

*The perception and practice of
Creativity, Action and Service
in the International
Baccalaureate Diploma
Programme for students,
teachers and schools.*

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Abstract.

This study investigated students, school and staff perceptions of the CAS programme being offered in ten schools across Europe. School types varied and represented different Diploma Programme school styles including public and private schools, boarding and day schools. Investigations were undertaken via questionnaire (n=241), structured interview (n=20) and structured focus group (n=15).

Among the conclusions were that pupils enjoyed CAS activities and that the CAS outcomes were challenging but appropriate. The intended goal of reflection, however, was failing to be appreciated or developed.

Key words;

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

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The Eight CAS Learning Outcomes;

Increased awareness of their own strengths and areas for growth

Undertaken new challenges

Planned and initiated activities

Worked collaboratively with others

Shown perseverance and commitment

Engaged with issues of global importance

Considered ethical implication of actions

Developed new skills

Introduction

Creativity, action, service (CAS) is at the heart of the [International Baccalaureate] Diploma Programme [DP]. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme.

Creativity, action, service guide, p.3, IBO, 2008.

CAS has undertaken various guises during the history of the Diploma Programme (DP). It began as an arts course and evolved quickly into a compulsory element of the DP that covered the three areas of creativity, action and service (Hill, 2010). This was due to the influence of Atlantic college and especially the ideas of Kurt Hahn regarding the education of the whole person, rather than a purely academic education.

“It is a sin of the soul to force young people into opinions – indoctrination is of the devil – but it is culpable neglect not to impel young people into experiences”. Kurt Hahn

Readers who are interested in the history of CAS are recommended to review Hill (2010, especially Chapter VII) and Peters (1987).

Due to this foundational ethos, students studying the DP must show that they have completed the requirements of the CAS programme. Otherwise, even if they have excellent academic scores, they will not be granted a diploma. In its most recent form, published in 2008 and applying to all students graduating from 2010 onward, the CAS requirement has shifted away from an hourly requirement (this had previously been expressed as a minimum of 150 hours) to a requirement of students to show that they have reached eight learning outcomes (see above). It was envisioned by the authors of the current CAS guide (2008) that the way in which students would show that they had reached these outcomes would mostly be through harnessing the power of reflection (J. Cannings, personal correspondence).

The purpose of CAS is summarized excellently in the current CAS guide,

“CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme.”

Creativity, action, service guide, p.3, IBO, 2008.

CAS is therefore undertaken by in excess of 113, 000 students per year and growing (IB Statistical Bulletin, 2012). Although not quite unique, it is a somewhat different area of education than that addressed by most teacher education, which tends to be subject specific. It is one of the three core elements of the DP, along with the theory of knowledge (TOK) course and the production of an extended essay (EE). The core is therefore the key aspect of the DP that distinguishes it from other educational programmes. The purpose of this research project was to address the lack of research knowledge on the subject of CAS. This is especially true with regard to the views of students who are currently undertaking the DP and its most current (2008) guidance and regulations. It is hoped that this research will assist policy makers within the IB, school administrators, and teachers with responsibility for CAS to improve DP students' CAS experiences, and to assess how well the practical application of CAS in the studied schools meets the stated goals of the IB DP.

This article will continue by concisely considering the work of other authors in this area, and explaining in brief the methodology for this project, describing the data, presenting analysis of the data and concluding with what can be drawn for the above-mentioned stakeholders.

Literature review

In reviewing the scarce available literature on CAS, the author is indebted to Boyd Roberts and Mary Hayden. Roberts spent an enjoyable day with the author, discussing the subject and sharing resources as Roberts prepared, and then shared, his literature review for the IB CAS review, initiated in August 2011. Hayden, who among her other assistance, arranged access to the Bath university library, where the majority of international education master's degree manuscripts are held.

The main literature regarding CAS is produced by the IBO itself. This includes guides for CAS coordinators and for DP coordinators and the recent publication of the excellent book by Cannings, Money and Piaggio; CAS illustrated. There are also many mentions, case studies and self-selected anecdotes of CAS activities, especially service orientated ones, in the IB World Magazine and on the Global Engage website. There is much research writing on service learning, or "extra curricula activities" in general, however, for the purpose of this research study there are only three studies that the author has been able to review related directly to the IB CAS programme. These are now presented in chronological order.

Kulundu (1998) republished as Kulundu and Hayden (2002a, 2002b); Creativity, Action, Service (CAS) Activities as Part of the IB Diploma Programme: A Case Study.

This study used questionnaire and focus group discussions and interviews with teachers acting as CAS supervisors in one school. Its findings included statistical analysis of who gained from the activities, with the majority believing it benefited themselves and others. The conclusions recommended better planning ideas and better implementation suggestions. This study was limited to one school and was based on the previous CAS guidelines, which measured CAS success through the completion 150 hours of activity. The current study will build on much of the good work of this resource, using the same questionnaire techniques updated to reflect the new guidance.

Cambridge and Simandiraki (2005 and 2006); Interactive Intergenerational learning in the context of CAS in the IB Diploma Programme: A UK case study.

This research project, which ran from May 2003 to December 2004, investigated the intergenerational activities performed in schools undertaking CAS and the associated learning benefits. It began with telephone inquiries with the majority of UK IB World Schools and was followed up with four study schools, which the researchers visited to conduct semi-structured interviews with students and CAS coordinators. Perceptions of age, disability, the local community and social inclusion were shown to have changed through the CAS projects. Links were made to stages of Kolb's (1984) learning cycle, Bloom's (1956) learning domain, and Kaplan's (2001) types of intergenerational interaction. These links are perhaps not relevant for this study; however a further conclusion came from the analysis of reflective journals. As this extract from p.360 illustrates,

"Most students reported that they do keep records of one sort or another, usually intended to help them to reflect, but documentation (both in paperwork and in style of recording) varied across schools. Some students found keeping records limiting, repetitive and time

consuming, although others found that it helped them to focus on specific tasks. One issue for consideration here is whether programme evaluation is concentrated on actual reflection by the student or on documentation by the school. Most agreed that keeping a journal involves personal, private expression of opinions. It can also be quite varied, so it can be difficult to follow particular guidelines or writing frames. **In other words, there is a concern that the students see meticulous documentation as detracting from their experience,** [my emphasis] especially when they are reporting on a friendship. As one student put it, 'Sometimes I think I shouldn't even be counting this for CAS'."

Mann (2009); an investigation into the effectiveness of a CAS programme [a case study] (school name removed). Unpublished MA dissertation available from Bristol University Library.

This study used interviews techniques in order to generate a questionnaire that was then analyzed using critical theory to see if an individual school's CAS programme was meeting the aims of the CAS programme as interpreted by the author based on the then current guidance (IBO CAS guide, 1996). It also aimed to identify if any difference in effectiveness was due to gender or race. The conclusions of the study were that the CAS programme had little statistical impact on attitudes of students. The research methodology of this study has some significant shortcomings due to the timescale available for it. Despite this generalized conclusion the students who had completed the CAS programme were overall positive about the experience and felt that they had learnt new skills. Areas were identified for improvement, including overcoming sexism and racism and the small number of students who found the experience disagreeable. This was a very small scale study, questionnaires were issued to 39 students in the DP1 year and 35 in the DP2 year, yet certainly informed the research methodology for this study building on its strengths and adapting where necessary.

Of these studies presented two (Kulundu and Hayden, Mann) were small scale case studies considering one school, both of which were investigating CAS programmes designed to meet the previous (1996) guidance that was based on a completion of 150 hours of activities. The other had greater focus on intergenerational learning and learning benefits but still identified an issue with record keeping or reflection. This will therefore be the first academic study to consider the most recent (2008) CAS guidelines and the first to investigate these in more than one school focusing on student perceptions.

Methodology

15 schools were initially selected based on the somewhat random rationale of locations that the researcher could reach easily and contacted by letter with a request to take part in this study, in September 2011. The assistance to the study provided by the Jeff Thompson Research Award gave it additional legitimacy. These letters were followed up with phone calls and emails. Eventually ten schools agreed to a research visit. Schools were in general very helpful if the author was able to reach the correct person, normally the CAS coordinator, many seeing it as a good opportunity to stop and reflect on their CAS provision.

School visits generally lasted one intense day, including; a semi-structured interview with the CAS coordinator, 25 minutes, (Appendix A) and the DP coordinator, 25 minutes, (Appendix B); a short period of time, normally around 10 minutes, with 2nd Year DP students to undertake the student questionnaire (Appendix C, D and E); and a longer period of time with one or more 2nd Year DP student focus groups, 20-40 minutes (Appendix F and G). It had initially been hoped to collect teacher questionnaires from all DP2 teachers (Appendix H) but the return on these was too minimal for consideration. All these methods had previously been piloted and adapted.

Data were collected from DP2 students only, as they were felt to have had sufficient experience of CAS to be able to accurately comment and assess. Visits took place between November 2011 and February 2012.

Student questionnaires provided the densest quantitative data. These were designed using a five point Likert-type scale (Likert, 1932). Thirty questions were presented that covered 13 topics using the reverse score question technique. There was additionally a space for comment that provided some interesting responses (Appendix E). The scales were then coded into number scores varying from one to five, with the highest score representing a positive outcome for the programme. This allowed for more numerical data analysis (Appendix D).

Table 1; Student questionnaire extract and coding

1	I enjoy CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	Coding	5	4	3	2	1
13	I do not enjoy CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	Coding	1	2	3	4	5

Focus groups consisted of the researcher and a group of between 3-10 DP2 students. The script that is visible at the top of appendix F was followed, which was aimed to address any reactionary issues from the students. The researcher found that students in focus groups were more than willing to be critical of themselves, the schools' CAS programmes and the design of CAS in general. They certainly appeared to be brutally honest (full transcripts available in Appendix G).

Data description

Summaries of detailed data in appendices

School summaries

Table 2; School funding

Private	6
State	3
Government funded with parental contribution	1

Table 3; School location

Norway	3
UK	6
Switzerland	1

Table 4; Years as DP school

2 (first cohort)	2
2<n<5	3
n>5	5

Table 5; School type boarding or day

Boarding	4
Day	6

241 completed student questionnaires were processed (Appendix C, D and E).

15 focus groups were undertaken and transcribed (Appendix F and G).

9 semi-structured interviews with CAS and DP coordinators were completed (Appendix A and B).

The number of DP2 pupils in each school cohort varied from 10 to 60.

The study therefore provided a great deal of detailed data. Of the five data sources, four will be analyzed in the next section, with the staff questionnaires (Appendix H) disregarded due to lack of return. It could be hypothesized that this could be symptomatic of the lack of priority given to CAS in many schools and the great many demands on the time of DP teachers.

Since this study was undertaken the author has been made aware that the IB collects its own data via a CAS coordinator questionnaire and CAS monitoring by IB school services, particularly the CASPQs forms. These could provide a mine of data for future research. Although they only record the details provided by CAS coordinators to the IB and could therefore be open to some reactivity issues.

Analysis

The four data streams will now be considered in turn.

DP coordinator interviews (Appendix B)

These interviews gave a short introduction to each school's understanding of CAS. The DP coordinators or principals that the researcher met with were able to talk in general terms of the "importance" (100% agreed it was important) of CAS to the programme or to educating the whole child and many (5 from 10, 50%) highlighted its importance to university application forms. Eight out of ten (80%) had no strong opinion on their own staff's feelings towards CAS activities, although one believed that the academic staff felt negatively towards these activities, as they took away from class time, and one felt that the staff felt positively towards CAS. Interestingly the one that felt positively came from the school with the most highly integrated CAS programme – a school where service was truly a part of the school vision and mission.

What was reinforced for the researcher is that DP coordinators generally had only basic knowledge of CAS – it cemented the impression that CAS has been compartmentalized into "someone's job" not "everyone's job". This someone is often the CAS coordinator.

Reflection had only been considered across the entire DP in one school – and in fact this was being developed as a school wide (age 11-18) programme to improve learning and achievement.

Only one DP coordinator (10%) felt that the students understood the link between academic subjects and CAS and this was based on a specific example.

Only two DP coordinators seemed to have more in-depth knowledge of CAS. These coordinators had had been involved in their own CAS projects and activities, which were substantial overseas projects. These DP coordinators could speak in more glowing terms about the building of student relationships and seeing more in individual students.

The conclusion drawn from this data set by the researcher was that CAS has become "*compartmentalized*"; it is seen as a requirement that must be completed not as a cohesive element of the programme.

CAS coordinator interviews (Appendix A)

The CAS coordinator interviews were a valuable part of this process for the researcher and the CAS coordinators. Although all of the CAS coordinators were exceedingly busy people they happily took the time to meet with the researcher and appreciated having the opportunity to express their thoughts and to talk to someone in a professional capacity about the importance of their roles.

The interviews firstly affirmed that CAS activities are undertaken in a variety of different ways and are all individual to the schools themselves. These varied from the boarding schools that provided a menu of activities to choose from to public day schools who expected pupils to find their own activities to show they had met the requirements.

