



Online Learning and the IBO

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1. Background to the project
2. Recent initiatives
3. Diploma Programme Online pilot
4. Next steps
5. Progress so far
6. How to become involved



(Columbia University College Online)





1. Background

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George Walker, IBNA Regional Conference, 2005

"Under the present model the IB will remain a dream for the majority of young people and their parents...The present structure is institutionally-bound, expensive and exclusive in the very simple sense that it excludes far more than it can ever admit."

"I do not underestimate the challenge of fulfilling the IBO mission statement 'at a distance' but ... it must be capable of achievement through more than one learning medium."





1. Background

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IBO Strategic Plan, April 2004

"Make use of innovative technology including e-learning. . . so that we can offer opportunities to students and teachers who are limited by resource, time or geography."

IBO **From Growth to Access**, September 2006

"Develop an online version of the IB Diploma Programme that can both support delivery in existing IB World Schools but also reach out to completely new communities of students that cannot physically attend an IB World School."

Quality must not be compromised.



2. Recent initiatives

- 2003—2006 - online workshops for new MYP teachers on Areas of Interaction and Curriculum Development, developed and offered through Virtual High School (<http://www.govhs.org>)
- 2005 & 2006 - online workshops for teachers e.g. the extended essay in history and in computer science
- 2005 & 2006 - online training for examiners e.g. maths, biology
- 2004 - 2006: economics SL studied online by students in the USA and Latin America



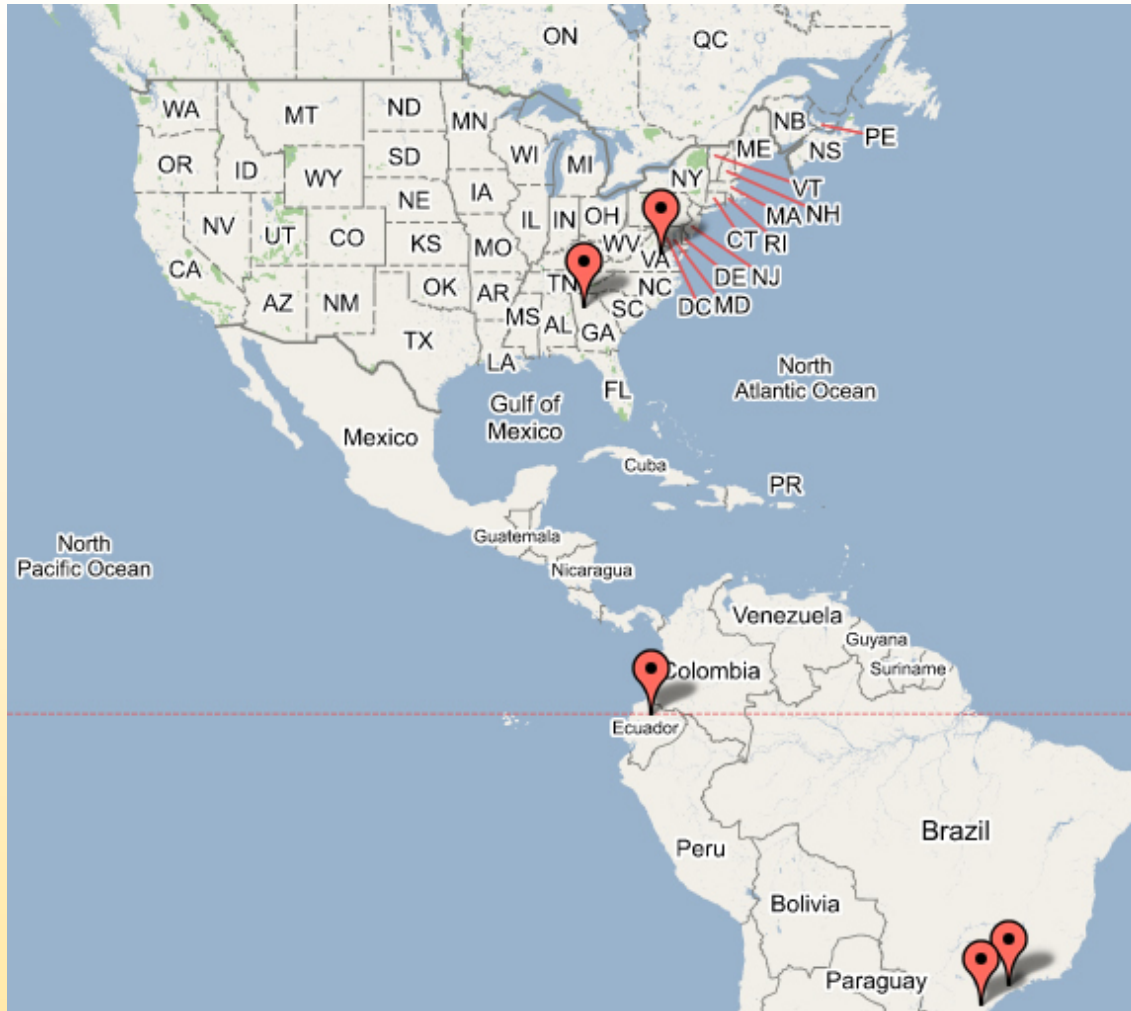
2. Recent initiatives: online economics trial ⁶

