

International Education Curriculum: Stakeholder Perceptions and Values

or

The **World View** Project

Friday 5th October 2012

Session 1: 10:15 – 11:15

DAN KELLER

IB Africa, Europe and Middle East Regional Conference

Madrid on the 4th-7th October 2012

Evaluating a school's international education programme



We often talk about providing an international education at our schools, but there is lack of agreement about what this term actually means. What do the teachers, parents, and students in your school **value** about international education? How do these stakeholders perceive the international education is **being implemented** in your school? Answers to these questions can help schools understand their stakeholders, evaluate the effectiveness of the programme, and strengthen implementation. Using specific indicators from the IB and other international education organisations, an **instrument** has been **developed** and **piloted** within the international school setting. Initial results and future research stages will be shared and discussed.

Overview

1. Review of Last Year's Presentation
2. Explain establishment and support for the World View project
3. Review supporting background research establishing the problem
4. Explain research questions and design
5. Share initial results of piloting stage
6. Present next steps in World View project

Review of Last Year's Presentation



2011 Presentation: IB Regional Conference, The Hague

1. definitions of international education.
2. how international education programs can be evaluated.
3. how to use evaluation findings
4. ***Bounce ideas off of IB workshop participants before I present to my university advisor***

Definitions
of International
Education

International
Education
**Evaluation
Systems**

Tools:
Standards,
Criteria,
Indicators,
etc.

Instrument:
**Perceptions
Survey**

Politically Sensitive

League of Nations (1922)

Mestenhauer (1998)

Butts (1971)

Murray (1929)

Vestal (1994)

Husen (1985)

Spring Grove School (1866 est.)

Shane (1969)

Scanlon and Shields (1968)

Sainsbury (1923)

International Baccalaureate Organization (1963 est.)

World Federation of Education Associations (1923)

Guttek (1993)

Herman- Jordan Plan (1932)

Prescott (1930)

Boulding (1968)

Kenworthy (1947, 1951)

**Education
for**

UNESCO (1974)

Brickman (1950)

College Cevenol (1938 est.)

**Education
for**

**International
Understanding**

Smith and Crayton (1929)

Kandel (1937, 1952, 1955, 1957)

Kemeny (1901,1914)

**World
Citizenship**

Thomas (1923)

Ginn (1914)

Ecolint (1924 est.)

Becker (1969)

King (1971)

Comenius (Unesco 1957)

Mattern (1991)

Santinikentan / Visva- Bharati (1921 est.)

Hayden and Thompson (1998)

Anderson and Becker (1976)

Harvey (1982)

Andrews (1908)

Ecole D'Humanite (1937 est)

Pike and Selby (1988)

Leach (1969)

Heater (1992, 1996)

Politically Neutral

Credit:
Sylvester
(2005)

Advantages & Disadvantages

Approach	Advantages	Disadvantages
IB Criteria	Large influence, integrated into authorization process	Criteria not part of separate process focused exclusively on international education, may be missing some components, Less focused on community perceptions
CIS standards	Large influence, integrated into authorization process	Standards not part of separate process focused exclusively on international education, may be missing some components, Less focused on community perceptions
ISA self-study	Focused exclusively on internationalism, flexible self-defined 'internationalism'	Likely to be staff-focused, may be missing some components, small group of schools, only focused on internationalism

Review

Evaluating International Education

What if we had an instrument that was...

- Focused exclusively on international education?
- Focused on perceptions of all school community members (staff, parents and students)?
- Based on a growing research base?
- Available to all international schools for free?



2012-09-29

Dear Mr Keller

I wanted to thank you for your powerpoint that you posted regarding "Evaluating a School's International Education Program". I found it by "serendipity" as I was looking through the IBO website. I'm at the start of my M.A studies at the University of Bath in International Education. My assignment topic is "How near is your school to the ideal school for international education?" After a few weeks reading and thinking on the subject, **I've decided (to my dismay) that most of the international schools I've worked in (or my children have attended) aren't really near any "ideal" of International Education. They are simply market-driven, high-end schools with an international curriculum. They put the name "International" in the name of the school but maybe it might be better termed "internationally market-driven".** So, I'm not too sure in what direction my paper will go. If I really go into the "ideals" of international education, then my paper will be little more than a big critique of the school. I don't think that is the purpose of the assignment. Do you have any thoughts about this dilemma? **I was wondering if you are developing an instrument/survey to evaluate the "International" in International Education?** For my assignment, I'm trying to narrow down the criteria that I will discuss. There are just too many angles that I could take. I enjoyed reading the 7 criteria you have chosen. You're the first to mention developing skills for "global mobility". If you have a copy of the survey, would I be able to have a copy? If I quote any part of your work, of course, I will give you full acknowledgement. Thank you very much.

Regards

"V" from Switzerland

Explain establishment and support for the World View project



The World View Project...





The World View Project



Partially funded by the IB Professor Jeff
Thompson Research Award



**UNIVERSITY OF
CAMBRIDGE**

A Doctoral Research project conducted under
supervision from:



University of Cambridge and
Bilkent University

English | Français | Español



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- ▶ **Research resources**

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Country
All countries

Jeff Thompson Research Award

The IB would like to congratulate our latest round of winners:

Daniel Keller , Bilkent Laboratory & International School, Turkey

- International Education: Stakeholder Perceptions and Values

Richard Lineham , St. George's School in Switzerland, Switzerland

- The IB mission statement; does it permeate the everyday teaching and learning of the International Baccalaureate Diploma Programme?

Heather Mills , Elizabeth Hudson K-8th School, USA

- The Impact of US Educational Policy on the Implementation of the PYP: A Case Study of an Urban, Low-income Public School

Application Downloads


- [Application form \(Word, 68KB\)](#)
- [Policy and procedures \(PDF\)](#)
- [Terms and conditions \(Word, 67KB\)](#)
- [Ethical standards for IB supported research projects \(link to PDF\)](#)

Application Deadlines

31 October 2012

Screen Shot of Project Web Site

[home](#)



About the project

The purpose of the World View project is to contribute to the developing understanding of international education within the context of international schools. The project is related to doctoral research at [Bilkent University](#) and the [University of Cambridge](#). The project is also being conducted in cooperation with the [International Baccalaureate](#).

About the survey

The World View Survey is a research-based instrument designed to measure international school stakeholder perceptions of a school's international education program. Please click on the links below for additional information:

1. [The survey](#)
2. [The research study](#)

Participation

Participation in the survey is free. Please click on the following links for additional information:

1. [Project timeline](#)
2. [Participation guidelines](#)
3. [Participation request form](#)
4. [Frequently asked questions](#)

Contact

If you are interested in having your school participate in the WorldView project, or would like to learn more, please contact [Dan Keller](#) at:

WorldView.Edu@gmail.com

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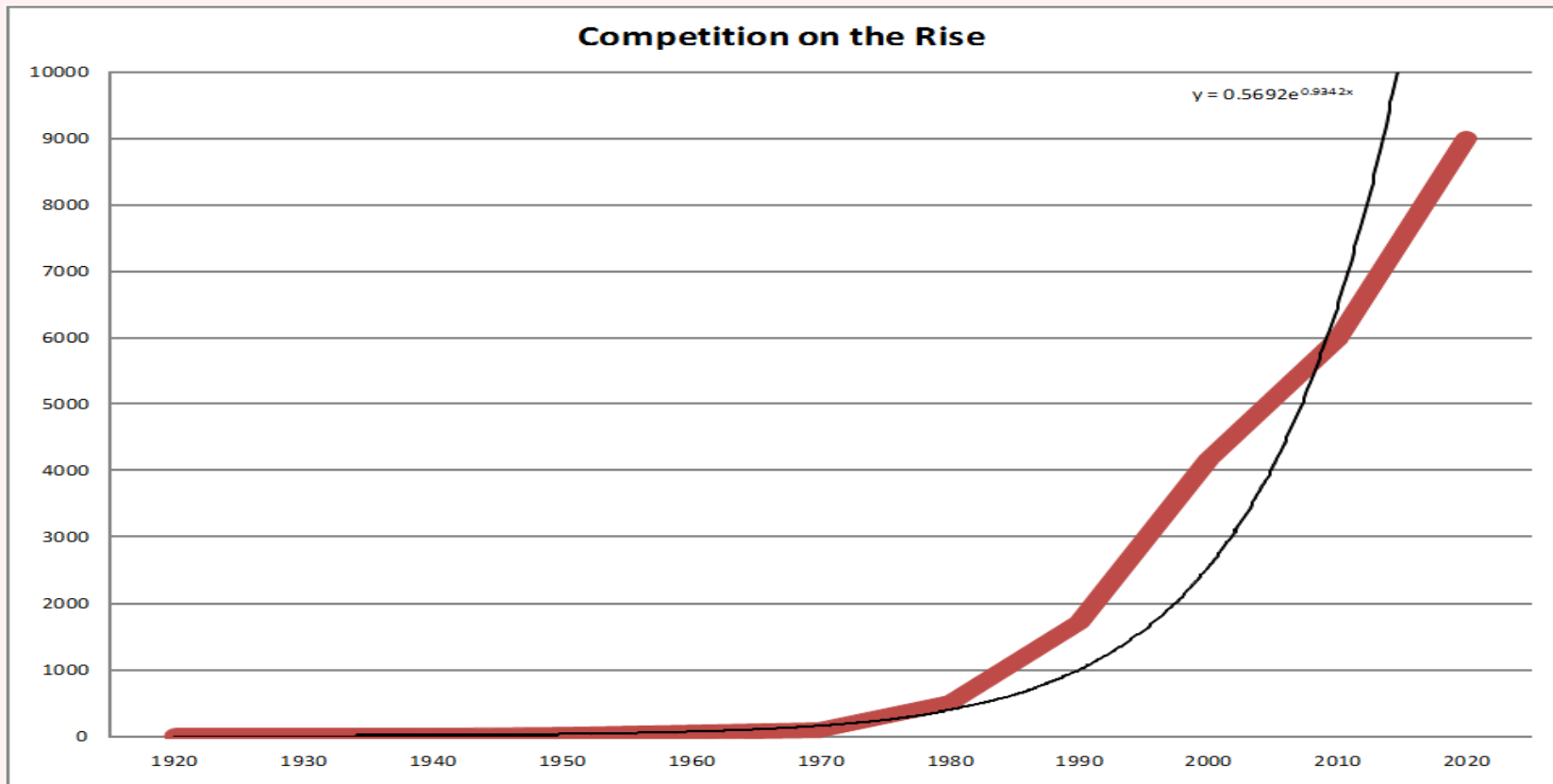
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1. Introduction