Outcomes were monitored using a variety of techniques. Electronically was by far the most popular, with the Manage Bac system being used by 60% of the schools. The second most popular method

was on paper using journal methods and worksheets kept in a ring binder (30%). The last school relied on interviews and extended reflection essays work.

The key difficulty encountered by CAS coordinators was lack of time to do the job. This included time for administration and monitoring tasks and time with the pupils to encourage, discuss and monitor. This was identified by 70% of the respondents. The second most common difficulty identified was a feeling of isolation. This was implied by the author to be misunderstanding of the phrase “CAS team”. Coordinators and their colleagues identified CAS as “their job only”. They then became isolated as the only professional in the school with an understanding and responsibility for CAS.

Reflection was a concern for 40% of applicants who would like to develop it more but were unsure how to do so. After the interview many respondents enjoyed discussing ideas for this. All of the CAS coordinators were happy with the outcomes and felt that they were sufficiently demanding – although several highlighted the apparent duplication in some of the outcomes, for example Developing New Skills and Undertaking New Activities. No CAS coordinator felt that a specific link was made in their school between the CAS programme and the academic subjects.

These interviews provided further evidence for the “*compartmentalization*” of the CAS programme. The concerns of the CAS coordinators over lack of time and lack of guidance were almost universal. The CAS coordinators felt that they had an important job to do but were not sure how to do it correctly or sufficiently. The overriding impression the author gained is that they were doing a very good job in providing opportunities or experiences but perhaps over emphasising the need for written reflection, this was reinforced by the students themselves.

Student questionnaires (Appendix C)

Quantitative data was generated from the student questionnaires. This was designed to investigate thirteen areas; the 8 learning outcomes (page 1), enjoyment, reflection, time concerns, the link to academic subjects and perceived change in attitude. In addition an area was provided for comments.

Overall, from the 241 respondents to the 30 questions 60% of responses were categorized as positive (coded as 4 or 5) towards the goals of the CAS programmes participated in. 25% of responses were negative (coded 1 or 2) and the remaining 15% were uncertain (coded 3).

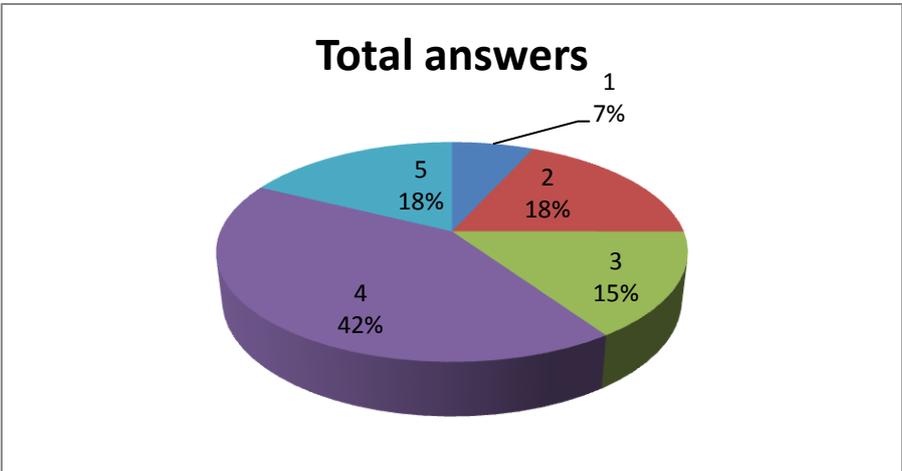


Figure 1

The following table rates the respondents feeling towards the learning outcomes, each learning outcome was tested with two questions on the same questionnaire.

Table 6: Learning outcome questionnaire responses in both questions.

Learning Outcome	Question (Appendix C)	Positive	Negative	Unsure
Increased awareness of their own strengths and areas for growth	3	59	22	19
	11	60	26	14
Undertaken new challenges	7	85	11	4
	18	87	7	6
Planned and initiated activities	2	76	12	12
	8	58	22	20
Worked collaboratively with others	9	20	68	12
	15	97	0	3
Shown perseverance and commitment	10	81	11	8
	20	84	8	8
Engaged with issues of global importance	12	65	21	14
	19	63	20	17
Considered ethical implication of actions	23	47	31	22
	26	47	29	24
Developed new skills	21	72	9	9
	25	89	10	11

The first aspect to discuss is how similar the repeated responses are for the different questions, indicating a high level of accuracy. With the exception of question 9 which will be discussed at the end of this section the responses are within 5 percentage points of each other. The researcher considers this is an appropriate range for this size of sample.

The second point to consider is how well the respondents feel they are meeting the learning outcomes as measured by this questionnaire. The highest scores are related to those CAS outcomes that are perhaps more easily identified and concrete, i.e. developing new skills, showing perseverance and commitment and undertaking new challenges (in addition to working with others for one question). All score above 70% for positive results in this survey, indicating that the respondents feel that they are reaching these outcomes.

The remaining outcomes (awareness of strengths and areas for improvement, global importance and ethical implications), although still showing far more positive than negative responses, relate to outcomes that perhaps require a greater degree of engagement, guidance and reflection in order for students to realise that this outcome has been met. Planning and initiating activities is a CAS outcome that also requires a higher effort from the DP candidate – it is an outcome that it is not possible to achieve if you are participating in a CAS activity in which you are under the complete control or direction of an adult or other person.

The large discrepancy concerning questions 9 and 15 and the CAS outcome of working collaboratively with others was initially taken to be a methodological error by the researcher. However, on reflection it highlights two issues. One is that the students responding to the questionnaire have been exposed continuously to anti-plagiarism notices and literature. They must sign their names to indicate on at least 10 occasions that their work is their own during their studies. Therefore, there may have been some confusion with question nine "I have completed my CAS activities on my own". However, respondents did recognize (97% q15) that "In CAS I have worked with other people". However, it could also identify that perhaps insufficient time is given towards promoting the advantages of teamwork across the curriculum and within CAS activities.

The questions designed to measure whether or not DP students enjoyed the CAS activities (Q1 and Q13, Figure 2) they undertook scored very positively. 78% of responses were positive with only 10% negative.

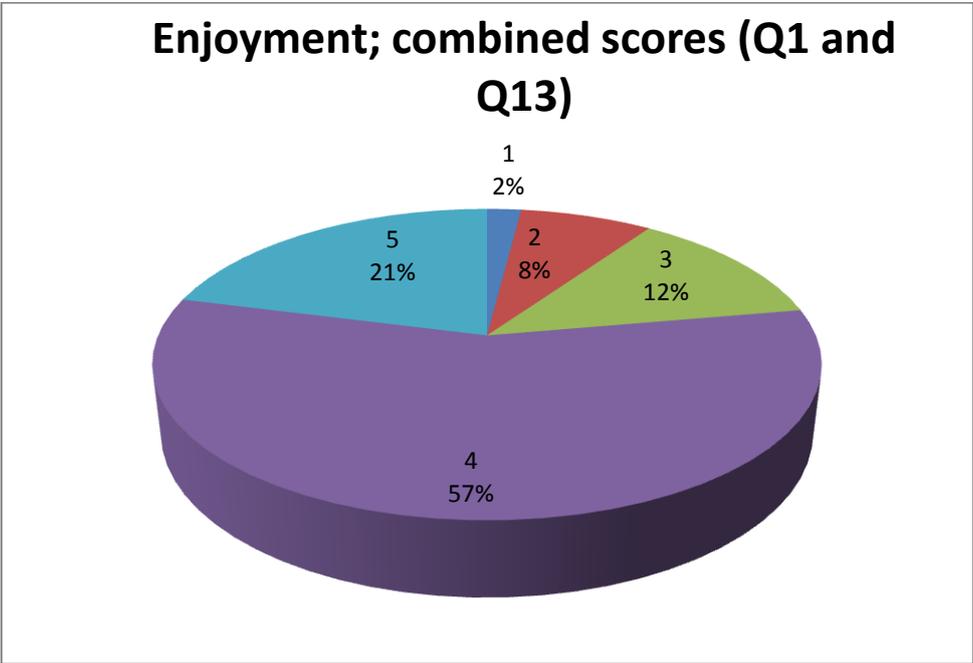


Figure 2

The questions designed to measure the impact of reflection (Q4, Q14, Q16 and Q27, Figure 3) on the students scored far less well. Only 45% of responses were positive and 38% were negative. The researcher suspects that there were significant variances between schools; this, however, requires more detailed analysis. Far more qualitative data was generated in the comments section of the questionnaire and student focus groups regarding reflection, which will be discussed in subsequent pages.

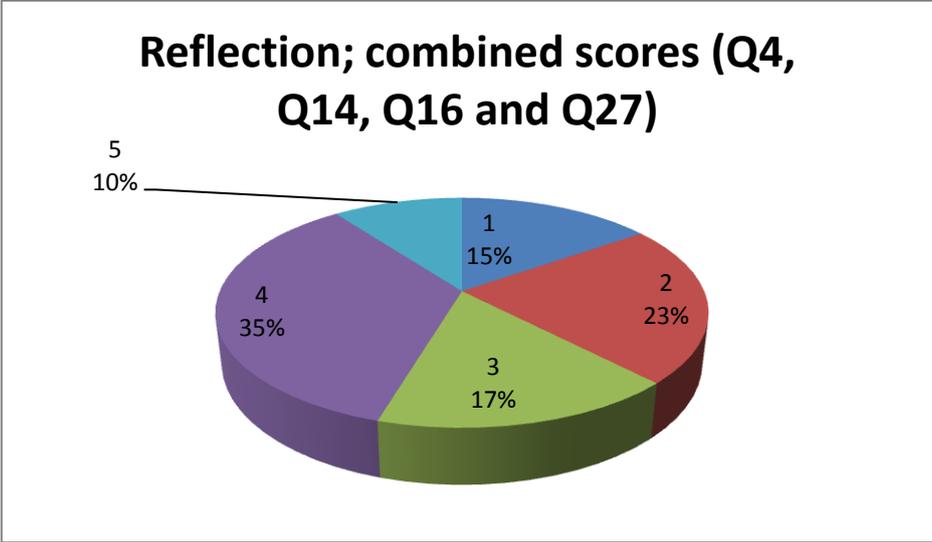


Figure 3

Whether or not the students considered CAS activities a valuable use of their time and whether or not they would continue with them after they met the “requirements” was another factor that the researcher suspects varied between schools (Figure 4). However, overall only 50% of responses were positive, suggesting that not as many pupils as hoped for valued the time spent and the activities undertaken sufficiently to continue them after they had met the DP requirements.

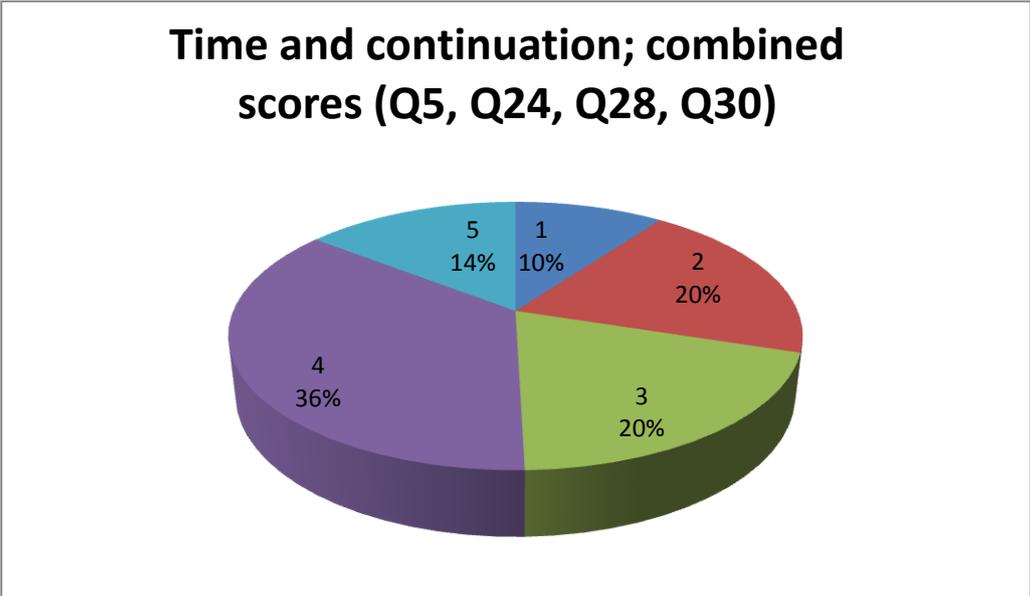


Figure 4

Whether students themselves identified the link between their academic subjects and their CAS activities (Figure 5) scored positively at 40% - however, 20% of responses were “Don’t know”, and 40% were negative. This finding again suggests the compartmentalization of the Diploma Programme components and highlights a significant area for development across all of the schools.