- Economics SL studied online by 11 students in four IB Schools
- Schools did not offer economics - only way students could take this subject
- Course developed and taught by Shawn Horst at Graded School, Sao Paulo
- Other partner - Virtual High School
- Started Sept 2004 and students took exams in May 2006
- All passed - mean grade 6.0
- Project evaluated by Susan Lowes - Institute for Learning Technologies, Columbia University





2. Recent initiatives: online economics trial ⁷



Patrick Henry HS
Atlanta IS

Academia Cotopaxi

Graded School
Curitiba IS

Created using YourGMap - <http://www.yourgmap.com/>



Online economics students, May 2006

"Having a global class...people would tend to look at the situation from their personal background."

"Having students from different countries allowed for greater diversity and sharing of ideas."

"Growing up American, I sometimes see events very differently than people from other countries would. It was a breath of fresh air to hear differentiating points of view."



(Open University Communications Group)

3. Diploma Programme (DP) Online Pilot

Success of economics trial acts as stepping stone to DP Online pilot project

- Opportunity - rationale, demand, timing
- Approach to pilot
- Model for online provision
- Key questions

Why explore online options?

1. Consistent with the strategic plan

Aim: To transcend traditional geographical limitations in order to create opportunities to broaden access and enrich the educational experience of the DP through online learning

2. The IBO needs to remain current

"...eLearning is a further step towards realising the vision of technology serving lifelong learning...strategic relevance to the modernization of Europe's education and training systems."

European Commission eLearning initiative, 2005



Why explore
online options?

Is there
demand?

"... strong evidence that demand exists and that the IB program would reach greater numbers of students who because of geographic disparity or other circumstances do not permit attendance to conventional school environments or simply do not have access to these programs because of lack of resource."

Rosina Smith, Executive Director, Alberta Online Consortium

"I am a huge advocate of online learning as a way to increase access to IB and AP programs for all students."

**Susan Patrick, CEO North American Council of Online Learning,
formerly Director of Ed Tech, US Dept of Education**



Why explore
online option?

Is there
demand?

E-mail responses to September *IB World* article on the project:

"... delighted that this may finally come to fruition...discussed by heads of small IBO schools for many years. At every training I have attended ... stress the challenges that the IBO program presents for small schools and the enormous costs involved in delivering a quality program to students."

Sharon Sperry, Director, International School of Estonia



Why explore
online options?

Is there
demand?

"We are very excited about the pilot... We are a relatively small school and have not been able to offer the range of courses that we would like due to our numbers limitations. Trying to offer rich, exciting programmes for them has always been a challenge."