- Background
 - Fast growing specialty niche within education
 - Definitions and purposes debated
 - Ethos of international mindedness
- Placing myself within the research
 - 3rd generation small town America
 - Moved family internationally (Turkey)
 - Tasked with implementing PYP
 - IBEN, ECIS Admin. Committee
 - Starting new International School (Dubai)

Significance

- This study addresses a significant topic for further research because of issues related to exponential growth and minimal research base. The study will contribute new knowledge to the research base, provide new perspectives to the topic, attract attention from a variety of audiences, and share the findings widely in a variety of settings.
- International schools are a **quickly growing** segment of the education market.



Background research establishing the problem



2. Problem & Background Research

- A review of the research suggests that pedagogical leaders in international schools may lack some necessary supports to successfully operate in a field that is highly ambiguous and increasingly complex.
 - High ambiguity
 - International education poorly defined
 - International schools evaluated by broad standards
 - Increasing complexity
 - Growth of International schools leads to increased competition
 - Choice of school is heavily influenced by stakeholder perceptions
 - Array of related concepts
 - Evaluation schemes becoming increasingly demanding
 - Leaders lacking necessary supports
 - Little guidance on what international education is
 - Little training on handling competition
 - Lack of instruments to support process of understanding stakeholder perceptions

Introduction to Globalization

Major expansion of international trade, leading to widespread distribution of productions, technologies, and industrial techniques, increasing economic integration and interdependence among nations, power shift away from governments and trade unions to multi-national corporations, which dominate trade and influence policy.

Economic advantages:

- Increase goods and services
- Decrease in prices
- Freer flow of capital, labor and ideas
- Opportunities to address global policy issues systematically

Economic disadvantages

- Exploitation
- Cultural imperialism
- Degradation of government policies to protect citizens and environment

Dual Theory

Post Colonial
Theory

Framework

Civil
World Society
Theory



Ambiguity of Definitions:

Last Year's Presentation at IB Regional Conference

“International School”

- School community
(Terwilliger, 1972; Hayden & Thompson, 1995, 1997; Matthews & Sidhu, 2005)
- Structural arrangements (Leach, 1969)
- Organizational affiliations (Bunnel, 2008; Cambridge, 2002)
- Education provided (Cambridge & Thompson, 2001; Crippin, 2008; Matthews, 1989)

“International Education”

- Curriculum/ideology dichotomy (Matthews, 1989)
- Multiple tensions (Cambridge & Thompson, 2001)
- International orientation/political sensitivity matrix (Sylvester, 2002, 2003, 2005)
- Competing agendas (Cambridge, 2003)
- Research Trajectories (Dolby & Rahman, 2008)

Ambiguity: Stakeholder perceptions

- **Parent**

- choice factors: Aspirational, discouraging, enabling
- (Ingersol, 2010)

- **Teachers**

- exams, curriculum, tolerance, perspectives
- (Hayden & Thompson, 1998)

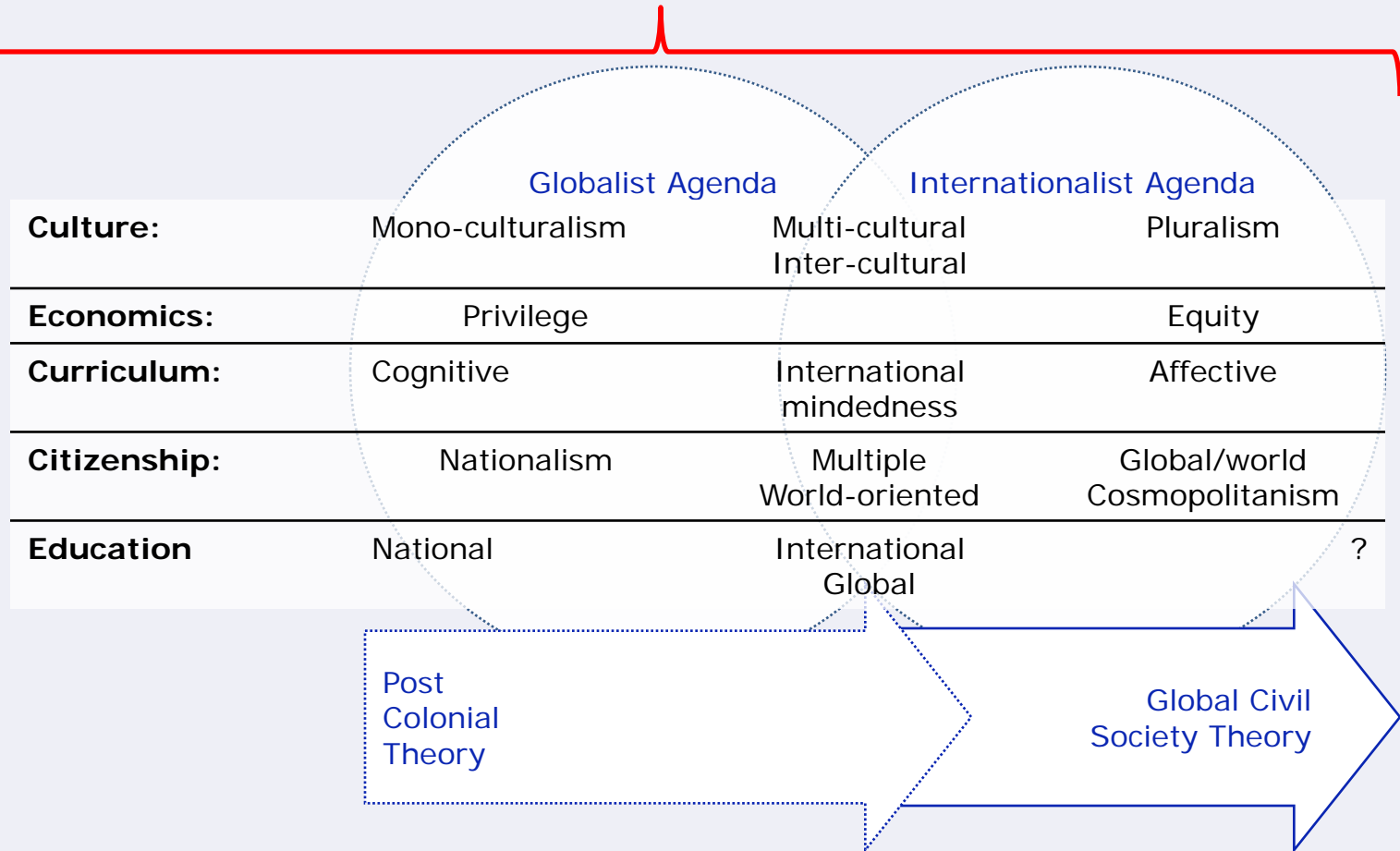
- **Students**

- Language, diversity, international understanding
- (Hayden & Thompson, 1997)

