordinators' role clarity, and professional self-efficacy* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3620855)

Education; Distributed leadership; Professional self-efficacy; Role clarity; Educational leadership

This dissertation explored the relationship between formal instructional leaders and coordinators in International Baccalaureate Middle Years Programmes. Using mixed methods, findings suggested that coordinators' professional self-efficacy and clarity of roles would improve through formal instructional leaders' commitment to distributed leadership.

<http://gradworks.umi.com/36/20/3620855.html>

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

### **AEM Inquiry**

## Journal Article

Bacon, K., & Matthews, P. (2014). Inquiry-based learning with young learners: A Peirce-based model employed to critique a unit of inquiry on maps and mapping. *Irish Educational Studies*, 33(4), 351-365. doi:10.1080/03323315.2014.983303

Inquiry-based learning; Pedagogical practice; Classroom discourse; Community of inquiry; Semiotics

This paper explores inquiry-based learning in the International Baccalaureate Primary Years Programme, examining C.S. Peirce's ideas of semiotics, reasoning and community of inquiry.

<http://www.tandfonline.com/doi/full/10.1080/03323315.2014.983303#.VJHhx2TF-Nw>

### **AEM Standards alignment**

## Journal Article

Orlandina, I. B. A., & Elena, M. (2014). From "learning about" to "learning to be" in the national curriculum for primary schools. *Procedia-Social and Behavioral Sciences*, 127, 204-208. doi:10.1016/j.sbspro.2014.03.241

Personal development; Values; Attitudes; Curriculum; Primary school; Strategies

This paper focuses on the development of attitudes and values in young students as well as the implementation of the Romanian curriculum for Personal Development. Data were drawn from a case study of a Romanian school implementing the Primary Years Programme.

<http://www.sciencedirect.com/science/article/pii/S1877042814023325>

## AMERICAS Inquiry

## Conference Proceedings

Coopersmith, S. (2014, April). *Elementary teachers using inquiry-oriented practices in one-way language immersion: Challenges and opportunities in the Midwest*. Paper Presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA, USA.

Inquiry-based teaching; Language immersion

This case study of an IB educational context examined how elementary school teachers understood inquiry-based teaching and how they implemented it in their teaching practices. The research was carried out at two language immersion International Baccalaureate candidate schools.

<http://www.aera.net/Publications/OnlinePaperRepository>

## AMERICAS Inquiry

## Dissertation/Thesis

Haddock, L. (2014). *A comparison of teacher's beliefs of the use of inquiry teaching, origin of knowledge of inquiry teaching, and student achievement between International Baccalaureate and non-International Baccalaureate Primary Years Programme Schools* (Doctoral dissertation). Retrieved from

<http://digitalcollections.net.ucf.edu/cdm/ref/collection/ETD/id/6282>

Inquiry-based learning; Pedagogical practice; Student achievement

This dissertation discusses how inquiry-based methods became a part of the philosophy of the International Baccalaureate Primary Years Programme. The author reviews the results of research that examine how inquiry-based methods impact student development.

<http://digitalcollections.net.ucf.edu/cdm/ref/collection/ETD/id/6282>

## AP Assessment

## Report

Kean, B. (2014). *Developing formative assessment strategies in the Primary Years Programme*. Bethesda, MD, USA: International Baccalaureate Organization. Retrieved from

<http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/keanexcutivesummary.pdf>

Formative assessment; Assessment strategies

This study examined teachers' knowledge and understanding of formative assessment in a Primary Years Programme school in Hong Kong. The author used action research strategies to investigate the role that different assessment strategies play in developing effective learning and teaching in the PYP classroom.

<http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/keanexcutivesummary.pdf>

## **AP Leadership**

Journal Article

Darcy, B. (2014). Collegiality, action research and innovation. *Leadership in Focus*, (33), 2-4.

School environment; Educational sociology; Classroom environment; Teacher-student relationships

Written by a veteran principal, the article discusses how to create classroom culture within school premises to maintain collegiality. He mentions that the development of culture is an emerging challenge among schools. The article focuses specifically on the Primary Years Programme's focus on teamwork and whole school approaches to programme planning.