Ron Snyder, International School of Bratislava

"... As we seek to give our students a broader understanding of their responsibility as global citizens, we often find ourselves too isolated to bring the reality of circumstances to them. This venture would provide a greater opportunity to bring the world together by introducing students on opposite sides of the globe to one another."

Stewart Roberson, Superintendent, Hanover County Public Schools



Why explore
online option?

Is there
demand?

Of the 377 schools that have responded so far to the recent online survey about the pilot:

- < 5% think it is **not** important for the IBO to explore how the DP can be delivered online
- < 9% do **not** see this as a way of increasing course offerings
- < 3% think online courses will **not** expand access to the DP to students outside their schools

“...enabling more students to experience and benefit from an IB education regardless of personal circumstances”



Right thing for
the IBO to do?

Is there
demand?

Why now?

1. We can learn from 10 years of experience of early adopters
2. Technology is maturing, more widely available and reliable
3. We can build on current and recent IBO online initiatives
4. Potential to break new ground by placing emphasis on building a community of learners.

The screenshot displays a web browser window titled "Workshop leader collaboration area - IBO". The browser's address bar shows a URL: `http://occ.ibo.org/ibis/occ/colab/index.cfm?UserName=paul&RoomCode=ruth&RoomPassword=ruth&submit=`. The browser's bookmark bar includes "IBO Home Page", "Staff Intranet", "Google Search...", "Virgin Holidays...", "Cultural Dimen...", and "Online".

The main content area is a collaboration interface with a large empty text box on the left. On the right, there are three video feeds for participants: Lee, paul, and another participant. Below the video feeds is a "Page navigation" section with buttons for "Export Word", "Export Powerpoint", "New page", and "Delete page".

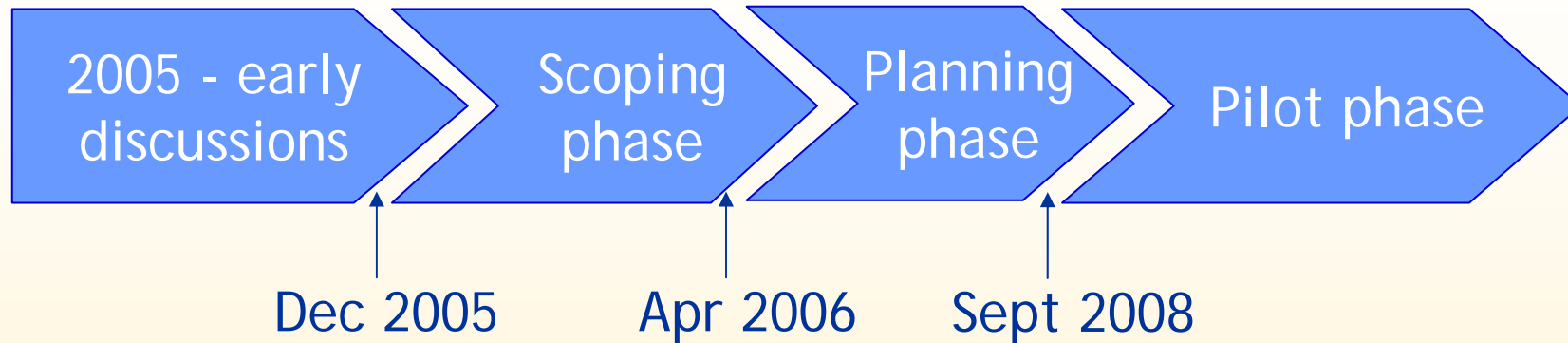
The "Communication area" is divided into two sections: "Participants online" and "Messages".