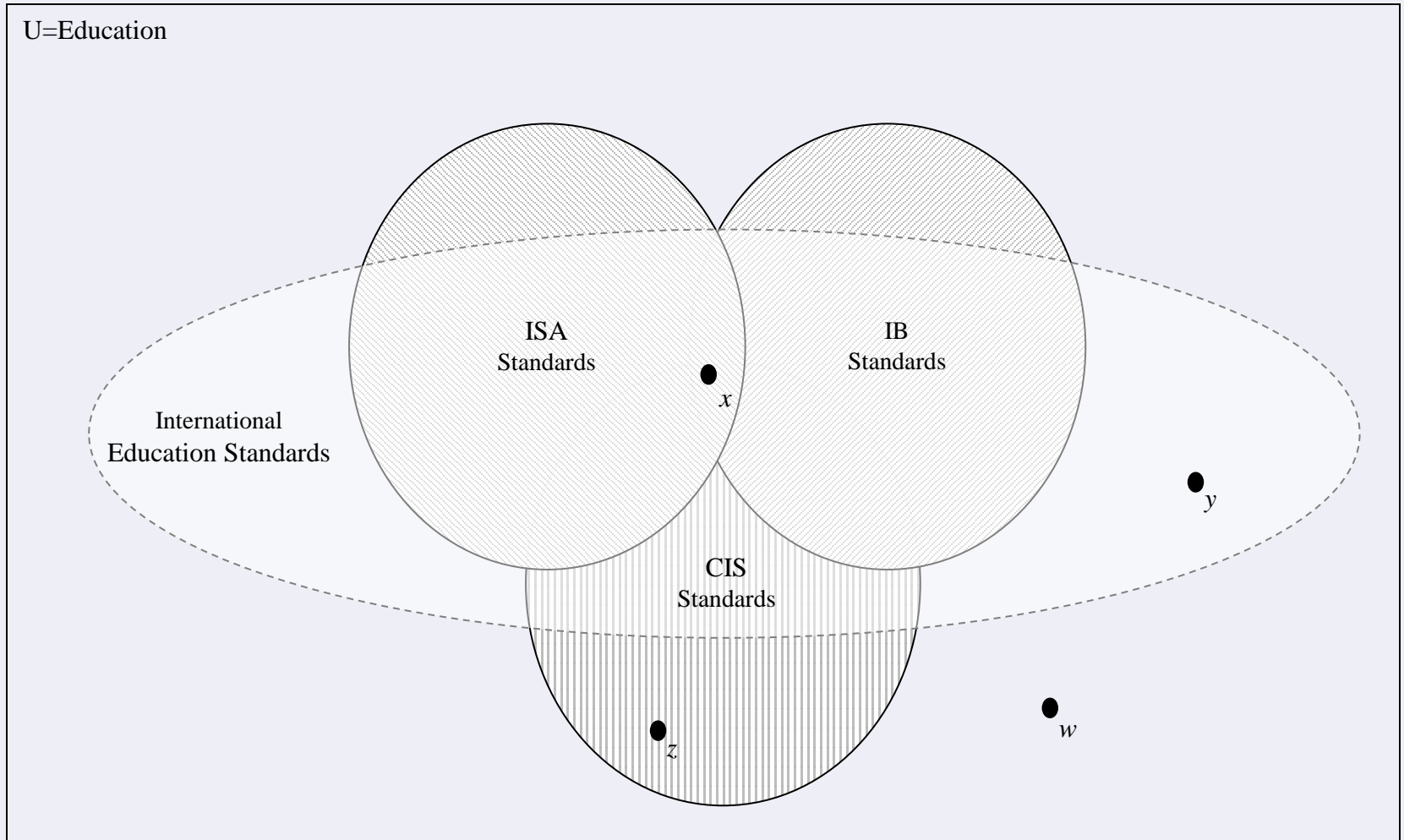
Complexity: Related concepts

- **International mindedness**
- **Culture**
 - Intercultural literacy
 - intercultural sensitivity
- **Citizenship**
 - Cosmopolitan
 - Global citizenship
 - globally-oriented

How is international education valued and perceived by stakeholders in different international schools?



Complexity & Ambiguity: Evaluating International Education



Literature

A review of relevant research suggests that Pedagogical Leaders of international schools may lack some important supports:

- guidance on what international education is, or should be
- training on managing competition in oligopolistic conditions
- instruments to support process of understanding stakeholder perceptions of international education curriculum

Research Questions and Design

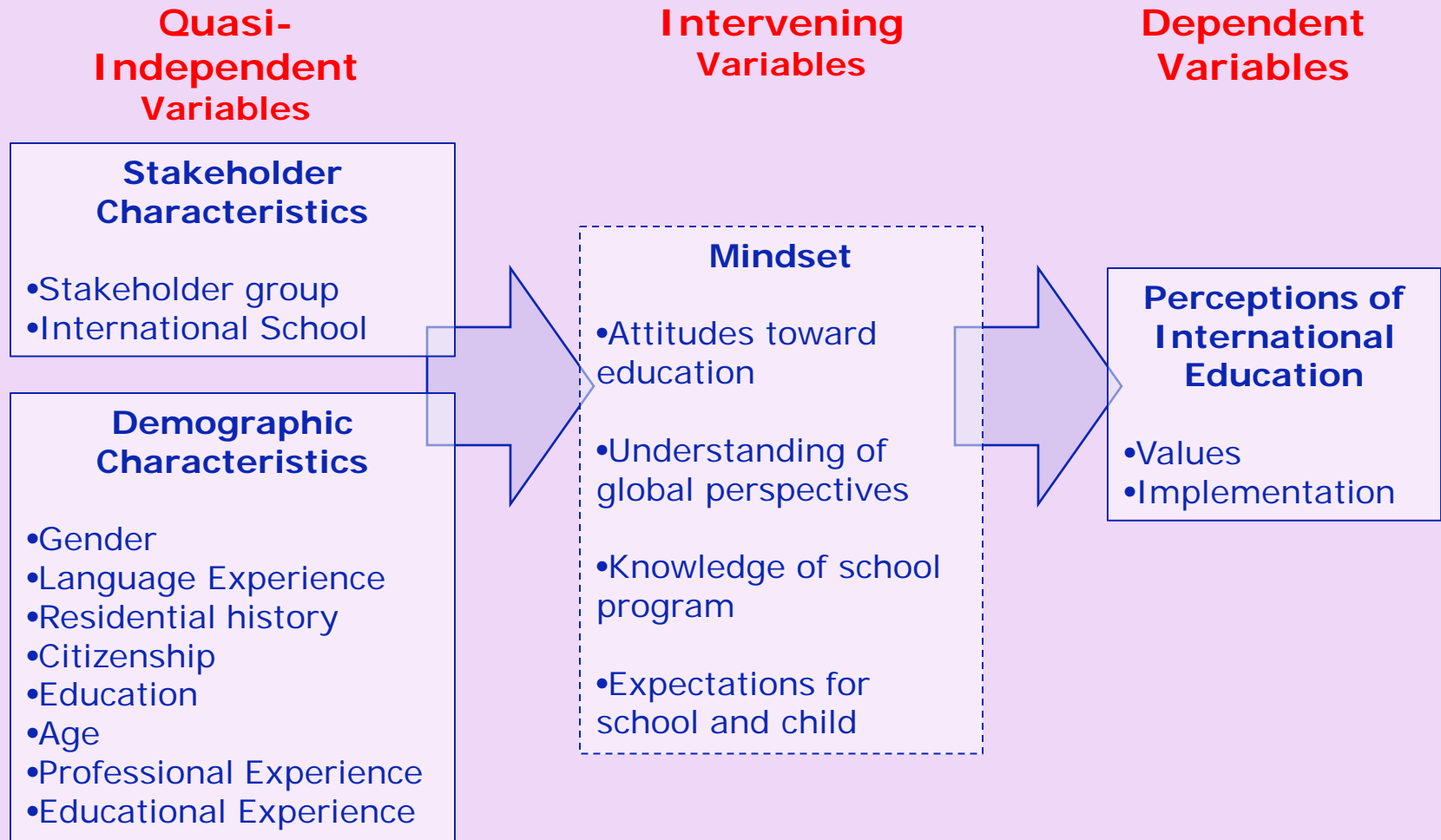


3. Purpose

This study aims to better understand stakeholder perceptions of international education curricula through a two-phase, sequential mixed methods study.

1. The first phase will collect survey data from international school stakeholders regarding their perceptions and values of the international education curriculum in their context.
2. The second phase will explore in further depth the data from the first phase through focus group interviews at a selected international school. The qualitative data will provide further insights into the quantitative findings.