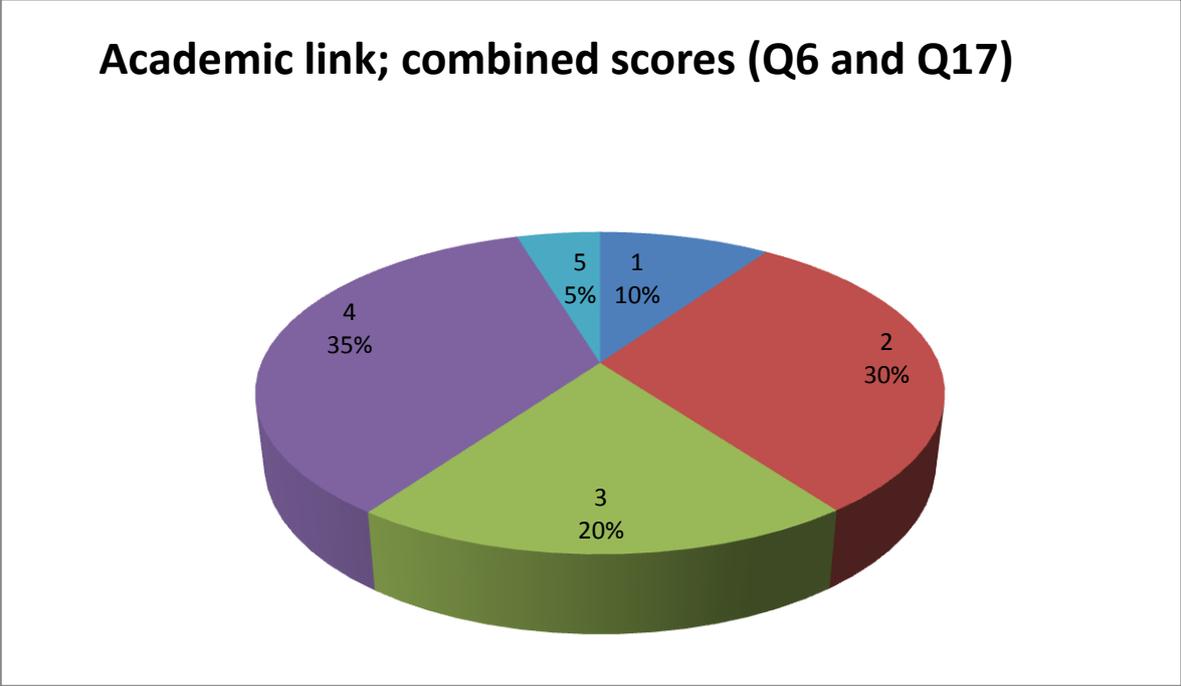


Figure 5

The questions concerning change in attitude (Q22 and Q29, Figure 6) recorded a 39% positive response and a 37% negative response with 24% of responses being “Don’t know”. Whether or not pupils attitudes changed due to CAS could depend on a multitude of factors, including what their initial attitude was and what activities they undertook as part of their individualised programme. This factor would benefit from further research.

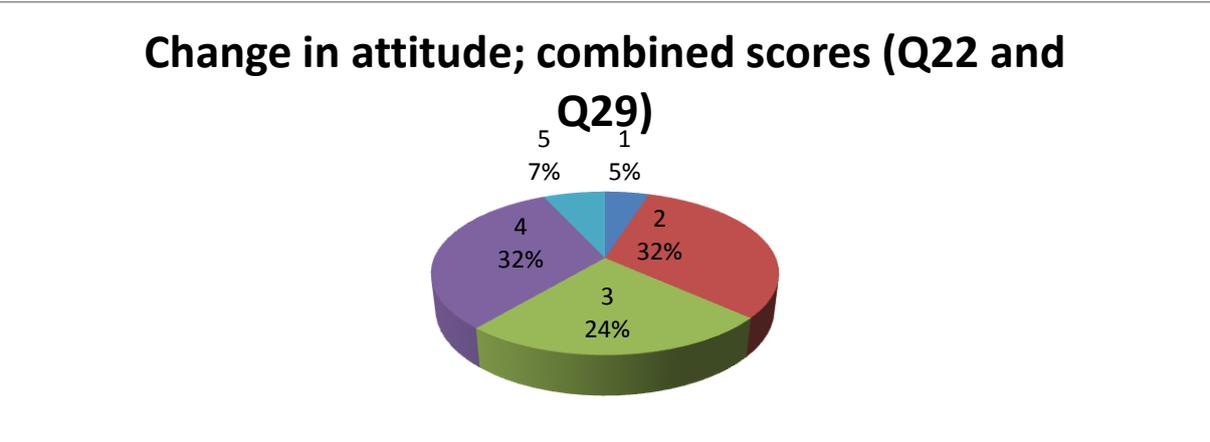


Figure 6

To conclude the analysis of the questionnaire responses, students appear to value and enjoy their CAS activities. They recognize that they are achieving the majority of the learning outcomes, although some more readily than others. They appear unsure as to the value of reflection, doubt that

the activities change their attitudes and do not fully appreciate the link between their academic subjects and their CAS activities. The quantitative data indicates what areas a school can look to focus on if they wish to add value to their CAS provision. This is reinforced further by the comments collected via the CAS questionnaires and the student focus groups.

Questionnaire Comments (Appendix D)

From 241 completed questionnaires, 87 DP students (36%) took the time to add a comment in the space provided at the end of the questionnaire. The questionnaire (Appendix C) provided a prompt to many of these comments.

These 87 comments were categorized into negative, positive or balanced (including both positive and negative observations). When that is done 40 (46%) are purely negative, 16 (18%) are purely positive and 30 (34%) are somewhat balanced. The majority of the negative observations relate to the process of reflection or the loss of study time. The process of reflection is by far the greatest written complaint in this comments box. Some examples include:

“It is annoying to write reflection about small things, as a small fundraiser does not change your attitudes in life” (K8, Appendix D).

These comments highlighted further the concerns about reflection, the ways in which reflection is presented to the students and the requirements that are placed upon them by CAS coordinators. The overall picture of reflection beginning to emerge is of an activity that is forced upon students with little explanation, feedback, or clarification. It quickly becomes a chore for the students and an imposition on their time. This was not the goal of reflection; it was supposed to add to an activity and help students to realise what they had or were achieving, not subtract from an experience by imposing paperwork. This was summarized in the 2008 guide by the quote from Kolb,

“[Experiential] learning is the process whereby knowledge is created through the transformation of experience.” Kolb (1984) quoted in CAS guide, 2008, IBO

There is, however, wide variation between schools regarding these comments, which the researcher believes replicates the way in which CAS activities and reflection is presented to students and valued by a school ethos. School R only provided positive comments including:

“I really enjoy all of my CAS activities & I like that my extra-curricular activities count towards my diploma” (R7, Appendix D)

Overall, this is the clearest implication for schools and CAS coordinators to be wary of the role of reflection, and to teach and encourage it in many different forms. This was further reinforced by the student focus groups.

Student Focus groups (Appendix F and G)

The researcher very much enjoyed meeting and talking with the DP students from ten different schools while completing this project. These meetings allowed the students the opportunity to develop their opinions in an open forum with someone who was genuinely interested in their opinions. Once they had been reassured about the purpose and impact of the research (see script Appendix F), all of the groups appeared to be honest and candid with their thoughts. They exhibited the DP goal of being critical thinkers – and they were not shy in being critical of the programme as it had been presented to them and their schools.

Using a structured interview focus group technique allowed the groups to develop detail to their answers and to have this meeting as a formative, or reflective, activity in itself. Therefore, it was beneficial both for the researcher and the respondents. Again, there were quite distinct differences between the responses that were likely due to the way the CAS programmes are presented as well as the ethos of the school communities. This is something that most certainly calls for further investigation if the spirit of CAS is not to be lost in the implementation on the ground.

Considering the seven questions in turn:

What does CAS mean to you? The majority of the responses to this question were negative – with a focus on the imposition of more targets, writing tasks, reflection and the necessity of completion in order to gain the diploma.

For example:

“Paperwork, ticking box, opportunity to record what I already do.” (Appendix G, C school).

To the researcher this mirrors his own experience of CAS in schools. Unfortunately, the majority of interaction with students regarding CAS is negative. The role of CAS coordinators or CAS advisors becomes one of cajoling and imposing onto students the need for what is described as reflection. This occurs without the normal (in our other classes) counterbalance of reward, congratulation and positive affirmation. This is, the researcher believes, partly due to the burden we place on the students to report – yet it is described as reflection, something that is poorly understood and taught, in many schools.

Is reflection an important part of CAS? Again, the majority of the responses were negative. Although the more developed students did recognize that reflection served an important function. Many students appeared to consider reflection to be a synonym for recording, which, as already discussed, was not the intention of its role in CAS. There were many instances of students admitting that they just undertook record keeping/reflection in order to keep their supervisor happy and did not undertake the process with any seriousness. This was often due to time pressure from other demands that the student considered more important.

For example:

“Important part of CAS but not important. Reflections make me a good bull shitter!”
(Appendix G, K School).

The third, fourth and fifth questions concerned **the relevance of the CAS learning outcomes** (see previously) for the students (Appendix F). The chosen outcomes varied widely (Appendix G) but there were not significant outcomes highlighted or dissatisfaction with the outcomes *per se* from the students. The two that were highlighted as the most challenging were “consider the ethical implications of actions” and “engaged with issues of global importance”. This was to some extent expected. It is felt by the researcher, and the IB (personal correspondence), that just because an outcome is challenging for a student it does not mean it is not worthwhile. The majority of the students felt that the outcomes were worthwhile – especially when it came to structuring their reflection or recording. From School L (Appendix G):

“Like a guideline. A motivation; to continue and to get started. Without it you could go to fitness and not gain as much, skills and awareness. Helpful when reflecting”.

So the outcomes were generally considered beneficial, although varying ones were felt more difficult to achieve by the students.

The sixth question, “**Do you think CAS is important? Why?**” was almost always answered positively. Students recognized the value of the activities they undertook, if not always the reflection on them, and gave a variety of reasons as to its importance. Identified were as a break from study, as a way to grow as a person, to distinguish one-self from others, to aid university applications or simply to gain the Diploma. This was a significant and valuable answer that reinforces the questionnaire enjoyment response. Students do like CAS and what it gives them – and recognize its importance. The most significant focus group response for the researcher was given at school B:

Student A “We’re developing as a whole person. What people are looking for, for jobs, and university.”

Student B “Yes but it’s what you want to be achieving for yourself.”

The seventh and final question “**If you could adapt CAS in one way what would it be?**” generated a variety of responses that mirrored debates regarding the value of CAS and the necessity of reflection as an activity that have been outlined before in previous CAS discussions. For example, giving academic credit for CAS activities or reducing the necessity of recording and reflecting. These suggestions have been considered at various levels and in various forums before (for example OCC forums and Curriculum review meetings).

Conclusion

The project has allowed the author to quantify and qualify observations regarding CAS programmes from students, staff and schools that will be fed into the IB review process and influence the guidance of CAS in the future.

The research suggests that CAS coordinators work very hard, are very busy, feel over-burdened and often alone – CAS has become one person’s job to ensure that “conditions” are met. The result is that there can be a tendency to overburden the students with reflection requests, which leads to narration rather than true reflection. This was not the goal of the guidance.

Students enjoy undertaking their CAS activities for a variety of reasons. Some recognize the value of reflection but most see it as an additional administrative burden on top of a demanding academic load. The suspicion is that most of the interaction they have with supervisors or coordinators regarding reflection or recording is negative. Reflection has therefore become an action that detracts from the experience although it was intended to add value to it.

Therefore, the author is able to recommend the following courses of action for schools and the CAS curriculum review committee:

- Clearer guidance is required for students on when and how to reflect. This needs to be communicated to the coordinators and the schools. A greater team effort and understanding of CAS goals and outcomes would benefit this. CAS must be understood by all Diploma teachers if students are to gain the greatest benefit from it.
- Schools should carefully select the leader in this area – choose someone with an affinity for, understanding of, and enthusiasm for holistic education. Have them undertake training in the specifics of CAS.
- Make time for CAS, both for activities and for reflection. For staff training and understanding. For student activities and staff feedback. Encourage both students and supervisors to reflect and give feedback, to become involved or immersed in activities.
- Teach the skill of reflection. Be creative in using different modes of reflection – do not make it a chore but a communication and reflection tool. A tool which students can utilize in all areas of their study.
- Develop links between academic subjects and CAS, between TOK and CAS. Students will gain more from their programmes if they can see the coherence in their programme and not compartmentalize their educational experience.
- Imbed CAS activities in the school culture by showing staff and leadership enthusiasm for it.
- Train all staff as to the rationale and purpose of CAS, how it can connect to their academic subject, and encourage them to become involved in a programme in whatever ways are possible for their school.
- Celebrate achievements in CAS.
- Be flexible in the programme and the activities – remember the first principals of CAS.
- Be active in dispelling CAS coordinator isolation. Encourage coordinators to attend or create an area group that can meet regularly or at the very least to utilize the OCC discussion board function.