- Participants online:** Lee, Ruth, paul
- Messages:**
 - Lee: I've increased the sound recording
 - Lee: I'll try a couple of other settings
 - Ruth: But be careful, I can hear you...
 - Ruth: I can hear Lee but not Paul
 - Lee: Ruth, how are you doing? need any help?
 - Ruth: Matt is here trying to fix the sound...
 - Ruth: We may have to go to headphones and mike...but then I'm not sure that Liz and I can share
 - Lee: Try all settings both on the Flash module and your computer
 - Ruth: She'll be here shortly, I was just setting up
 - Lee: Matt, try right-clicking on the window and go to settings on the mic
 - Ruth: You are now frozen...or sitting very still

At the bottom of the communication area, there is a "Participant colour" dropdown menu and a text input field containing "Hello" with a "Post" button. A "QuickCam" window is open in the bottom right corner, showing a "Face Tracking" interface with directional arrows and a "Send Audio/Video" button.

The browser's status bar at the bottom indicates "Document: Done (1,375 secs)".





Scoping phase:

- Business, operational and academic issues related to offering DP courses online were explored
- Internal and external stakeholders consulted
- Advice sought from those working in online learning

Proposal for a **pilot** project approved by Council of Foundation in April 2006.



Model for online provision

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We will:

- extend our existing models of authorization and **licensing**
- collaborate with existing IB World Schools

and

- collaborate with new IB Open World Schools and new IB World Communities
- work with online course providers



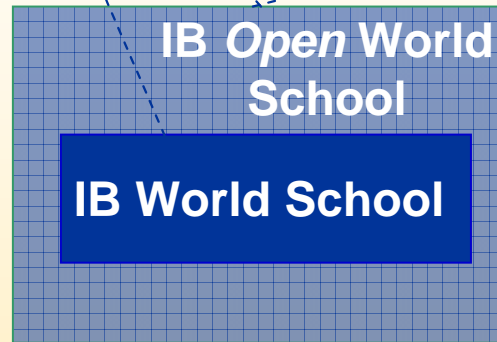


Model for online provision

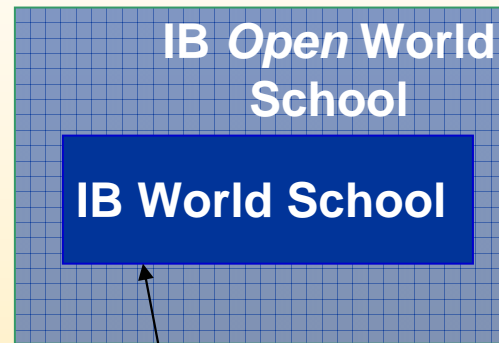
Opportunity for existing
IB students **on** campus

Opportunity for new students
beyond the campus

Coordinate and
administer
school
community.
Provide face-to-
face teaching.



Coordinate and administer school community. Provide face-to-face teaching.

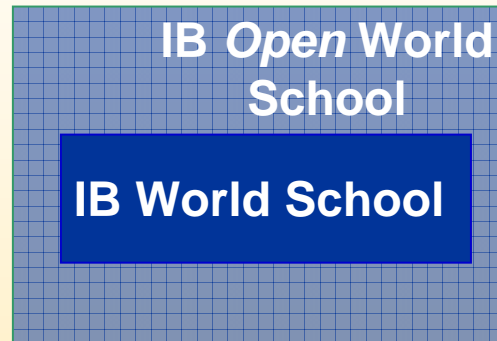


authorizes authorizes

Authorizes schools



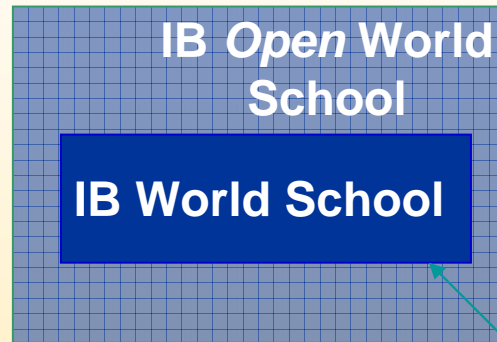
Coordinate and administer school community. Provide face-to-face teaching.