Quantitative Phase: Conceptualized relationships among variables



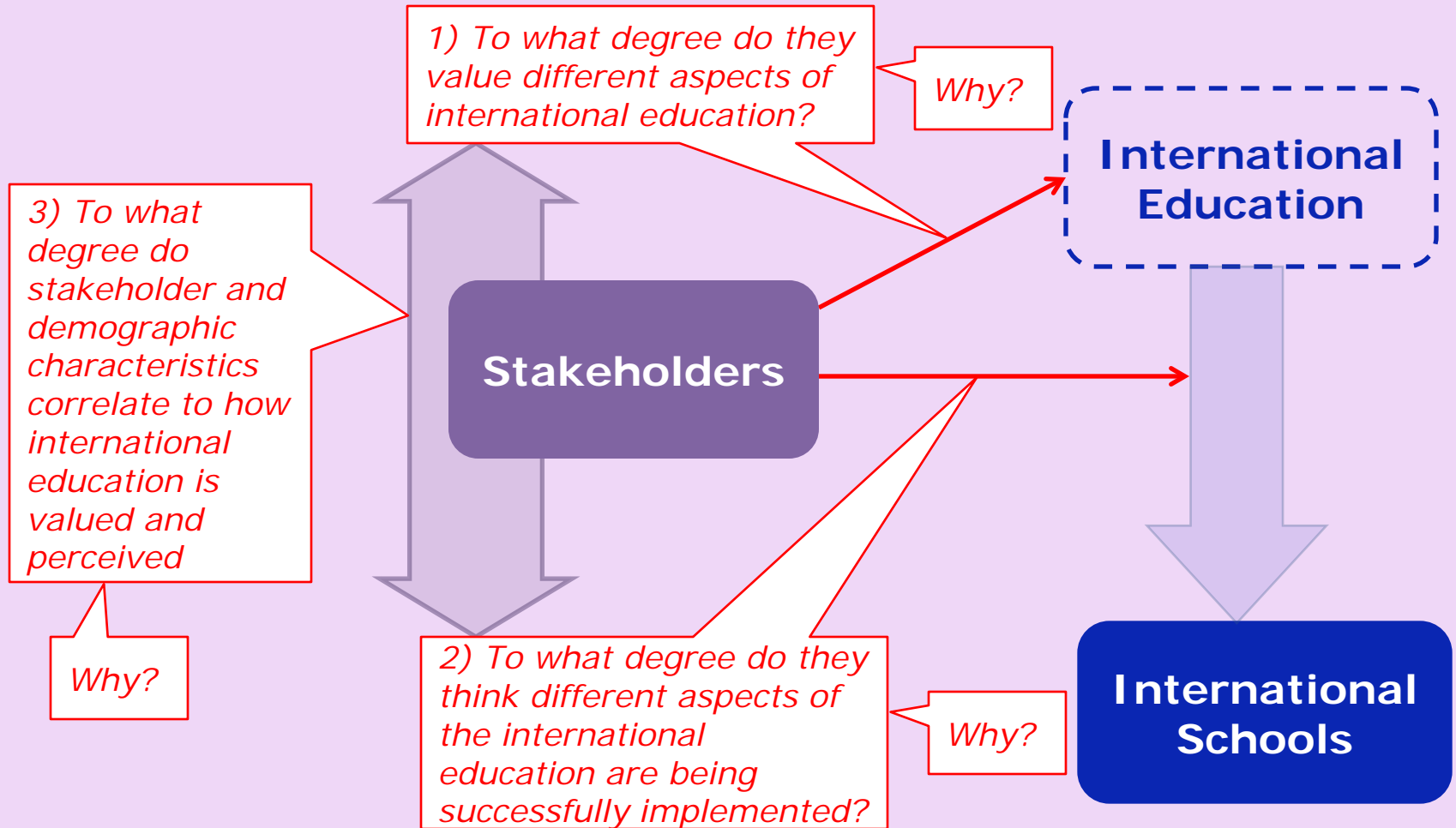
controlling for school size, region, program, and stage of schooling

4. Research Questions

How is international education valued and perceived by stakeholders in different international schools?

1. To what degree do they value different aspects of international education?
 - a. What might explain how and why these different aspects are valued?
2. To what degree do they think different aspects of the international education are being successfully implemented?
 - a. What reasons might explain how and why these perceptions exist?
3. To what degree do stakeholder and demographic characteristics correlate to how international education is valued and perceived.
 - a. What reasons might explain these correlations?

How is international education valued and perceived by stakeholders in different international schools?



2. Research Design

1. Mixed-methods sequential explanatory design
 - Quantitative phase: non-experimental descriptive research using a cross-sectional survey method
 - Qualitative phase: basic interpretive approach
2. Context for the study
3. Pilot site for the study
4. Study sites
 - Participants/sampling

Table 2 Frequency and Percentage of International Schools (U=6149)

Total international school population	Frequency	Percentage
Number of international schools	6149	
Number of countries	236	
Number of regions	5	
International Schools by Region		
Africa	560	(9)
Americas	725	(12)
Asia	3319	(54)
Europe	1380	(22)
Oceania	165	(2)
International Schools by Size		
0-99	1069	(17)
100-249	1643	(27)
250-499	1645	(27)
500-999	988	(16)
Over 1000	804	(16)

3. Instrumentation

Construct of International Education

Quantitative

- survey questionnaire: stakeholder perceptions of international education
- Process for creating survey statements
- Process for creating response questions
- Process for pre-pilot
- Limitations of quantitative phase

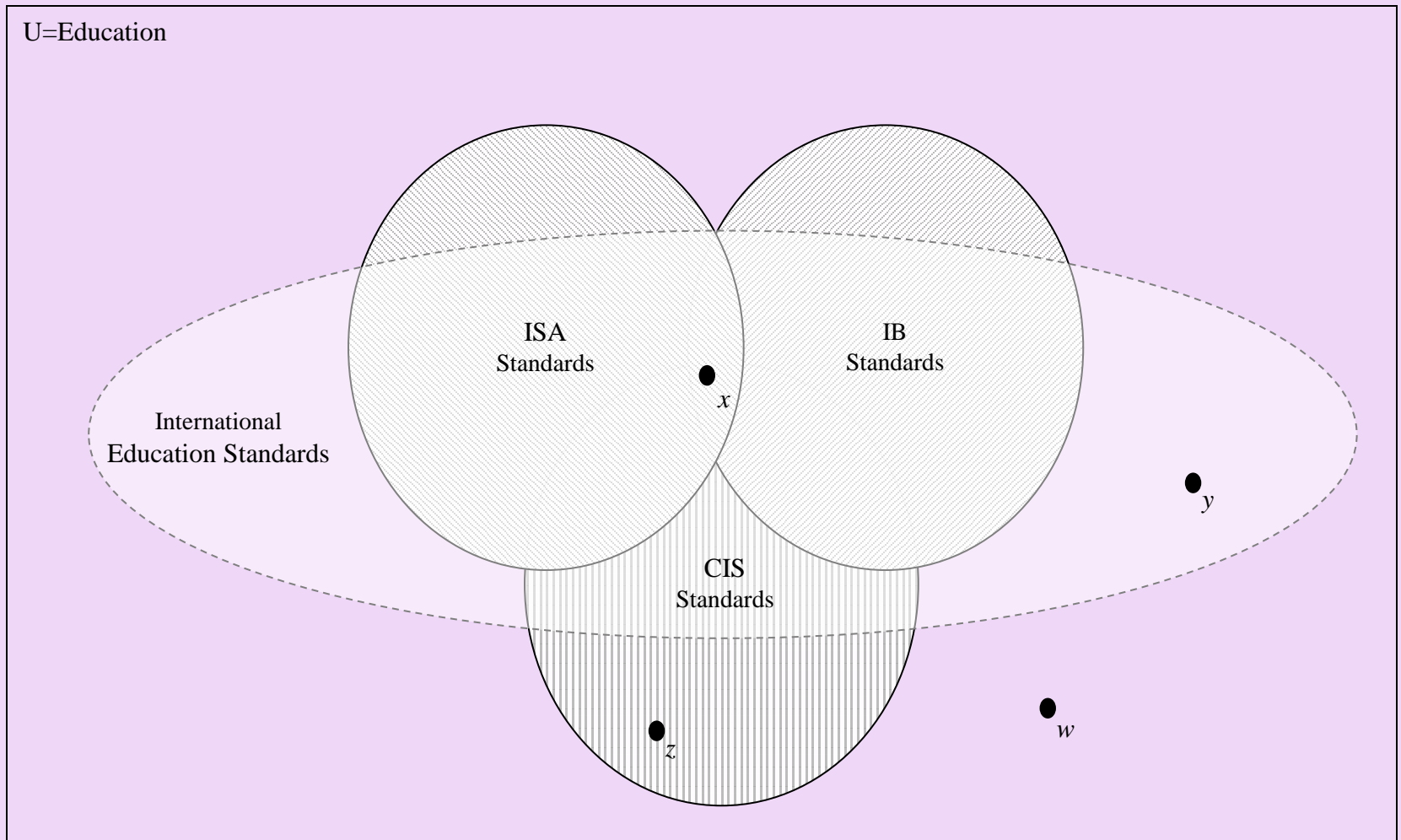
Qualitative

- semi-structured interview protocol: Explanations for quantitative results
- Process for creating interview questions
- Limitations of qualitative phase