<http://connection.ebscohost.com/c/articles/99326476/collegiality-action-research-innovation>

## **AP Programme impact**

Report

Campbell, C., Chittleborough, G., Jobling, W., Tytler, R., & Doig, B. (2014). *Science literacy in the International Baccalaureate Primary Years Programme (PYP): NAP-SL outcomes*. Bethesda, MD, USA: International Baccalaureate Organization.

Science literacy; Primary Years Programme; Schools; Australia

This report details a research project that assessed the science literacy of students in the Primary Years Programme (PYP) in Australian schools. Data were drawn from the National Sample Assessment in Science Literacy 2012, which was administered to Year 6 students across 10 schools. Findings showed that PYP students performed higher than the national average. Findings also showed that government PYP schools outperformed non-government PYP schools and urban schools outperformed rural schools.

[http://www.ibo.org/globalassets/publications/ib-research/ibnapsl\\_report\\_final\\_000.pdf](http://www.ibo.org/globalassets/publications/ib-research/ibnapsl_report_final_000.pdf)

## **AP Programme impact**

Report

Gough, A., Sharpley, B., Vander Pal, M. S., & Griffiths, M. M. (2014). *The International Baccalaureate Primary Years Programme (PYP) in Victorian government primary schools, Australia*. Bethesda, MD, USA: International Baccalaureate Organization.

PYP implementation; student outcomes; pedagogical practice; school culture; Victoria; Australia

The focus of this research study, which was commissioned by the IBO, was on thirteen primary schools in Australia that implemented the IB Primary Years Programme (PYP). Mixed research methods were used to investigate the impact that implementing the PYP had on student outcomes and school culture.

<http://ibo.org/globalassets/publications/ib-research/pyp/pypinaustraliafinalreport.pdf>

## **AP Programme impact**

Report

Morrissey, A., Rouse, E., Doig, B., Chao, E., & Moss, J. (2014). *Early years education in the Primary Years Programme (PYP): Implementation strategies and programme outcomes*. Bethesda, MD, USA: International Baccalaureate Organization.

Preschool; Learning environment; Curriculum; Singapore; Melbourne; Australia

This research study, commissioned by the IBO, investigated early years (3-6 years) education in the Primary Years Programme. Researchers for the study evaluated the learning environments and curriculum frameworks in four early years programmes--two in Singapore and two in Melbourne, Australia.

<http://ibo.org/globalassets/publications/ib-research/pyp/pypearlyyearsfinalreport.pdf>

## **AP School transition**

Book

Ledger, S., Vidovich, L., & O'Donoghue, T. (2014a). *Global to local curriculum policy processes: The enactment of the International Baccalaureate in remote international schools*. New York, NY, USA: Springer.

Curriculum; Curriculum policy

This book examines the International Baccalaureate Primary Years Programme and the dynamics of curriculum policy processes, including adoption, production, and enactment. The book describes a study of three international and remote schools in Indonesia, exploring the relationship between the two characteristics of international and remote.

<http://www.springer.com/education+%26+language/book/978-3-319-08761-0>

## **GLOBAL Assessment**

Report

Harlen, W., & Johnson, S. (2014). *A review of current thinking and practices in assessment in relation to the Primary Years Programme*. The Hague, Netherlands: International Baccalaureate Organization.

Assessment; PYP curriculum



The IBO commissioned this research study to investigate formative and summative assessment practices within the Primary Years Programme (PYP). The report also examined the PYP assessment framework against the larger educational context of 21st century primary education.

<http://www.ibo.org/contentassets/2470e1b3d2dc4b8281649bc45b52a00f/assessmentinthepypfinalreport.pdf>

## **GLOBAL            Language**

Journal Article

Lebreton, M. (2014). Additional language teaching within the International Baccalaureate Primary Years Programme: A comparative study. *Journal of Research in International Education*, 13(1), 3-18. doi:10.1177/1475240914521346

Inquiry-based learning; International education; Learning

This study focuses on the International Baccalaureate Primary Years Programme (PYP) and the role of additional language instruction. The study examines how additional languages are taught in the PYP, including the frequency of lessons. The author examines the perceptions of community members on the role and placement of additional language teaching.

<http://jri.sagepub.com/content/early/2014/02/27/1475240914521346>