Authorizes schools, licenses providers



Coordinate and administer school community. Provide face-to-face teaching.



teach

teach

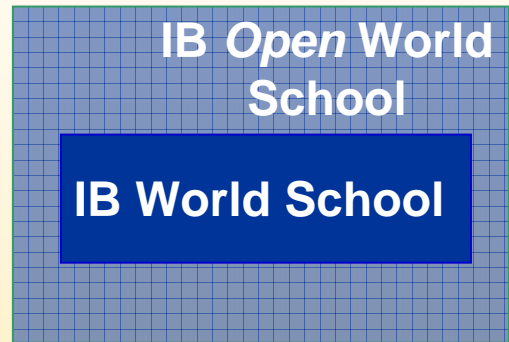
Authorizes schools, licenses providers



Develop & teach IB online courses



Coordinate and administer school community. Provide face-to-face teaching.



collaborate

IB World Community

authorizes

teach

Authorizes schools & communities, licenses providers

IBO

Course Providers

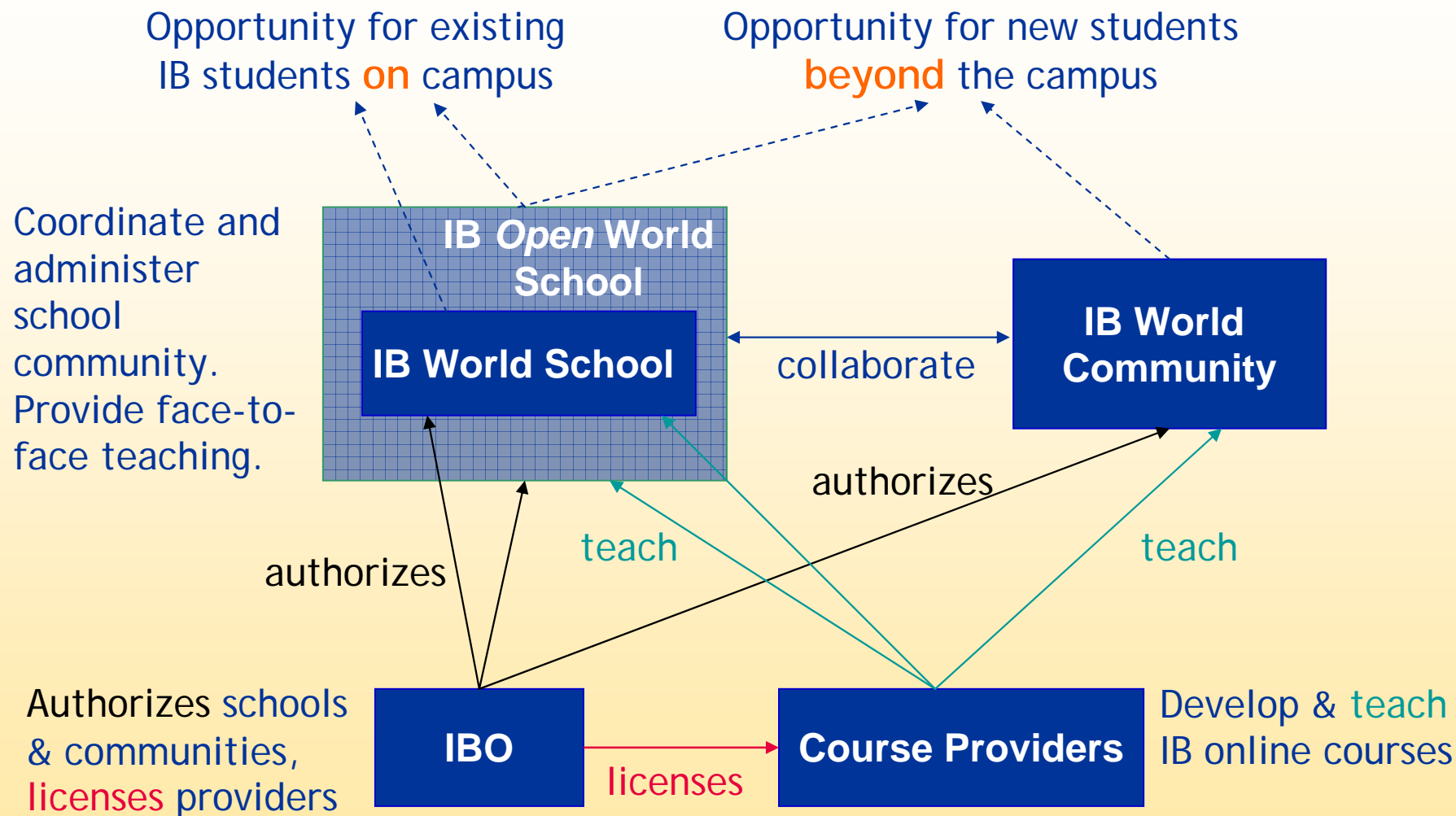
Develop & teach IB online courses



What is an IB World Community?

1. An organization supporting a substantial group of students who have a need for a Diploma level of education, but who cannot physically attend an IB World School.