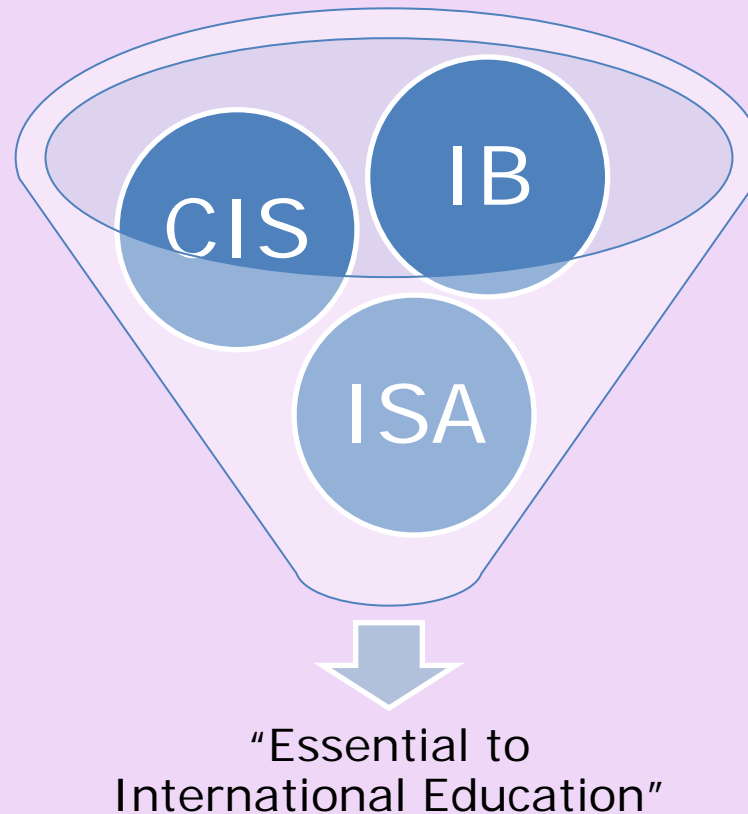
Piloting the Instrument

- Piloting the questionnaire
- Piloting the semi-structure interview protocol

Complexity & Ambiguity: Evaluating International Education



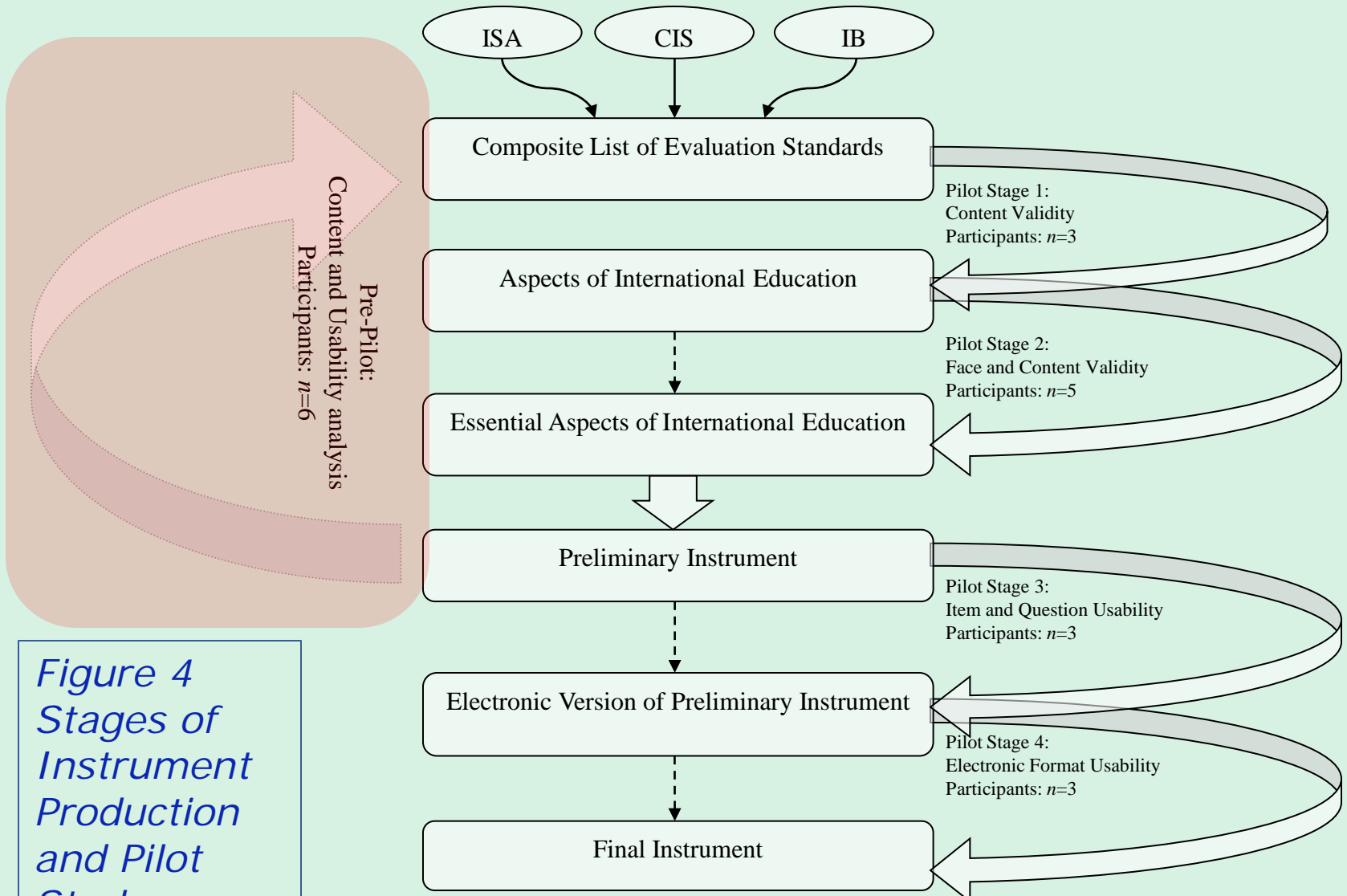
Visualizing Process for Identifying “Essential” Aspects of International Education



Results of Pilot Testing



Visual Model of Instrument Design Process



*Figure 4
Stages of
Instrument
Production
and Pilot
Study*

New Instructions

This questionnaire is designed to measure stakeholder perceptions and values related to international education within the context of international schools.

For the purposes of this study, the term "***International Education***" will be operationally defined as "an approach to education that pursues the dual priorities of meeting the educational needs of internationally-mobile families and developing a global perspective in students."

For the purposes of this study, the term "***Global Perspective***" will be operationally-defined as "a perspective that pursues international-mindedness, intercultural sensitivity, and globally-oriented citizenship in order to promote world peace and justice."

For each statement below, you will be asked to respond to two questions.

For the question "**How much importance do you give to this aspect of international education?**" you will be asked to respond on a scale from 1 to 5: 1 = "Unimportant," 2 = "Of Little Importance," 3 = "Moderately Important," 4 = "Important," and 5 = "Very Important."

For the question "**How well does the school implement this aspect of international education?**" you will be asked to respond on a scale from 1 to 5: 1 = "Very Poorly," 2 = "Poorly," 3 = "Fair," 4 = "Well," 5 = "Very Well."

Piloting: Pre-pilot

Phase: Pre-Pilot

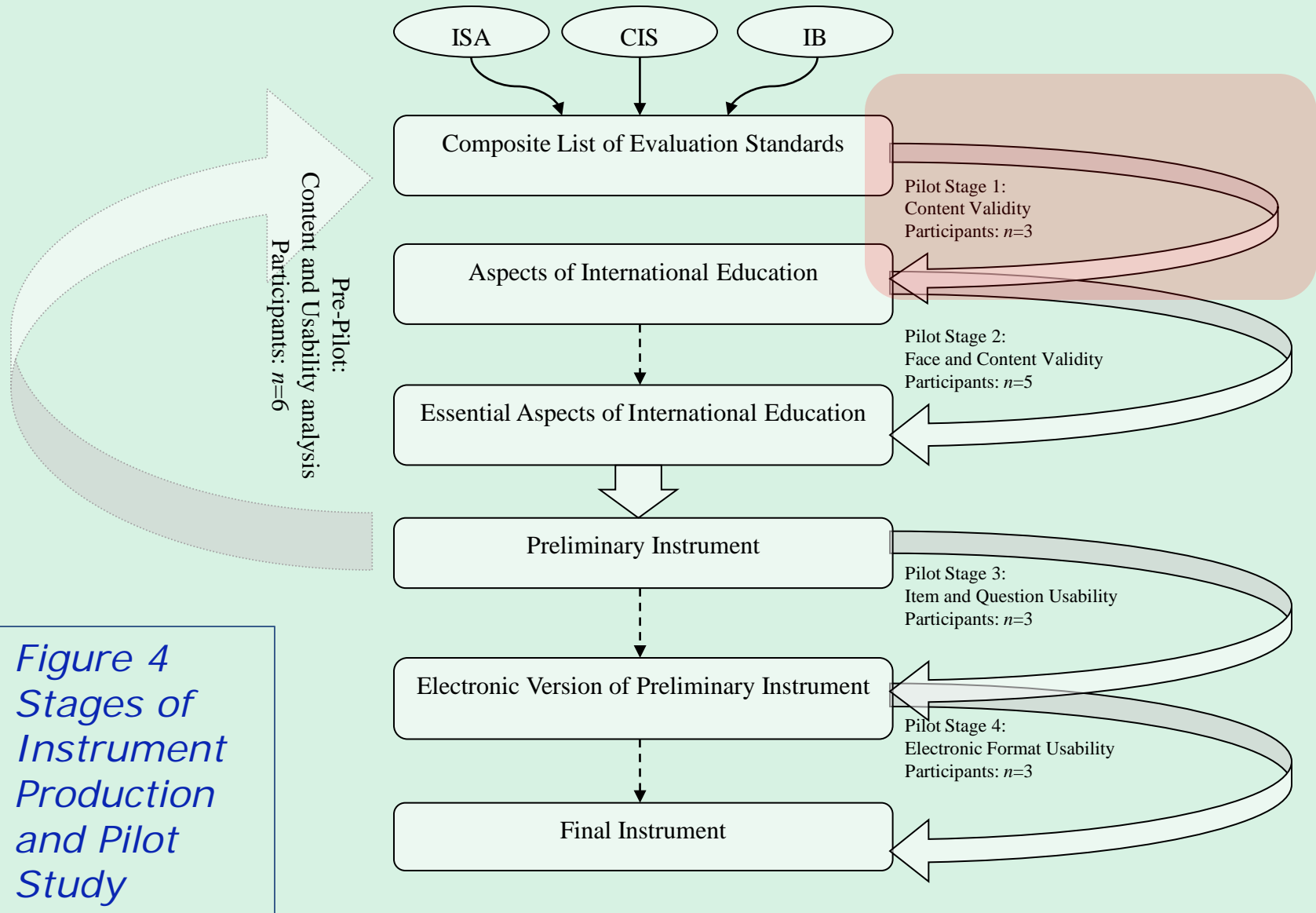
Purpose: Content and Usability Analysis

Participants: n=8 (mixture of teachers and administrators during a PD day)

Process: Show sample survey, ask questions: section, minutes, content of statements, response ranking, visual format, other?