This project has created a great deal of data from the 10 schools that has only been analyzed in general terms. The clearest opportunity would be to investigate further which schools were meeting the goals of CAS most successfully and why, allowing best practices to be shared with the community.

This research project was limited to Europe and other areas of the world may have different perceptions or experiences of the CAS programme.

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List of Appendices;

Appendix A; Semi-structured interview with the CAS coordinator script

Appendix B; Semi-structured interview with DP coordinator script

Appendix C ; Student questionnaire

Appendix D ; Student questionnaire comments

Appendix E ; Student questionnaire results charts

Appendix F ; DP2 focus groups script

Appendix G ; DP2 focus groups combined answers

Appendix H ; Teacher questionnaires

Appendix A; *Semi-structured interview with the designated CAS coordinator.*

Thank you for taking the time to see me. This interview will aim to investigate the practice of CAS in the your school, i.e. how do you do CAS. Please remember this exercise is non-judgmental. There are a wide range of ways to administer and run a CAS programme and all are acceptable. I do not work for the IB and any contribution you give will not be shared under your schools name. In fact I am hoping that you may tell me something you do well that can be shared to improve practice elsewhere.

- What ways are CAS opportunities provided by the school?
- When during the week are pupils expected to complete CAS activities?
- Are teachers expected to provide CAS activities? Which teachers.
- If so, how and what support they are given?
- In what ways are the pupil's completion of CAS goals are monitored?
- What difficulties do you encounter in your CAS provision?
- In what ways are reflection developed in the school or the CAS programme?
- Do you consider that the learning outcomes suitable, over demanding, or not sufficiently demanding. Why is that? Which? (show card)
- Is there any specific link made between the CAS programme and the academic subjects?
- Thank you once again. Once I have collated the students and staff responses I will send them to you to consider. Thank you for taking the time and for being a CAS coordinator.

Appendix B; Semi-structured interview with the school principal /IB Coordinator

Thank you for taking the time to see me. This interview will aim to investigate your perceptions on CAS in your school. Please remember this exercise is non-judgmental. There is a wide range of ways to administer and run a CAS programme and all are acceptable. I do not work for the IB and any contribution you give will not be shared under your schools name. In fact I am hoping that I may discover something your school does well that can be shared to improve practice elsewhere.

What does CAS mean to you?

How does CAS fit into your whole school philosophy?

How do IBDP staff feel about CAS do you think?

Do you believe that CAS is an important part of the IB DP curriculum? Is so why, if not why not.

What role does reflection play in your School, the IB DP programme and in CAS activities in particular?

Do you feel that there is a link made by the students between their academic subjects and the activities that they undertake in CAS through real-life experiences?

Thank you once again. Once I have collated the students and staff responses I will send them to you to consider. I very much appreciate you giving me this time.

Appendix C

STUDENT QUESTIONNAIRE

This questionnaire is confidential. The individual results will not be shared with the school. This questionnaire will have **absolutely no influence on you. Do NOT write your name on this paper.**

However, the results may be used in the future to improve the CAS programme in your school and internationally. Therefore I ask you to please take the time to read the questions carefully and to answer as honestly as possible.

If you have any questions or problems then please ask.

Write your main CAS activity below;	Write other CAS activities below;

Please read each statement and then **circle** the opinion you support the most;

1	I enjoy CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
2	I have not planned anything in CAS.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
3	CAS has not helped me to identify my strengths and weaknesses.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
4	Reflection is an important part of CAS	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
5	CAS provides a welcome break from my academic studies.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
6	There is no link between my CAS activities and my academic subjects.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
7	I have undertaken new challenges in CAS.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
8	CAS has allowed me to plan in advance my own activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
9	I have completed my CAS activities on my own.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
10	I have been committed to CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
11	CAS has helped me to identify my strengths and weaknesses.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
12	In CAS I have undertaken activities with a global importance.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
13	I do not enjoy CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
14	Reflecting on activities helps me to improve them.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree

15	In CAS I have worked with other people.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
16	Reflection has no impact on the CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
17	CAS helps me to see the link between my academic subjects and the real world.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
18	I have not undertaken any new challenges in CAS.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
19	My CAS activities have not been globally important.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
20	I have not been committed to CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
21	I have developed new skills in CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
22	CAS has not changed my attitudes.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
23	CAS has allowed me to develop an ethical understanding of my actions.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
24	CAS wastes valuable study time.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
25	I have learnt nothing new in CAS.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
26	I have not developed my ethics in my CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
27	Reflection is a waste of time.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
28	When I have completed the CAS requirements I will not continue with the activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
29	CAS has changed my attitude.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
30	When I have completed my CAS requirements I will continue with the activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree

If you would like to say anything else about CAS feel free to indicate it here. Whether positive, negative or neutral all comments are welcome. It is hoped there will be a time for group discussion regarding CAS soon.

Appendix D ; Questionnaire Comments by School

SV2 Reflection and the report is not that important put takes precious time that be used for homework.

SV7 CAS is important!

SV12 Great program

A1 I love to take part of the Cas activities but the reflections are a waste of time. And I will continue the activities after I'm done with CAS.

A2 Paper work and reflection are the biggest waste of time they kill you!

A3 Less emphasis to be put on reflections

Labelling activities as "CAS" and making them compulsory means we don't enjoy them as much, it makes it stressful.

A5 Reflections are very time wasting and useless to be honest. We are already loaded with work and CAS just irritates me. (a lot)

A6 It irritated me that I have to "reflect" on my Activities I don't understand it and I believe it is a complete waste of time.

A7 - Too much paper work! - It is time consuming!

A23 CAS is really a good thing, however, reflections are a complete waste of time, they discourage us doing CAS.

A30 No reflections required.

A32 I enjoy doing activities, but being forced to do specific types of activity makes them less enjoyable and have to write an essay to reflect on them removes all the joy in doing them.

B1 While some of my CAS activities have been highly enjoyable, I do not feel that it has had a profound impact on my wider diploma, or myself.

B2 Enjoyable, sociable

Improve skills such as teamwork + communication

B3 I like the way it encourages students to get involved and find a balance between school work and extra-curricular activities but I don't like the way it makes existing activities I was doing before IB seem like work connected to school. My activities area a chance for me to forget about academic worries and CAS joins the two.

B4 Almost all my CAS activities are activities I either already do or was going to do and continue anyway. Therefore, I do not feel CAS has necessarily opened any new doors for me.

B5 *(from Q24,27, and 14) reflection isn't a waster of time and CAS doesn't waste valuable study time, its an important part of education, however constantly having to write up reflections and panicking that you're not doing enough activities is a waster of time. Maybe a better way of doing reflections would be talking to your CAS supervisor at the end of each project and reflections with them orally like the viva voce at the end of the extended essay. CAS is one of the things I'm most concerned about failing and it really shouldn't be that way.

B6 I've always enjoyed a range of activities so like having it as part of my course. The reflections are useful + beneficial, if sometimes long winded. Occasionally I feel there are too many loops to jump through, detracting from the point of activities, but generally it helps to create a more balanced student.

B8 (IB1 student) Reflecting on CAS activities is like a huge burden to bear. I know it's important, but it's like so time-consuming. Other than that I do enjoy my CAS activities a lot.

C1

-Too much emphasis on completing hours that doing your activities becomes stressful, it shouldn't

- Dislike that other activities are not recognized because "too closely linked to course" even though they take up time.

- Good to have Manage Bac, can access from anywhere.

C2 CAS should not create stress to IB students. I feel that asking for a certain number of reflections may create stress for certain pupils as it is difficult to reflect on what you learned.

Maybe there should be a ManageBac app ha can be accessed by smartphones.

C3 I only do CAS because it is a requirement in the IB- some of the activities I do in CAS are random so that I get the hours and reflections

I don't think there should be a requirement of a certain number of hours because then I end up doing random activities just to pass instead of doing things I enjoy. There's no time in boarding school to do the things I enjoy for a long period of time.

C4 I believe the way of reinforcing CAS activity ie number of hours, reports, reflections is rather artificial.

C5 Reflections – it is important, but perhaps not so many or frequently.

C6 Reflection is not always important or relevant to each activity, or every time you take part in the activity each week.

C7 I think CAS is extremely important as it means you become a more balanced person – engaging in academic activities as well as ones which broaden outlook/social activities.

C9 I would say that CAS has not necessarily made me a different person, or given me new activities but has just allowed me to realize the importance of characteristics that have already been in me.

C10 I think CAS is really important, especially when work demands increase. It's good to develop yourself in more ways than just academically and it's really fun as well! I do lots of activities and I passed the quota half way through last year but I am still continuing everything. By the end of this year I'll probably have 1000 hours logged.

I think what's different about CAS as opposed to just doing these activities is the reflection you have to do, which I have gained a lot from.

C11 I don't think reflection is a waste of time but often feel like I am writing something in CAS just to write something, so that I have "enough evidence". I tend to reflect more internally and so writing it down can be forced.

C13 Good thing- Good for US universities which require extra-curriculars and dedication.

C14 I have really enjoyed carrying out activities especially if I organized it all myself. It does not feel like a waste of time if well organized and is a great opportunity to get away from intensive study for a while. I did find it difficult however to always keep up to date with writing evidence.

C16 I have always participated in loads of extra-curricular activities. CAS is just an official documentation of what I would do anyway. It has not provided anything, but the scheme in general has the same positive effects I benefits received anyway.

H2 CAS forces students to do extra-curricular activities which they may not enjoy and hence put no effort into. Moreover CAS increases the workload of students who are already straining to complete the IB. CAS, however, distinguishes the IB from other courses (A-level for example), in a way that universities like.

H4 Some CAS projects do not link with the most favorite extra-curricular activity and may overpower the time it takes to do an activity that the student most wants to participate in.

H6 I believe the idea of CAS is generally good. However, student attitudes towards CAS are very negative. People partake in CAS activities solely in order to fulfill a requirement, not because they learn from or enjoy the activities. The student's response defies the purpose of the program, rendering it ineffective.

H7 CAS is not thoroughly enforced in our school, especially the global and ethical outcomes are highly questionable. My reflections are rarely read by teachers, I use CAS to study.

H8 Not necessary

H9 CAS is a way to show you your strengths and weaknesses which is good however – CAS reflections shouldn't be summaries in writing there are many more ways to show IB and others your work out of academics.

H12 It is valuable to undertake but it does take time out of study which the school does not always take into account.

H13 It is sometimes difficult to find time for CAS + maintaining a balance between classes and CAS.

H15 CAS is pointless

H23 Less Cas time for more time for studies.

K6 Cas should be restricted to the first year of the IB programme. Not everything is negative about CAS, there are certain areas like service which are commendable. But it is involving and takes a lot of study time.

K8 It is annoying to write reflection about small things, as a small fundraiser does not change your attitudes in life.

K10 I think that CAS can be beneficial, but it seems a little bit unnecessary to make it count as much as it does. For me I feel it has been a waste of time. Though having a class community is important (many of our CAS activities have been with class mates).

K11 The cas activities are good, but it takes a lot of time we don't have.

K12 I have enjoyed my CAS activities. CAS has given me a push to try new activities, some of which I would not have tried without CAS.

L8 I strongly dislike CAS and think it is a waste of time because it's more stressful trying to get the hours when the IB is stressful enough.

L9 I like the idea of CAs, but it has not helped me and, if anything, has used up a lot of my time.

L14 I need to do a CAS project, we were supposed to do a refugee awareness day with * primary school but it as cancelled.

When is the deadline for CAS write-ups?

L16 Takes up a lot of time when my studies are more important!!!!

R3 I love CAS, it's awesome. If there was no CAS my parents would lock me in my room and my 6th form experience would have been so much more dire.

Some of the best experiences in my life are because of CAS.

R7 I really enjoy all of my CAS activities & I like that my extra-curricular activities count towards my diploma.

S5 Interesting Wednesdays

S6 Personally, I find CAS to be pretty useless, but I acknowledge that it is a part of the diploma and that the school has to follow it.

S7 The questions are quite ridiculous, and are shaped in such a way that I believe(sic) that the author of this questionnaire do not think S students know how to think or had any ethical understanding prior to starting with CAS activities.

S8 CAS IS GREAT!

S9 I feel that when we are forced to have creativity, activity and service, we might have to choose activities which we don't like. Should be more focus on just being active in something we enjoy, not being forced to do things which we have no interest in.

Activities like cooking can have more "field trips" – like MUN, which cooperates with (name of other school) etc.

S14 Should be less focus on reflections and more on being active.

S17 I'm struggling to see the point of control in a "subject" which is supposed to be "a break from your studies" and "a place to grow".

S20 CAS can be fun with the right teacher and attitude, but reflections are a pain to write...

S28 CAS is a good variation to the other subjects.

S29 Different CAS's help in different ways.