 - International athletes
 - A partner school in the developing world
 - Long-term hospital patients
 - Etc
2. A community always works in partnership with an IB World School

Model for online provision



What is an IB
World Community?

How do IB World
Schools benefit?

1. Able to extend the course choices for existing students:
 - Where demand is small
 - Where it is difficult to recruit at teacher
2. Able to use online learning to support the traditional classroom
3. Able to broaden and enhance the school by linking its students with other students in different countries/regions

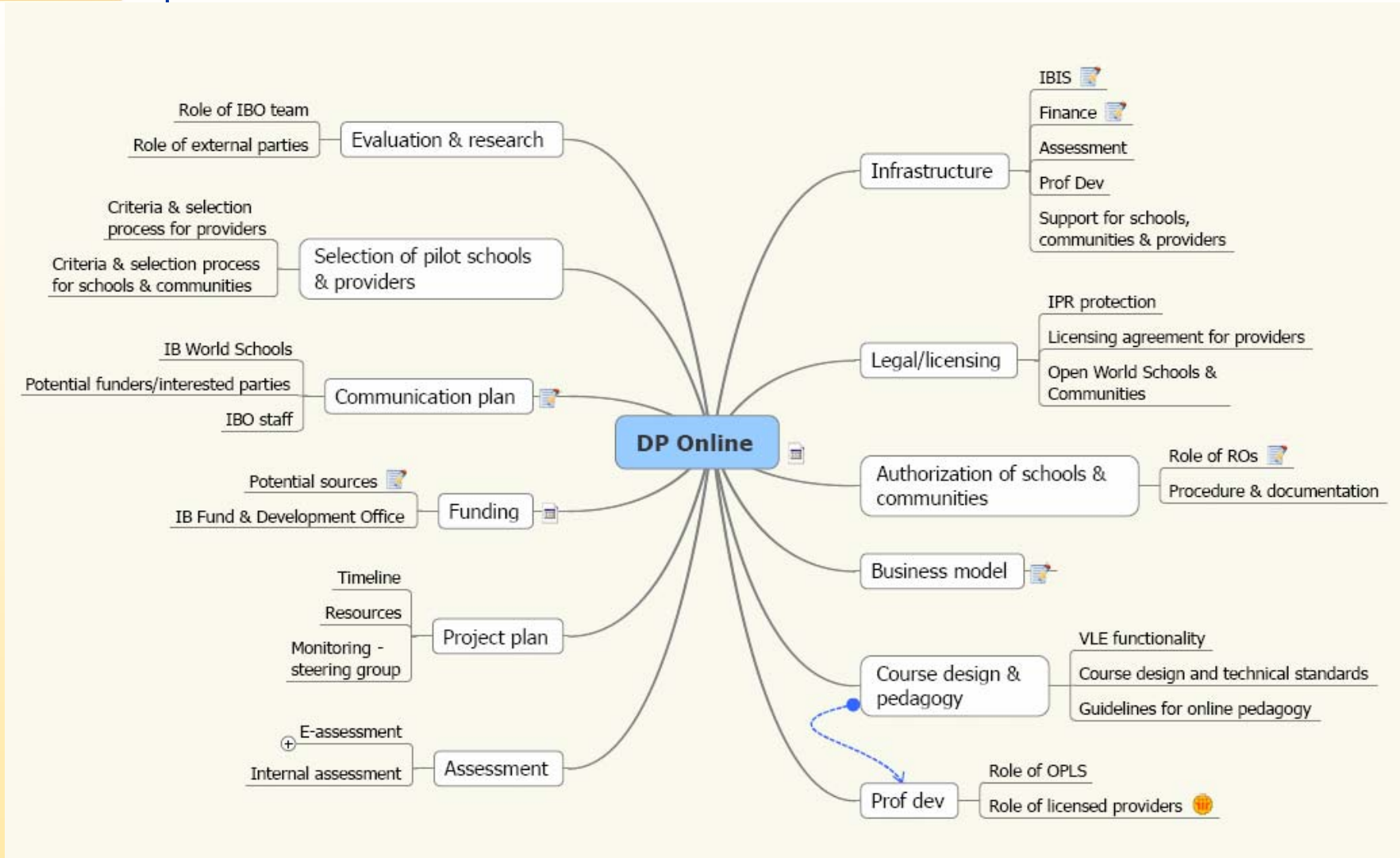
What is an IB
World Community?