Results: 23 minutes, 2 items redundant, 2 items need clarification, include clear operating definition of international education, feedback positive regarding response ranking, visual format suggestions made, consistency of language an issue

Visual Model of Instrument Design Process



*Figure 4
Stages of
Instrument
Production
and Pilot
Study*

Piloting: Pilot

Phase: Stage 1

Purpose: Content Validity

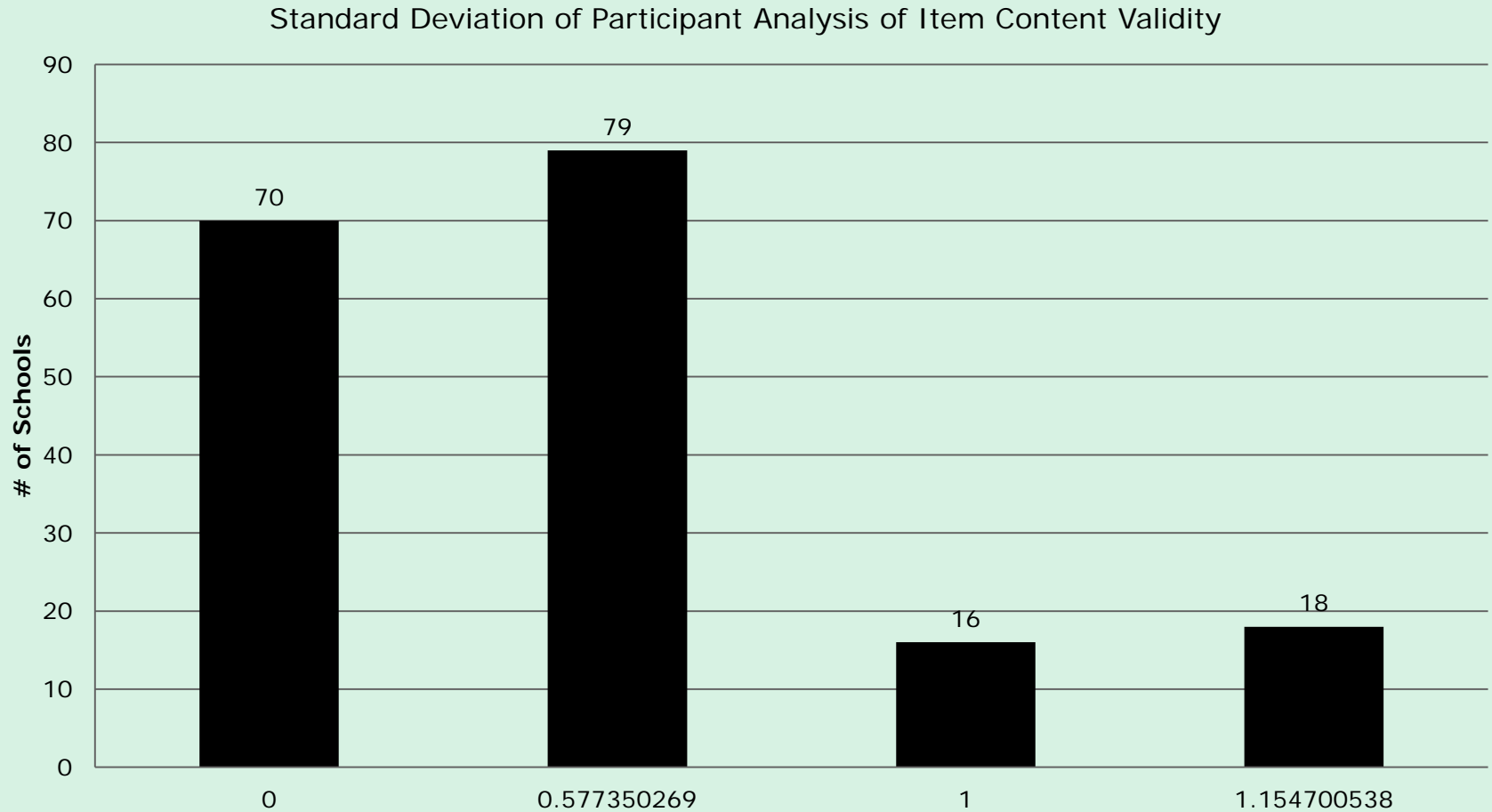
Participants: n=3 (Faculty of graduate school of education, experience in international schools, experience with International Baccalaureate.)

Process: Given a composite list of evaluation standards and asked to evaluate the content validity of each item. For each of 118 statements in the questionnaire, the participants responded to the question "Do you consider this statement to be 'essential,' 'useful, but not essential,' or 'not necessary' to evaluating the construct called international education?"

Results: Lawshe's (1975) widely accepted statistic of the content validity ratio was used. The results of stage one of the pilot study indicate support for the initial premise of this study, as described in chapter 2, that the dominant international education evaluation schemes appear to contain a significant number of items that do not seem to be essential to the construct of international education.