S35 Reflections every week do not help much.

Monthly/ bi-monthly reflections are more sensible.

S36 CAS should not be mandatory as it wastes time, especially the reflection as it does not help ME, and I am the, may I remind you, the Paying (\$) student, and, want to spend the time I get in School The most efficient (sic) and effective way. I like things like cooking Cas or adventure Cas, However, the after School CAS is mostly a waste of time. Money donated to Poor Countries can be done easier.

S39 CAS is useless!

E1 I completed CAS reflections on my own, but in many of the activities I worked with a group or another individual.

It would be helpful to have the teachers more involved (and interested?) in the activities, and to keep us motivated- because sometimes it is easy to ignore CAS and how much we need to do!

E2 Way too much reflection needed.

E3 The number of hours are too high and restrictions on what you can do are too much.

E5 I think CAS is well balanced in terms of reflection but I think that there should be an option like D of E to do more hours in a section you feel that you are good at. EG. 50 hours in 1 section, 60 on another and 50 in another etc.

E6 There is a lot of paper work to be done (forced upon us!) that takes A LOT of time and takes away from valuable study time.

I think CAS should count for something at least one point towards the diploma.

E7 I enjoy the actual projects, not so much reflecting on them. I think it's good the IB encourage non-academic activities as it helps to alleviate stress and I feel makes me more well-rounded.

E8 Teachers should be more involved during reflection. Perhaps a chance to discuss all activities and how they have benefited others/yourself.

E9 Good thing to do but lots of hours required on top of such a heavy workload. However, Beneficial eye-opening.

E11 - I think reflection is too much work

- I would like to be able to do one category more than others (eg have o do more service but less action + creative).

E12 It is good to do something extra-curricular that allows us to take on new challenges etc., but it's quite stressful having to get 150 hours and doing all the reflection, to not even get a single point for it on the IB. It feels a bit pointless.

E13 - Most of my activities I would have done with or without CAS programme esp my main two activities

- I have completed about 3 times the requirement for C + S showing that I wasn't actually doing them specifically for CAS.

I would much rather be doing IAs and EE etc than CAS forms! They also seem quite patronising.

E14 - Way too much paperwork

- Too time consuming

- Why don't the project leaders see how many hours you have done, instead of reflecting
- Not learnt anything new
- Too many extra things to think about AS well as this.
- Need to make CAS explicitly clear at start of the course.

E15 CAS is useful indicator of what one can accomplish but ultimately it doesn't show any potential and is more of a burden than it is worth.

E16 CAS has introduced me to new activities which was fun to begin with however the reflection forms are now becoming a burden on top of all the academic work we have to do.

E17 CAS has allowed me to try new things and learn more about myself but I find some of the reflection criteria exaggerates what it gives me. The activities are more pressured because you know you need the hours.

E18 It helped me develop new interests and meet people when I moved to England to do the IB.

E19 Not so much reflection, but the gathering of evidence and valuable time taken to write written reflections is a waste of time/issue

I would much like to continue with CAS activities, but only after exams

It has developed ethics/attitudes I already had, not changed them

E20 CAS seems to be over-complicated, and all in all, with the way so much reflection forced upon us, the CAS activities become obligations rather than something I can enjoy. This, combined with the fact that CAS doesn't contribute towards our score means that (personally) CAS becomes an experience that is very difficult to enjoy or see the value of doing.

Perhaps a system more similar to D of E, where there is MUCH less paperwork involved would be less of a burden to students, who already have a lot on.

E21 The paperwork involved in CAS turns it into an administrative process rather than a way developing us as people.

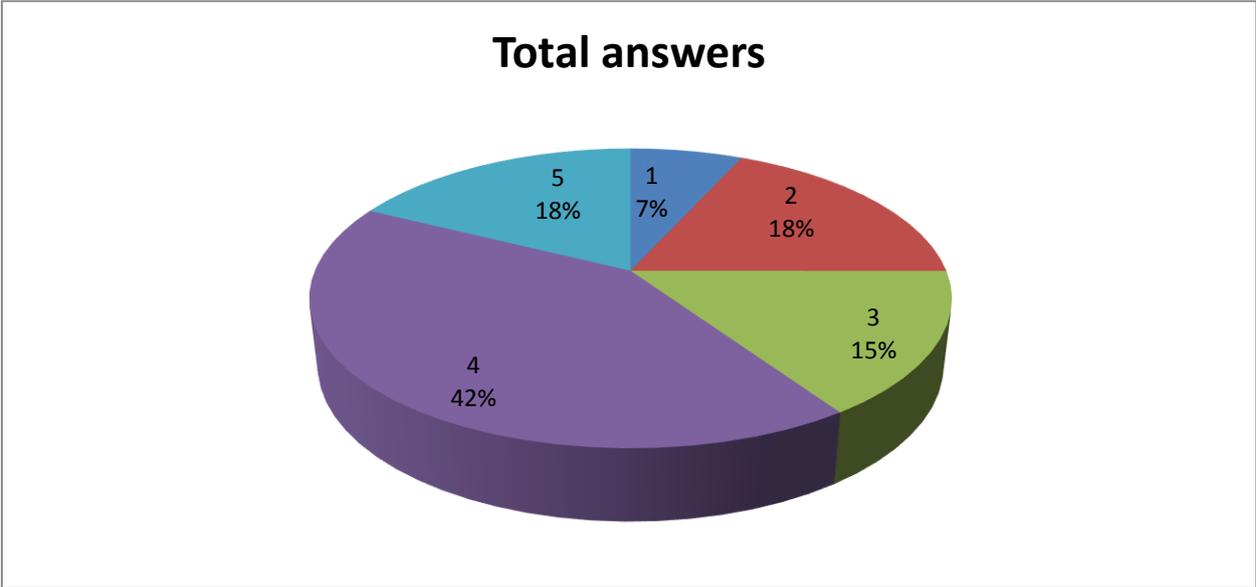
Also, while I appreciate that the range of activities is part of the well-rounded nature of CAS, people will inevitably prefer, have more access to or be better at a certain area, so one should require 50 hours, one 40 and one 30 hours.

E22 Although CAS reflection is good for improving your ability to do certain activities I do not feel it has helped me to identify my strengths and weaknesses but maybe just reinforce what I already knew.

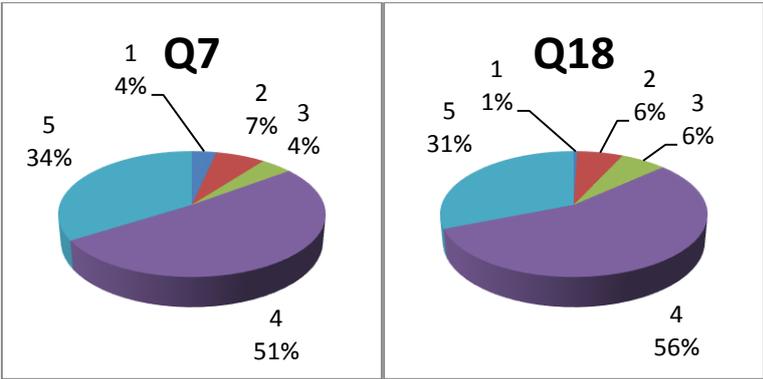
E23 I think that 50 hours for each creative, active and service is a bit too much to be adding to an already hard course.

The forms that need to be filled in seem too complicated and puts most students (including me) from doing it until the very end of the course.

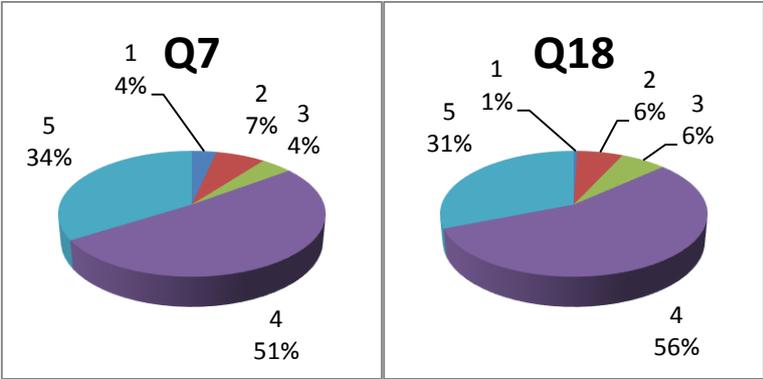
Appendix E; Results for questionnaire survey grouped by area of study.



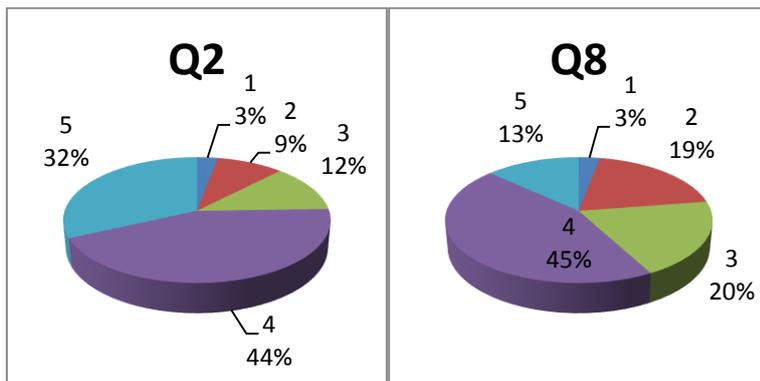
Learning Outcome 1; Increased awareness of own strengths and areas for growth



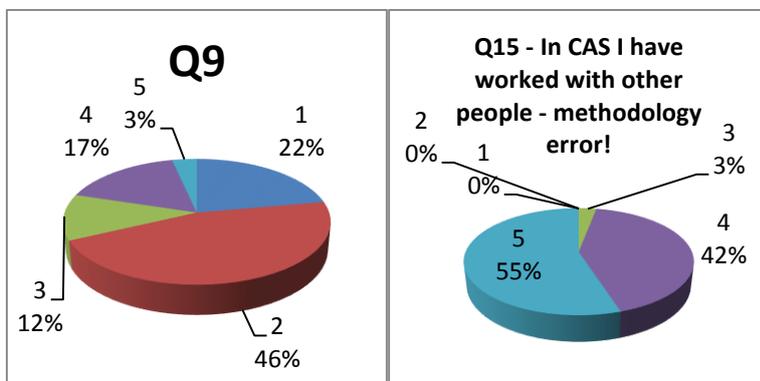
Learning Outcome 2; Undertaken new challenges



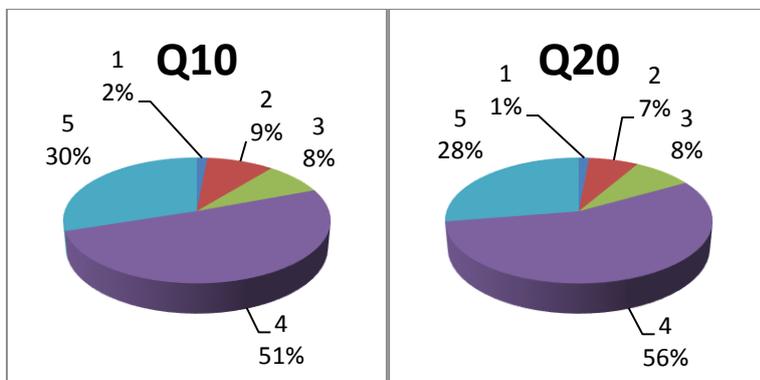
Learning Outcome 3; Planned and initiated activities



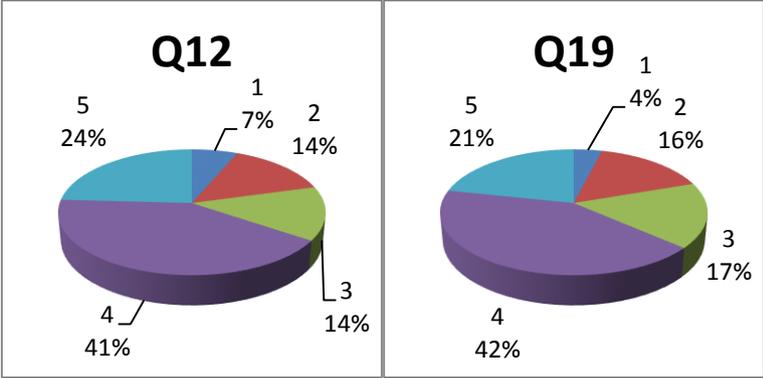
Learning Outcome 4; Worked collaboratively with others