How do IB World
Schools benefit?

How do we capture
"IBness"?

1. By always involving an IB World School as part of any community
2. By ensuring that online learners are part of a community
3. By using current IB standards and approaches as the touchstone for the development of online guidelines
4. By seeking out ways in which the technology can enhance the DP experience

4. Next steps



4. Next steps - funding

How will the pilot be funded?

Possible sources include:

- A contribution from the IBO
- Inward investment grants
- Sponsorship
- Philanthropy
- Fees from participants

4. Next steps – what will be offered?

How will the pilot be funded?

Start date & what will be offered?

- Planning and preparation 2006 - 2008
- Teaching will (*hopefully*) commence September 2008
- Four-year teaching pilot, 2008 - 2012
- At least one course in each hexagon group, ToK and online support for CAS and the EE
- Start with 3 or 4 courses developed for Sept 2008
- Trial all DP elements and offer full Diploma *after* pilot

Contingent on securing funding!



4. Next steps – management of the pilot

How will the pilot be funded?

Start date & what will be offered?

How will it be managed?

- A team at IBCA in collaboration with others across the IBO
- Extensive evaluation component
- Collaboration with pilot schools, communities and providers, including some in the developing world
- Student numbers will be limited to < 500 to minimize risk

5. Progress so far

How will the pilot be funded?

Sources to include:

- A contribution from the IBO - \$200,000 USD
- Inward investment grants - conversations with government agency in Australia
- Sponsorship - MOU established with IF Education
- Philanthropy - Assistance from IBO's Development Director
- Fees from participants - to be determined

A business model will soon be available for interested parties

5. Progress so far

How will the pilot be funded?

Start date & what will be offered?

- Planning and preparation - developing business and programme plans, drafting selection criteria and standards for the pilot
- Teaching will commence September 2008 - exploring possible continuation of economics SL course in Sept 07
- Start with 3 or 4 courses developed for Sept 2008 - selection in part will be based on information from the online survey

Still contingent on securing funding!

5. Progress so far

How will the pilot be funded?

Start date & what will be offered?

How will it be managed?

- Managed by a team at IBCA - steering group and planning team in place
- Collaboration with pilot schools, communities and providers, - gathering information from potential course providers
- Student numbers will be limited to < 500 to minimize risk - initial survey results indicate that there is likely to be significant student interest

6. How you can be involved

- Respond to the online survey - deadline 21 October
- Email dp.online@ibo.org indicating your interest
- Discuss the project with your colleagues and direct any questions to dp.online@ibo.org
- As Andrea Lucard mentioned, share information on any potential project funders - all donations gratefully received!



Thank you

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Thank you for your attention!

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