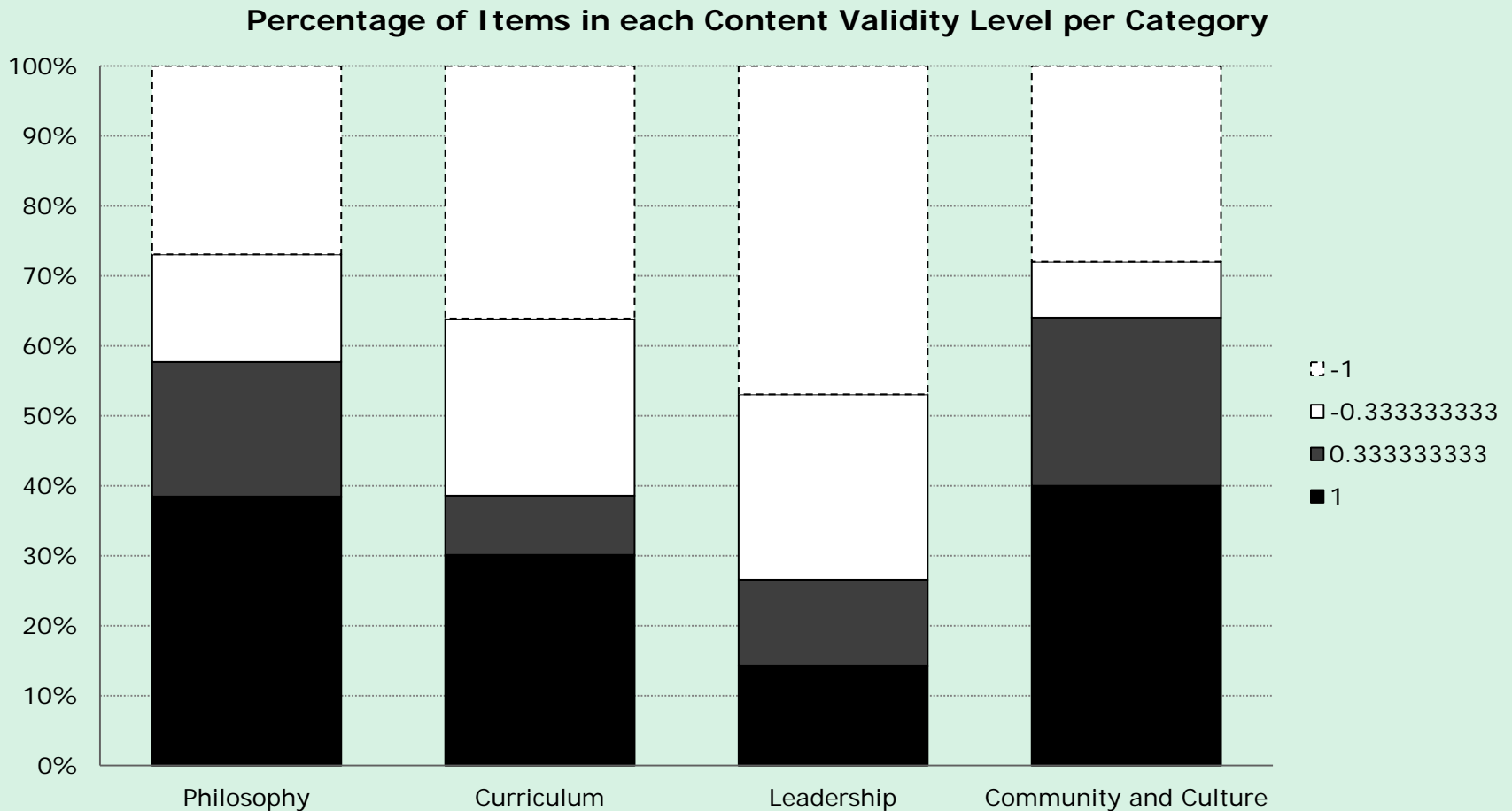
Phase One Pilot Study

Figure 5 Consistency of Participant Analysis during Phase One Pilot Study

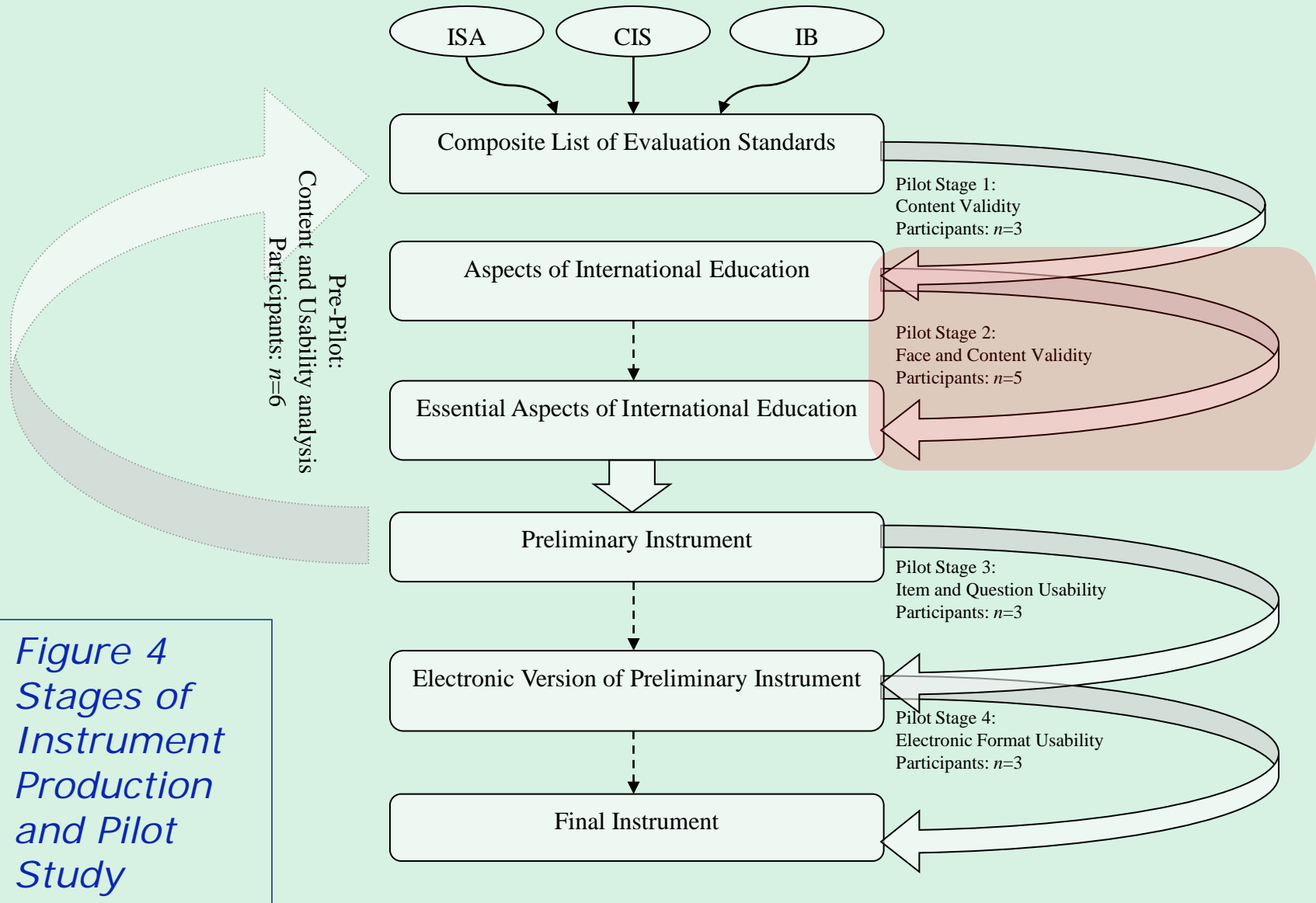


Phase One Pilot Study

Figure 6 Content Validity Levels by Item Category



Visual Model of Instrument Design Process



Piloting: Pilot

Phase: Stage 2

Purpose: Face and Content Validity

- **Participants:** n=8 (Subject matter experts: Trained by the Council of International Schools (CIS) as a CIS school visitor, and conducted at least one visitation; Trained by the International Baccalaureate (IB) as an approved IB educators network school visitor, and conducted at least one visitation; Trained in at least three workshops by the International Baccalaureate (IB), worked in an IB authorized program school, and worked in a minimum of three different international schools in three different countries.)

Process: Given survey and asked

- **Face Validity:** “Does the questionnaire look like it measures stakeholder perceptions of international education?” Strongly agree (5) to Strongly disagree (1)
- **Content Validity:** “Do you consider this statement to be ‘essential,’ ‘useful, but not essential,’ or ‘not necessary’ to evaluating the construct called international education?”

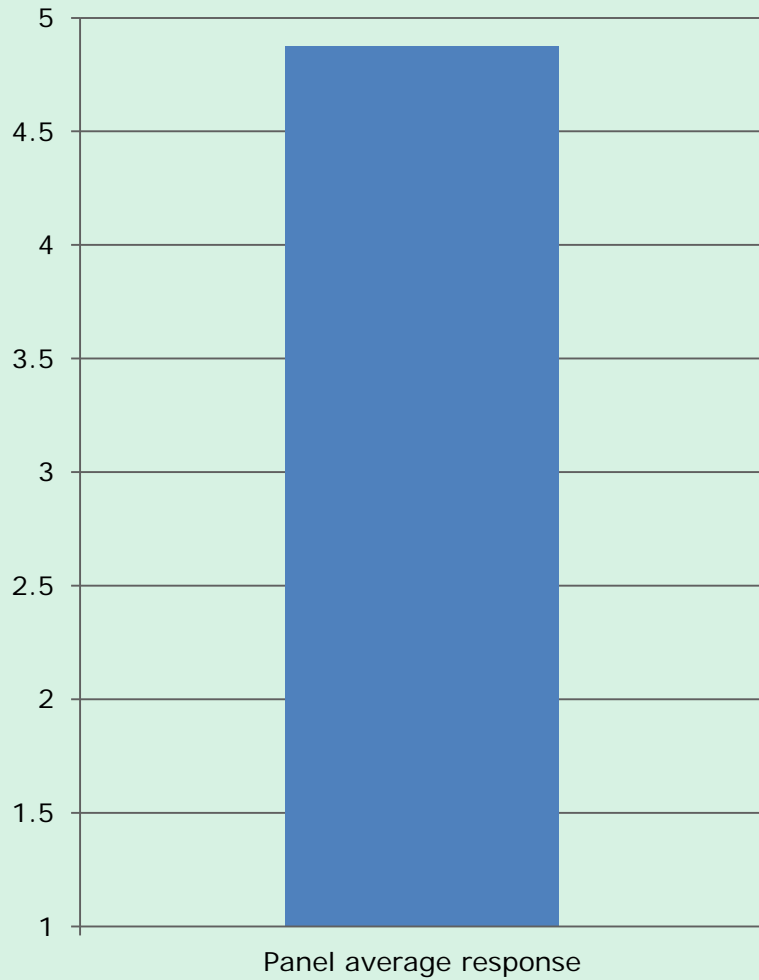
Results:

- **Face Validity:** 4.875 from 1 to 5 (5.000 = Strongly Agree)
- **Content Validity:** Of the 66 original statements, 9 were found to not be considered “essential” according to Lawshe’s (1975) widely accepted statistic of the content validity ratio.

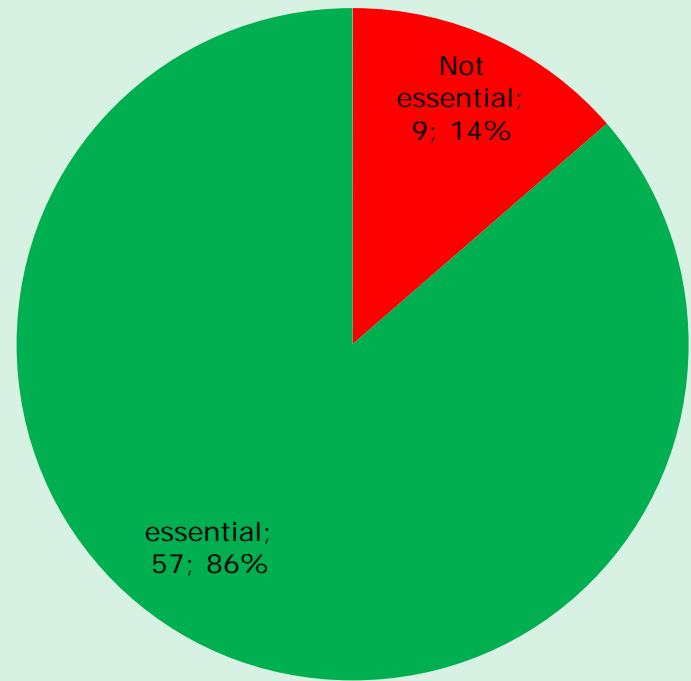
Conclusion:

- The results of stage two of the pilot study indicate support for instrument, after 9 remaining questions are removed.