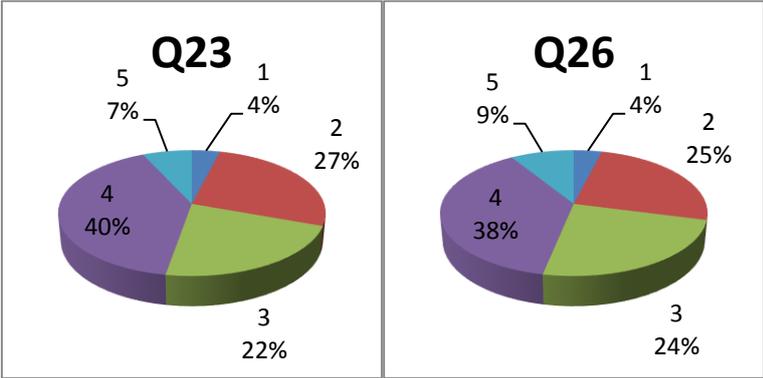
Learning Outcome 5; Shown perseverance and commitment



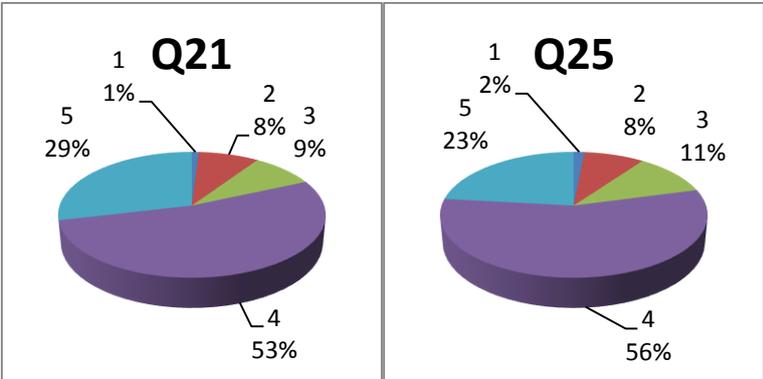
Learning Outcome 6; Engaged with issues of global importance



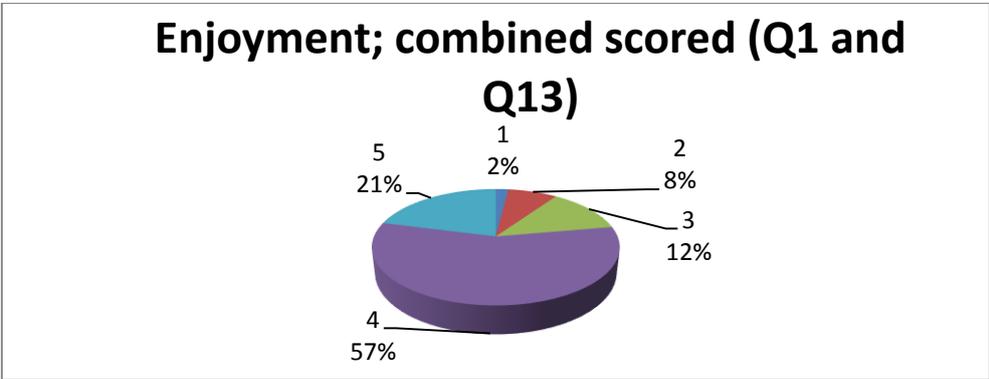
Learning Outcome 7; Considered ethical implications of actions



Learning Outcome 8; Developed new skills

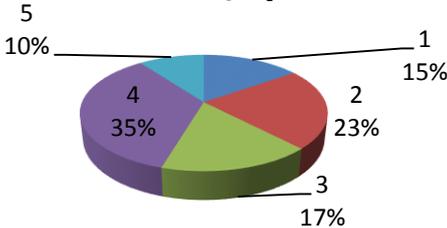


Enjoyment;

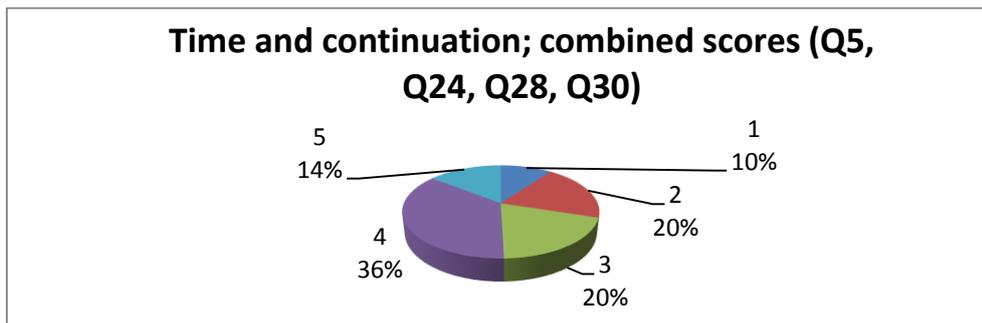


Reflection;

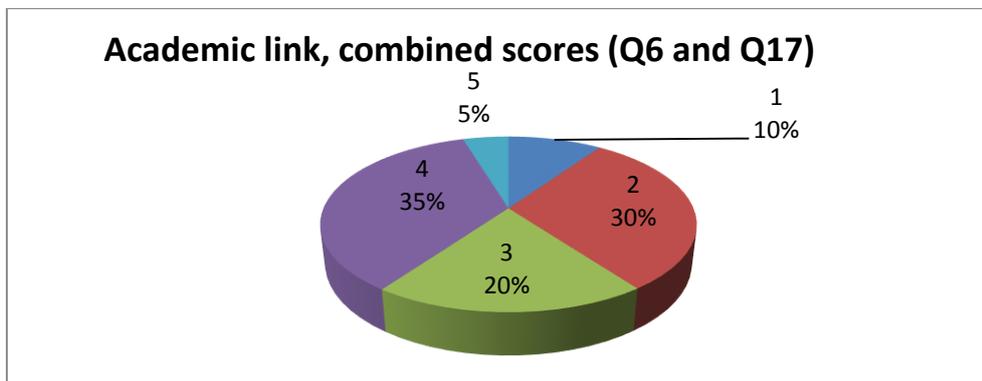
**Reflection; combined scores (Q4, Q14,
Q16 and Q27) questions**



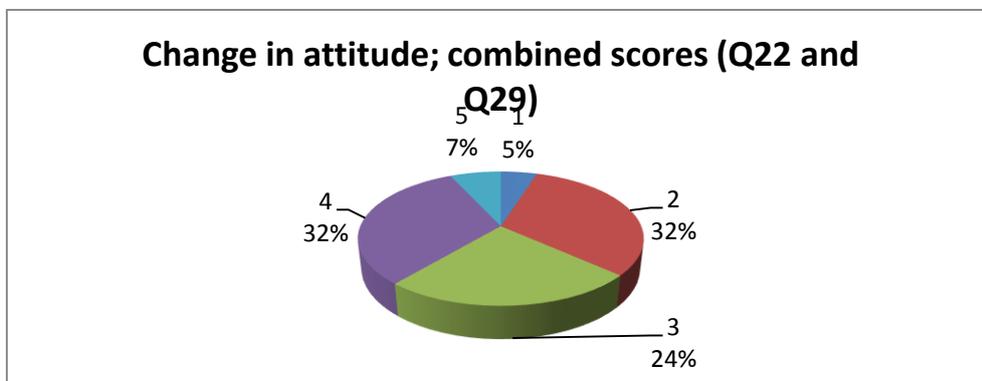
Time use;



Academic Link;



Attitude change;



Appendix F; DP2 Student focus groups script

This discussion is part of a personal research project entitled “*The perception and practice of Creativity, Action and Service in the IBDP for students, teachers and schools*”. The aim of which is publication in *The Journal of International Education* as well as informing and improving the CAS programme. It is supported by the IB via the *Jeff Thompson Research Award* but is unofficial and neutral. As such your individual answers are confidential. This is neither a judgement on you nor an inspection of you or your schools CAS programme. However, the results may be used in the future to develop the CAS programme in your school and internationally. This is the first time that such opinions in several schools have been collated. To put it into your context it is like a big extended essay that I am doing on my own, for fun!

Therefore I ask you to please just share your honest opinions – whatever they might be.

What does CAS mean for you?

Is reflection an important part of CAS?

Which of the outcomes (show card) are most relevant to you?

Which are least relevant to you?

Are the outcomes useful for you to help you in CAS?

Do you think CAS is important? Why?

If you could adapt CAS in one way what would that be?

Thank you once for sharing your time and opinions with me.

Appendix G; Combined Student focus groups answers, by school.

Student focus groups SV School

What does CAS mean for you?

Part of school also something I'd do if not obligated.
Helping the community. Lot of work, I agree, a long report that has to be written focus on written not on doing. I'd have done CAs part anyway – its writing , enough writing in IB.

Is reflection an important part of CAS?

Just for report. What's reflection (other student translates).
Can be important to evaluate work and effect on community, if there's an effect. Better to do it in groups than writing about it on your own in a set format.

Which of the outcomes (show card) are most relevant to you?

New challenges, New Challenges, Collaborate, New Skills, Plan an initiate.

Which are least relevant to you?

Global importance, x4. We're normal people we can't impact the world. Small activities won't change world.
Don't know if it's your impact or someone else's.

Are the outcomes useful for you to help you in CAS?

When writing about it.
Work as guidelines for what you need/want to do.

Do you think CAS is important? Why?

Yes to engage in activities outside of school not just subjects, something else too.
For me I would anyway, for CAS not so, me too, others don't though. If they do something they don't like then it's no good – some people just make it up e.g. washing cars. They don't check up so you can say anything.

If you could adapt CAS in one way what would that be?

The REPORT – move it or make it different. Don't make such a big deal of getting diploma too big a deal.
No report / No DP.
Choose one part for example service – focus on one.
Same with learning outcomes, choose 3 from 8
Learning outcomes are easy to fulfill except global importance.

Student focus groups A School

Combined answers from 3 separate focus groups of 6, 8 and 6 pupils.

What does CAS mean for you?

Something that IB requires
Something unis like, forms you as a person.
At this school makes it easy. Combines a range of activity. Forms you as a leader and an individual.
At this school CSA is great if you like sport – exploration – action – you can finish CAS in one term. It can be fun, I enjoy it. Can be an obligation for some- others more of a leisure, hobby, enjoy.
Nothing, something we're forced to do. Something annoying and impertinent. Something that forces what I want to do into boxes so I don't want to do it. We do it anyways here so its trivial to put it into boxes.
Creativity, Action Service, general development in our curricula things. Music band orchestra. I don't mind CAS, its alright, easy to get your hours. Problem is paperwork, getting it signed off. Teachers leave here at this school, lots of stuff. Enjoyable but paperwork is hard.

Is reflection an important part of CAS?

Shouldn't be compulsory, some activities too obvious. Community and Service are to a good one, the emotional impact. E.g. Creativity what does it mean, too obvious.
No – most useless part. Like pulling teeth. We've done the activity we get it.
Especially the book – its not true I just fill it in.
Useless is bottom line. Having a reflection on footballs training is useless. They harass us about it.
CAS is done because it has to be not because we want to.

We don't have a choice – indoctrinated in curriculum reflection is artificial.

They changed the limit – once you are done you should be done. We finished a long time ago so I don't know why we're still doing it. It's a conspiracy theory to earn money. We need free time.

Group laughs in response to question! It important for system and the IB, for us to be honest, no.

I don't think people in everyday life reflect on everything. See what they're trying to do but NOT important for us.

You can't reflect on everything, e.g. Mountain Biking. The trip to Peru, yes I can, that was life changing. Or rockband. But everyday things not easy, not necessary.

Which of the outcomes (show card) are most relevant to you?

Ethical – teaches you and people forget.

Perseverance. – all are equally important.

Depends – service projects – globally important.

Which are least relevant to you?

Are the outcomes useful for you to help you in CAS?

Provide a framework for reflections. Outcomes do have elements of outcomes, but you don't use them all of the time.

Do you think CAS is important? Why?

For each person but writing reflections decreases importance.

I agree – great believer in doing things outside classroom but reflections useless, CAS important for open minded, risk takers – service projects opened eyes, useful. Good to get out of comfort zone – makes you accept, growing up helps you to accept people. Risk taker, takes activities you would not normally do. I wouldn't ski, snowboard, be creative, the programme helps. Builds up your own confidence – I ran the film club.

Compared to other Bacs having things outside the classroom is important. IB approaches more than academics – a programme to combine both, its why I trusted IB really. **Most important thing is teacher to motivate students.**

No. no, no. Maybe if it was not as many hours and no reflection. Like the idea, CAS is great at this school, don't get me wrong.

Important to do activities, provides a balance, shouldn't be mandatory.

Less. Fewer hours, hours a problem for other schools.

If you could adapt CAS in one way what would that be?

Not such an emphasis on reflection, rather than superficial.

This schools students meet the criteria of IB.

More choices, do an areas you like the most.

Don't enjoy reflections, don't see the point, they're fake. Reflections for service or 10 meaningful activities.

Reasonable to have 1 hour of sport per week.

Once you're done you're done.

If you have to have reflection.

Take out paperwork. Online perhaps? Better but not reflecting on everything. Make it electronic.

Student focus groups B School

What does CAS mean for you?

Developing skills.

Doing stuff you like and having it recognized

A chance to do something you're not marked on.

Though if you don't do it you don't pass.

