

Quality and Research in the IB

Overview of Research within the Schools Division

Quality and Research in the IB

IB research within the schools division focuses on two main priorities, validation of our programmes and evaluation of the quality of services. Research on programme validation aims to provide data on the performance of IB schools and students throughout the world in order to understand the impact of our programmes on schools and students. In evaluating the quality of our services, the research division monitors and evaluates quality on a regular basis in order to be confident that schools receive the necessary support from IB and to provide recommendations for the improvement of such services.

Programme Validation

Projects within programme validation investigate the impact of IB programmes and seek to understand the value of an IB education by identifying the qualities and characteristics that distinguish IB schools and IB students. Some studies are conducted internally by the IB research department, while others are done in collaboration with or by universities or external research organizations.

The types of questions to be addressed are the following (not limited to):

- *Learner Profile.* To what extent do students exhibit characteristics described in the learner profile? To what extent do a school's philosophy, structures and systems, and curriculum and units of work enable students to develop into the learner described in the profile?
- *Student Performance.* What does the academic experience and performance of IB students look like? How does the academic experience and achievement of IB students compare to their non-IB peers? Are IB students academically engaged and motivated?
- *Programme Implementation.* What is the impact of the implementation of an IB programme on a school? How does the school change as a result of the implementation of an IB programme? What are successful strategies in the implementation of IB programmes?
- *Standards.* How do IB standards compare with various national and state systems? Do IB standards compare favourably to nations, provinces and states with very strong academic standards for what students should know and learn? How well do IB standards prepare students for post-secondary success? Where are the opportunities for broader recognition of the IB as the result of the standards alignment and analysis?

Evaluation of our Services

In evaluating services that the IB provides, research in the schools division focuses on measuring and evaluating the quality of the services that schools receive from the IB and their satisfaction with these services. To accomplish this, several approaches are employed including, but not limited to, the implementation of quality assurance frameworks and the determination of school satisfaction measures. The types of questions investigated in evaluating IB services include the following:

- *Quality Assurance.* Are we meeting our objectives for quality in the delivery of our programmes and services? Are the processes to support the delivery of services effective in meeting our objectives? Do the services provided by the IB support successful implementation of an IB programme? How can we improve the quality and effectiveness of our services?
- *School Satisfaction.* How do our stakeholders rate the quality of our services? Are they satisfied, and where can we improve what we are doing to make their experience with the IB more positive while maintaining high quality educational programmes?