Something non-school work

About IB CAS breadth – leave academics

Recognizes more to education.

A break.

Rounded

Don't feel you have to trade-off, recognized, justified.

Gives you right mentality not stuck in a room, exercise, interaction.

Other skills not academic.

Not forced.

A lot would have done already more active, service open you might try something else.

Volunteering – so glad I did.

Is reflection an important part of CAS?

Very important but thinking not writing.
Time consuming.
Better idea viva end/middle of each but staff time.
CAS supervisions went downhill.
Good to do a couple properly.
Stuff your writing is just to tick boxes not a time reflection.
Judgement of how good you are at blogging.
Person can judge better.
Bit of a drag enjoy activity but now I have to write about it.
Reflection is important but hoops too much.
Right sort of thing but not too formal – how can they tell.
Not reliable system.
Have tried to change from hours but harder now.
Limited schedule.
Hours/ Outcomes different. E.g. Hospital radio time but couldn't do more hours we don't have control over time – how much is there!
Good thing but change.
But writing up takes too much time.
I hate that myhorseriding has become part of CAS – I don't want my activities to be a chore.
Little things are annoying e.g. Supervision of activity.
Culturally difficult makes it seems you don't want to.
Problem if you don't have organization behind you no one to sign for it.
Similar for gym.
Completely outside structure I made 100 origami cranes, how do I reflect on that?
Drumming is it action or exercise?
Difficult to measure reflection.

Which of the outcomes (show card) are most relevant to you?

New challenges
New challenges, commitment
Global importance, but least number of reflections.
Global importance, most important but least activities.
Global is linked to academics.
Perseverance and commitment.
Ethical implications
Hard; global and ethical important but hardest to show.
New challenges is in everything.
All should show perseverance and commitment.
New challenges.

Which are least relevant to you?

Most irritating increased awareness of strengths and weaknesses.
I've ticked it a lot – easy to reflect on.
Don't feel it helping me.
Increased awareness of strengths and weaknesses important for you as a person, makes you change, do something different.
Interesting how ones you thought were difficult won't b.
Inherent in IB students they are committed.
Time limit = perseverance and commitment.

Are the outcomes useful for you to help you in CAS?

Do you think CAS is important? Why?

Yes
Differentiates us from A- level students.
We're developing as a whole person.

What people are looking for, for jobs, and university.

It's what you want to be achieving for yourself.

It's nice that our activities we'd have done anyway – we like the recognition.
Not just about sitting in a classroom.

Education is more than a grade on a piece of paper. CAS makes that.
Reflection makes you think about it, not just tick the box.
Global importance good for what IB is aiming at.
Only issue slightly prohibitive in other situations where difficult to get involved in globally important scenarios.
We're lucky here, in Germany it's so much harder.
For service it may be difficult if you are not fluent in the language.
Service difficult out of school, can't do it all inside school.

If you could adapt CAS in one way what would that be?

Greater recognition e.g. a point.
CAS is worth more than one point.
Change reflections system to viva.
Choose from outcomes, longer list not pick them all. E.g. work collaboratively with us.
Conversations can stretch you.
Reflections.
Change approval system, to self-approval.

Student focus groups C School

2 groups combined answers, one of 9 students at 10.30am and one of 7 students at 4pm 23/11/12

What does CAS mean for you?

Paperwork, ticking box, opportunity to record what I already do. Show what you do. Annoying will I pass IB? CAS coordinator stresses you told "its really important".
Number of reflections. Maybe are school deals with artificial. Not that difficult reflections, for my CAS.
Have to be systematic
Would enjoy it if have the time
Takes 2 seconds to reflect.
Sometimes in the mood.
Why do I have to proof it when I did it for myself.
Sometimes I feel I do things because I have to.
Creativity Actions Service
Your extras
Non-academic
Can be academic but not lessons
Extras done in school but now you have to write and reflect – that's what's different
Writing about it is different
Other schools different they're not allowed to visit others do schools, forms, service
Basically what you would do but with reflections.
CAS not annoying, logging about it is.
For unis it is great.
When I was volunteering it was great- last year I was reading about what I did, it's great.
So much *spewing out* not meaningful
What I write is not meaningful.
Can I ask a question? Are we meant to do it [write reflections] every time?
Another answers, one hours a week every four weeks reflections.
Reflecting on everything is a bit meaningless.
Its good when we're older we can look back on it.
CAS is good with reflection.
I don't like writing things down.
I exaggerate because I think I need to.
TOK class – IB Thinker – you lie, you spin.
Before you just wrote reflections is more wider implications.

Is reflection an important part of CAS?

I don't think so, important but why you have to record it.
Little chat could be better.
Can help teachers, not just for us.
Can be contrived, I'll make them short.
Sometimes you gain 1 important thing and have to write 10 reflections. Eg- running is repetitive.
For yourself no, teacher your reflections, without writing it down, running "that's easier" it sometimes seems a bit silly.

Others you can reflect on more e.g. Help for Heroes.
Manage Bac turns from yellow to green only once so what's the point?
Sometimes the bar breaks.
Verbal is better than written.
Sometimes not personal just ticking the box.
Sometimes you don't gain something each week but forced to reflect.
Depends how you go about it.
Always want a few reflections , ten of them is a bit pointless.
What you gained can't be measured by number of reflections.
YES, to be able to reflect is important. To put it into CAS thing too much pressure, pressure? Wrong word.
Some is just narrative.
Some implications make you reflective.
Forced to do it.
Is it evidence or reflection?
Evidence is better.
Reflection better BOTH?
Shows you are thinking
Like a TOK essay? Too much.
You would be doing activities anyway in CAS you have to reflect, improve, think about what you're getting out of it.
Reflection too much.
That's LAZINESS – we're quite busy and forced to write and think, writing something down and thinking about it.

Which of the outcomes (show card) are most relevant to you?

Perseverance and commitment
Strengths and weaknesses
Sometimes hard to find things that fit criteria and you go looking for it.
Undertaking new challenges always something new.
Planning.
Is ticking the boxes the right idea?
One thing I find hard is developing new skills but even in Netball you learn new skills, playing Sax, developed new skills not you're playing better.
As general the outcomes are good.
Sometimes you tick the empty boxes.
That's the way of world
Should be CAS/School to learn not to tick boxes.
True but how else would you organize things? Some students need boxes
Increased strengths and weaknesses – helps you to know yourself.
Undertaking new challenges – I like to think I am challenging myself.
Commitment – have to keep going even if you've passed the hours and with exams and it encourages you to keep going.
Develop new skills
Planned and initiated activities if you've planned it you'll do it. But commitment important too, make yourself do something e.g. elderly person learn more but at the same time in IB do loads like, variety.

Which are least relevant to you?

Global Awareness
Ethical It depends on the activity.
Global importance
Last year amnesty you tick the box but when I did European Youth Parliament but you don't change the world.
You engage but you don't change.
You feel silly ticking it e.g. debating at the end of the day is only talking about it.
Everything is everything
Ballet loads of things
Does that mean x 2 hours?

Are the outcomes useful for you to help you in CAS?

Try's to make /force you to find meaning.
Some structure to evidence /reflection.
Helps people do rounded things, bit of everything.
Makes you try new things
List is quite good, comprehensive list.
Seems quite sensible.
CAS always involves travelling – I went to French Alps going somewhere new.

Do you think CAS is important? Why?

I do
Different activities, NOT recording
Activities yes, CAS not.

Way of recording what you do.
Should willingly record it.
Loads of people won't if they didn't have to.
Yes yes yes
Builds up mental toughness
Got to distinguish between activities and reflections.
CAS makes you do all 3.
There are girls who do service
50 hours is too little
But there are some who do nothing.
Busy ones will do all.
Difference is reflection – you gain so much more from it due to reflection.

If you could adapt CAS in one way what would that be?

No Hours.
No reflection requirements
Hours OK
Reflection OK but smaller
1 long report at end of each term
Interviews would be good.
Hard to think but easy to complain.
How you have to quantify.
Only CAS coordinator does that.
Why can't it be more like D of E.
Quality thing each term.
Increase the hours.
Do more – but if you hate ..
D of E 250 minutes, 50 of each to build to strengths.
You choose the balance.
People hate CAS turns people off another thing you have to do.
Too much time consuming.
Worth it but if you're not that sort of person ...

Student focus groups answers school H

What does CAS mean for you?

Nothing but to pass IB
Study Hall
Permission to do activities
Not necessary!!
IB requirement
CAS is a necessary burden
Unnecessary work
Non-academic focus/consider ethical implications
Commitment
Good for uni's
Waste of time
Do activities you don't want to
Part of IB
Study Hall
Not fun
Mandatory
Waste of time
Time consuming
CAS is stressful
Organized community focus.

Is reflection an important part of CAS?

Yes
Def not
No
Of course
An evaluation of what is being achieved and its significance.
NO
Appreciate your achievements
Fills manage bac
Excessive (sometimes)
Plan future things

Better/well round yourself.

Can you comment on what you've done – no – summary reflections are not an interesting way to show your work in CAS.

NO!

Yes because you say what you learn

Evidence

Yes

Good to prove that you've done something.

Which of the outcomes (show card) are most relevant to you?

Undertake new challenges

Develop new skills

Work collaboratively with others

Global importance

New skills

Developing new skills

Global consideration – policy of isolation helps nobody

Initiated activities

Which are least relevant to you?

All important – except the planned and initiated activities – we develop new skills without CAS.

Planned

Worked Collaboratively

Awareness for growth.

Ethical implementation

Consider the ethical implications of actions.

Are the outcomes useful for you to help you in CAS?

Some of them, not all.

Partially

Yes

Yes – they make accomplishments larger than life!

Yes

Sometimes

No

They provide guiding directions on what achieved are applicable and why they are beneficial activities. How a positive attitude can be found in all activities

Do you think CAS is important? Why?

CAS is important because it benefits those individuals who under their own duress, would not challenge themselves, partake in group activities.

However, not everyone wants to be forced into activities that they don't enjoy.

Yes, Sometimes, No. Balance, well-rounded, if you do it for the right reasons, waste of time.

You fail the IB if you don't do it. It's an excuse not to study.

Because it's forced – challenge is – appreciate.

Yes makes you well rounded student.

Universities like it

Otherwise we wouldn't do anything like it.

If you could adapt CAS in one way what would that be?

We really need study time and sometimes CAS takes it up.

Make it optional.

Change requirements for an activity to be a CAS activity.

More meaningful reflections

More activities through school.

We would decrease the time allotted to it in the school day.

More open options of what activities are allowed, to encourage more individuals.

Student focus groups – K school

What does CAS mean for you?

Group responds with laughter!

Having to wait 5 hours before we can go home. Not for everyone – we only sit for 30 minutes of unorganized stuff. Teachers are using the time to plan for themselves. We have announcements so we meet up. Certain aspects are a bit positive; helping others, play to help others. It is involving, takes a lot of time, communication of time – havgin to wait for 5 hours.

CAS should be as a subject.

CAS Meetings

CAS when we have time for it is fun

Not all bad, the trip to South Africa was very positive, it forces you to do stuff that afterwards you appreciate.

Reflection; you become dishonest – you end up saying things for the sake of filling in a form.

Sometimes good to have 2 sheets; 1 big for things that have changed you and events, another for small things.

Criticism should be allowed – then we have written a lot.

Like activities but not reflection.

Activities are fun – I helped MYP personal project, liked that it was fun.

You don't reflect for 6 months then you are like oh god.

I think one year for CAS only – no no no.

Good one project – small things not necessary.

Every year it seems more – its changed from 45 minutes to 2 hours. Still part of CAS things.

Is reflection an important part of CAS?

If its relevant. If you have something to reflection eg big trip.

Important part of CAS but not important. Reflections make me a good bull shitter!

Which of the outcomes (show card) are most relevant to you?

Global awareness – although I only realized that after our trip.

New challenges – I've done things that I've not done before and you can keep going with them if you find things you like. E.g. Sports – this gave me motivation to do something I always wanted .

Working with others – plays, cooking caring about others.

Which are least relevant to you?

Strengths and areas for growth – you can use that in everything.

Ethics – that's the one I bull shit about the most.

Are the outcomes useful for you to help you in CAS?

Makes you think about it differently, you try and squeeze them in.

Easier to write about it.

Service has been important. Outcomes makes activity different, less repetition.

Do you think CAS is important? Why?

Well we have to do it to get DP. For me yes if I wasn't forced to do activities I would stay in and play computer games. Makes me go out and try new things, to socialize.

For me no, some I would do either way. Reflection on small things is beyond me. Only about service. I was writing about South Africa, then I had no Bull Shit, deep useful, writing reflection on that – the classes big service project – small stuff not so good. The tracking rubric represents this.

If you could adapt CAS in one way what would that be?

Reflection – not on everything. Not that much – less in each area or ONE big activity. More like as a subject than something we do in our spare time.

More effective together.

Doing it as a class.

Student focus groups L School

3 pupils from the IB cohort of 34, I think it is fair to say that this sample, though random in that they were the IB coordinators scheduled teaching class, they are probably not representative (after comparing full cohort questionnaires).

What does CAS mean for you?

Helping you get involved, active, not just studying, involved with society and health.

Agree, CAS helps you, learnt skills through CAS, makes you do but realize strengths and builds you up – you realize you have skills. E.g. we organized a HUGE show in year 12 but we got involved because of CAS and did something big.

Is reflection an important part of CAS?

Think it is.

When they start IB don't know what I want to do. CAS helps. E.g. elderly home – work experience.

Reflection is important.

Writing it up helps you recall memories when a moment caught up – looking back helps you.

It improves your communication skills.

Which of the outcomes (show card) are most relevant to you?

Most of the learning outcomes.

Increased awareness of strengths and weaknesses, leads to a new skills, to perseverance and commitment.

At first ethical don't think much until you go through the experience. For example our Kerela visit, make you thinking about what you take.

Leads to global.

Which are least relevant to you?

Non, they are all relevant, you need every point, many interlink – new skills

Are the outcomes useful for you to help you in CAS?

Like a guideline.

A motivation; to continue and to get started.

Without it you could go to fitness and not gain as much, skills and awareness.

Helpful when reflecting.

Do you think CAS is important? Why?

Same as question 1, it helps with awareness of self and other outcomes.

INDEPENDENCE IS GAINED. Taking on more responsibility and feel confident doing so.

At first you don't realize importance, you just think if you don't do it you won't pass, at first you HAVE to look for volunteering, At first they should stress you should pick something you like or enjoy. You don't realize what you have gained.

So it is important part of IB.

The way it is presented should be different. Laid out as a big piece of work – it should be something fun. Put out in a different light. This might increase motivation and you would do it through free will. Plus creative activities should be more, bigger, broader, opportunities.

Present it in another way.

If you could adapt CAS in one way what would that be?

Way it is presented to students.

Encourage them at the beginning. E.g. doing a DJ. Encouraging them at the beginning helps them in other projects. When you write it up it's a bit repetitive and time consuming. Trying to think about what else to write and you repeat unnecessarily.

Student focus groups R School

No comments on questionnaires due to time constraints. Focus group took place with 9 pupils, entire cohort, directly after questionnaires.

What does CAS mean for you?

Creative, Action, Service

Getting involved inside and outside of school

Pushes you for a reason

To go outside of comfort zone

Thinking about it, collecting evidence

Like raising money, it's a nice feeling

Learning about it

Fun to see how activities show outcomes

Salsa is not global though

CAS about widening overall experience

Without CAS my parents would lock me up and make me study.

Made me a better person

Enjoy it, No CAS, No Sports, level of things I have achieved

Looking back on the year I have done a lot otherwise I would forget it

Good for personal statements A-levels not had this plus there is proof.

Is reflection an important part of CAS?

Yes

When I do it

This is the hardest part

Difficult to find the time

I was doing CAs anyway, had to find aim.

For me opposite – had to think back why, it encouraged me.

Important, when we look back it also reminds yourself of achievements.

Helped me to plan things, reflecting helped me to improve activities.

But it is a pain to find the time

If you don't write up at the time it is a lot harder.

Sometimes find yourself making it up to hit outcomes.

Which of the outcomes (show card) are most relevant to you?

New challenges and skills

Persevere and commitment x 2

Strengths and weaknesses

Working Collaboratively

Global importance – links to charity ulterior motive hard to find things for this one. I disagree, I found loads of links.

Global and collaborative go together.

Which are least relevant to you?

Hardest is ethical x 4, but not sure least relevant.

Are the outcomes useful for you to help you in CAS?

It is the basis for reflection

But sometimes ticking a box.

Useful for different contexts – hitting outcomes.

Do you think CAS is important? Why?

Yes

Definitely

For Emotional wellbeing otherwise we would just stay in and study

For ongoing things

Keeps your commitment

Having fun and doing something

Fell more rounded than A levels

Have to

Encouraging

Want to, also get a break and credit – we're going away to help on the DP1 initiation weekend.

Fun but it counts.

The CAS weekend was great.

If you could adapt CAS in one way what would that be?

Maybe the reflections

Set things to answers

Less ridged reflections

Less fit to outcomes

More opportunities to work with other schools, use the internet for this because then I would feel less lonely about CAS.

Linking with other schools

Links with other schools.

Student focus group S school

What does CAS mean for you?

An extra curricula activity something we do outside of school which doesn't really substitute for something we would have done outside of school if we were doing something else than IB but as we do IB doing a lot of work, we integrate it into the work we do as a whole. Towards IB diploma.

It's a break from academic part of school. Chance to say reflect upon what we do in school and also to give your brain a break Sort of truthful in one way the CAS activity is break in school day but at same time gives you extra work in reflections, work later then it's quite nice

Way to build bridges between school and things do in school.

Choose the right CAS might be really fun – music CAS now is really interested in that it's what you make it.

Is reflection an important part of CAS?

Group responds with laughter!

You would say so but I think the important thing in CAS is you will develop yourself as long as you partake .. Experiencing new things and thinking, can't stop thinking, having to reflect afterwards feels like you are trying to prove you are thinking at your CAS activity not just having a free period.

You reflect within certain points but in the end you don't write down what you were thinking you write down what you think they want. Also IB requires you to write an essay at end, and it is impossible to remember everything you've done unless you reflect.

Essay at end – you just say CAS is a positive thing ... is essay just a big reflection? Or do you say that overall you learn something?

You don't get credit for CAS so reflections and then essay at end seems a bit much.

IN a way it reflects your thoughts or experiences through a system that in a way influences are experience with CAS so not necessary our experiences but what the IB wants us to experience – so IB influence and

Think it's better part of CAS reflections, essay at end how you change and helped you so small reflections each time might not be that necessary – in the end you reflect on CAS as a whole not each Wednesday when you have been running on a treadmill.

It's difficult to extract a series of points of things that within which you have advanced every single Wed after 2 years easier to see you have learnt a lot. Like playing the guitar you can't pick out 8 things you have learnt but over two years you can

Reflection is a waste it makes it more negative because you feel you have to do something you are not that interested.

IN other schools people pass CAS after only writing the essay it is something this school has decided, which is weird and annoying.

Which of the outcomes (show card) are most relevant to you?

New challenges ... 2

New skills 4

Working collaboratively 3

Global importance 3

Which are least relevant to you?

Ethical implication x lots

Strengths and weaknesses to vague not relevant because it's too vague

Planned and initiated. I plan things all the time.

Are the outcomes useful for you to help you in CAS?

Helpful in making the reflections but not while you're doing it.

I don't think about them while I'm doing it just do the CAS

Personally I just perform the CAS and don't think about reflecting until afterwards – that is something that is required of the IB.

Almost as is the word reflection is ruined forever – maybe the IB student who does this naturally.

Like Mr W says you never stop reflecting while you are doing it which is IB expects you to reflect afterwards.

If you never reflect on anything then being asked to reflect can be positive and that can be positive you can realize you have achieved things but it does not work like that for me.

Do you think CAS is important? Why?

Could say it is to relax otherwise during a stressful school week but often afterwards it feels like you are creating extra work with all the reflections.

It would be more useful if we didn't have the reflections and essay – if we just had a free period to develop ourselves

Very important to have global awareness each – you learn more from that than training or cooking.

I haven't learnt anything from sitting in global awareness things – I did in India but trip not required

It should be

Think CAS is important because it's not school but then again not CAS but doing things outside of school is other stimuli but CAS is I don't know institutionalized I feel to a certain degree it restricts your ability to do your own things outside of school except for CAS. I haven't experienced that but I suppose

Many off school activities aren't allowed to be CAS

Writing reflections takes the joy out of it. Because we have to write about it

You can't enjoy what you are doing because you have to write about it.

If you could adapt CAS in one way what would that be?

Take out all the reflections

Otherwise really good.

Maybe have an extra point for passing CAS.

If you do it in school there should be something in it. If you are required to do it you should get credit.
I think EC activities are important you learn a lot of interesting things.
I think it's important it is significant.
TOK has points
TOK has curriculum CAS doesn't.
CAS is ultimate reflective essay because you reflect on yourself and you growth
Should be more flexible what you can do. Such as some schools have it that you can choose your own CAS.
Like creative and can't do it because you have it already
You switch but you have to switch because you need action then you have to switch again and you don't like what you have to switch to.
I think that even you should take out reflection or make it possible to get points for it.

Student focus groups- answers E school

What does CAS mean for you?

Another thing to put on the to do list.
Could be enjoyable activities, turned into administrative hassle
Not a lot really, it's evil (reflection), something you can excel at if you're not academic.
Passing the IB. Some areas aren't as enjoyable as others.
Lot of paperwork.

Is reflection an important part of CAS?

It is but the written work and amount of written work shouldn't be.
No, slight waste of time, it shouldn't be as detailed to the extent that it is.
No, I don't get anything out of it.
Yes, I am aware of my strengths and weaknesses.
Yes, but the outcomes don't help me to reflect.
Reflect in your head instead, paperwork unnecessary.
No, it takes too long!

Which of the outcomes (show card) are most relevant to you?

Undertaken new challenges
Develop new skills.
New challenges and commitment.
Developing new skills, undertaken new challenges, increased awareness of strengths and weaknesses.
Undertake new challenges, new skills, global awareness.
Undertaken new challenges, working with others, engaged with issues of global importance, developing new skills.

Which are least relevant to you?

Planned and initiated activities.
Shown perseverance and commitment – we're already doing that in IB! sure we're committed
Ethical implications – we're not really going to be rude.
Engaged with issues of global importance.
Planned and initiated activities
Engaged with issues of global importance
Considered ethical implications of others.

Are the outcomes useful for you to help you in CAS?

No, they don't affect what we choose to do.
Nah, because we don't consider them when we carry out the activities.
Some of them are, The way they are written is hard to understand so it's hard to see its relevance.
Sometimes, depending what activity it is. It does help with reflection.
Mostly, perseverance and commitment is difficulty to consistently achieve when you may only do something once and find you don't enjoy it. It is also difficult to prove.

Do you think CAS is important? Why?

Yes it allows you to meet new people and learn new skills.
Sort of. Its goofy to do things outside of college and it's a good idea, but the hours are way too many, and takes time away from studying.
Yes, it makes IB less academic and makes you get involved in the community. Yes, it's good to show you partake in other activities.
It encourage you to do things you wouldn't have thought about, but not really important.
It introduces us to new activities and makes you more well-rounded BUT it's too time-consuming.

If you could adapt CAS in one way what would that be?

There are too many limitations. In terms of activities that you already do.

Actually have some points for it.

Cut it!

No paperwork.

Less reflection.

The balance of activities.

Getting something for achieving CAS (points), but just failing IB if you don't complete it.

Less hours/Less reflection.

Reduce the paper work (it shouldn't be that important) Allow activities done in the past (before the IB).

Appendix H;

TEACHER QUESTIONNAIRE

This questionnaire is part of a personal research project entitled “*The perception and practice of Creativity, Action and Service in the IBDP for students, teachers and schools*”. The aim of which is publication in *The Journal of International Education* as well as informing and improving the CAS programme. It is supported by the IB via the *Jeff Thompson Research Award* but is unofficial and neutral. As such your individual answers are confidential. The individual results will not be shared with the school. This is neither a judgement on nor an inspection of you or your school's CAS programme. However, the results may be used in the future to develop the CAS programme in your school and internationally. This is the first time that such opinions in several schools have been collated. Therefore I ask you to please take the time to read the questions carefully and to answer honestly.

As a teacher involved with CAS this questionnaire seeks to find **your opinion** on the **students** CAS activities.

Your role in CAS; (please circle all that apply)	Activity Supervisor (responsible for an activity)	CAS Advisor (sometimes called student advisor or tutor)	CAS Coordinator	No involvement in CAS
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Please read each statement and then **circle** the opinion you support the most; if you have any questions or problems then please ask.

1	Students enjoy CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
2	CAS Activities are a valuable part of the students' education.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
3	Students utilize reflection as a tool to improve their CAS experience.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
4	Student time requirement for CAS is in suitable balance to academic commitments.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
5	Students are able to use CAS to link their academic subjects to the real world.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
6	Students increase their awareness of their strengths and weaknesses via CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
7	Students undertake new challenges in their CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree

8	Students are able to plan and initiate activities in the CAS programme.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
9	Students work together in their CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
10	Students are required to show perseverance and commitment in their CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
11	Students are engaged with issues of global importance during CAS.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
12	Students develop knowledge of the ethical implications of their actions during CAS.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
13	Students develop NEW skills during their CAS activities.	Strongly agree	Agree	Don't know	Disagree	Strongly disagree

If you would like to write anything else about CAS feel free to indicate it here.

Thank you very much for taking the time to complete this questionnaire. If you would like to contact me to discuss this further then please do so via email;