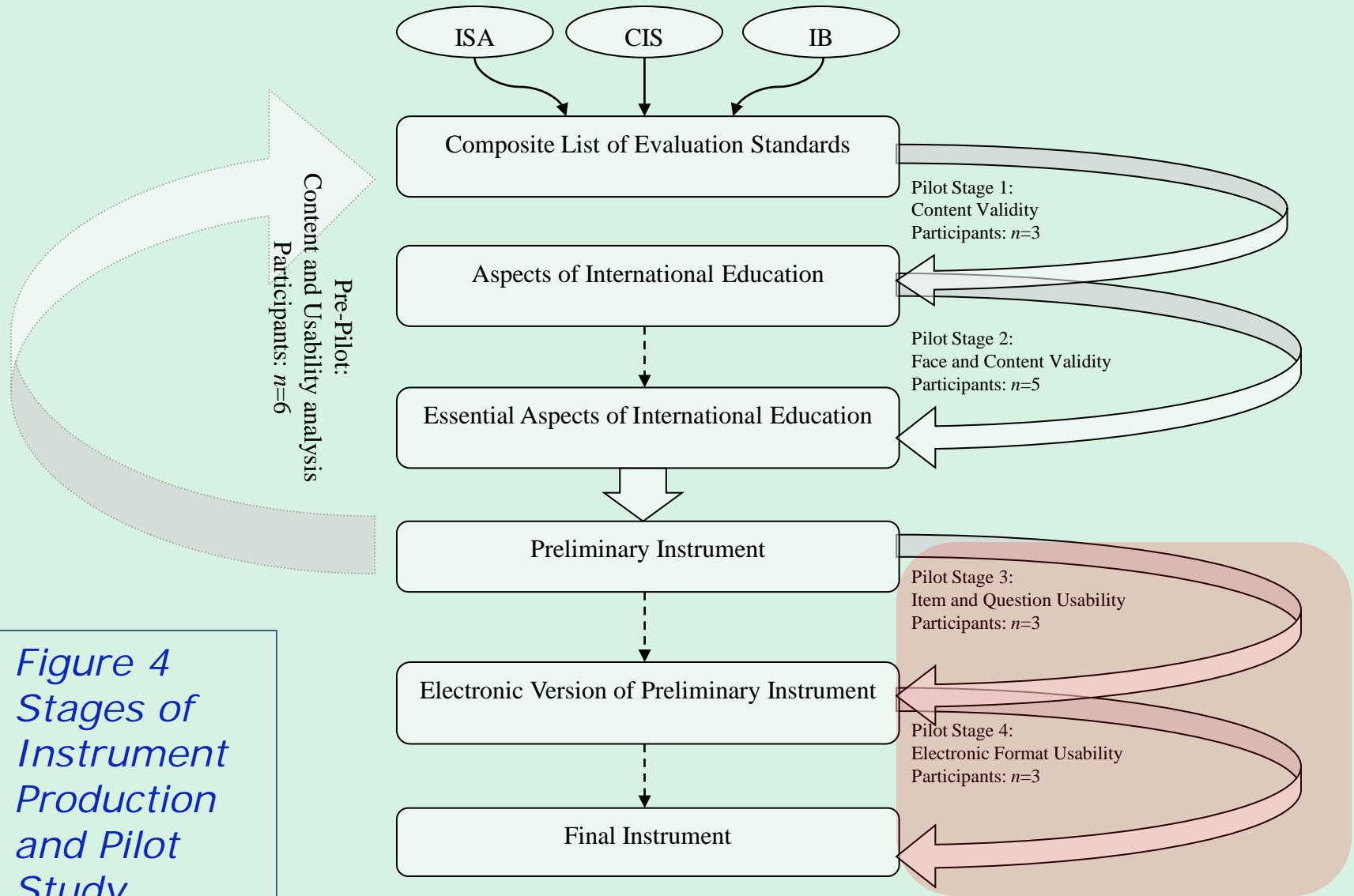
Face Validity



"Essentiality" of Survey Statements



Visual Model of Instrument Design Process



*Figure 4
Stages of
Instrument
Production
and Pilot
Study*

Piloting: Pilot

Phase: Stage 3

Purpose: Item and Question Usability

Participants: n=3 (International School Stakeholders: teachers, parents, administrators)

Process: Administer questionnaire and ask if any items were unclear

Expected Results: Minor changes to wording

Phase: Stage 4

Purpose: Electronic Format Usability

Participants: n=3 (International School Stakeholders: teachers, parents, administrators)

Process: Administer electronic questionnaire and ask if any items were unclear

Expected Results: Minor changes to format

<p>Community and Culture</p> <p>The statements in this section address the school’s community and culture, including the governing body (i.e. school board), senior leadership, teaching faculty, support staff (i.e. secretaries, custodians, etc.), students, student families and community connections.</p>	<p>How much importance do you give to this aspect of international education?</p>					<p>How well does the school implement this aspect of international education?</p>				
<p>1. The cultural diversity of the school’s governing body supports and promotes a global perspective within the school.</p>	Unimportant	Of Little Importance	Moderately Important	Important	Very Important	Very Poorly	Poorly	Fair	Well	Very Well
	1	2	3	4	5	1	2	3	4	5

The World View project



home



About the project

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About the survey

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1. [The survey](#)
2. [The research study](#)

Participation

Participation in the survey is free. Please click on the following links for additional information:

1. [Project timeline](#)
2. [Participation guidelines](#)
3. [Participation request form](#)
4. [Frequently asked questions](#)

Contact

If you are interested in having your school participate in the WorldView project, or would like to learn more, please contact [Dan Keller](#) at:

WorldView.Edu@gmail.com

The Project

1. The purpose of the *World View Project* is to contribute to the developing understanding of international education within the context of international schools.
2. The *World View Survey* is a research-based instrument designed to measure international school stakeholder perceptions of a school's international education program.
3. International schools are invited to participate, free of charge, in the World View Project.
4. Participating schools will be sent a link to the on-line *World View Survey*. Completion time is estimated to be less than 15 minutes.
5. Participating schools will receive, free of charge, a *World View Report*. The report will include a statistical analysis of the participating school's results from the *World View Survey*. The analysis will include within-school statistics and comparative statistics with the participating population of international schools.
6. All information about participating schools is kept confidential and secure according to strict procedures.
7. There are no costs to participating schools.

Participation

1. Visit: <https://sites.google.com/site/worldviewedu/>
2. Email: WorldView.Edu@gmail.com
3. Give me your card after the presentation
4. Visit me after the presentation and write your email on a piece of paper
5. Initial inquiries about participation in the *World View Project* may be made by any staff working in an international school.
6. Administration of the *World View Survey* will eventually require permission from your school Director/Head.



The screenshot displays a web form titled 'Request to Participate in Survey'. The form is divided into several sections:

- Contact Information:** Fields for 'Your FIRST NAME', 'Your LAST NAME', and 'Your EMAIL address'.
- International School:** Fields for 'The COUNTRY in which your international school is located', 'The CITY in which your international school is located', 'The NAME of your international school', and 'The Web Site URL for your international school' (with an example: <http://www.yourinternationalschool.org>).
- Head of School:** Fields for 'The FIRST NAME of Head of School' and 'The LAST NAME of Head of School'.

Quasi-Independent Variables

Quasi-independent variables	Parents	Teachers	Administrators
Stakeholder group	X	X	X
Current international school	X	X	X
Gender	X	X	X
# of languages spoken	X	X	X
# of countries lived in	X	X	X
# of international schools/universities	X	X	X
# of years at current international school	X	X	X
Primary language spoken in household	X	X	X
Country of birth	X	X	X
Citizenship(s)	X	X	X
Educational attainment (highest degree)	X	X	X
Age	X	X	X
Workshop leader in I.E.		X	X
Evaluation visitor for I.E.		X	X
Grade level			
Grade point average			
Occupation	X		
Subject(s) taught		X	

Research questions	Method of Statistical Analysis
1. To what degree do [stakeholders] think different facets of the international education are being successfully implemented?	Descriptive
1. To what degree do [stakeholders] value different facets of international education?	Descriptive
Additional questions that may be analyzed	
1. How might the perspectives of different stakeholder groups be related?	Inferential
1. How might the perspectives of different international schools be related?	Inferential
1. What are the main effects of the independent variables?	Inferential
1. What are the interactions among the independent variables?	Inferential
1. What is the importance of the dependent variables?	Inferential
1. What is the strength of the association between dependent variables?	Inferential
1. What are the effects of covariates? How may they be utilized?	Inferential

Report

1. Free of charge
2. The report will include a statistical analysis of the participating school's results from the *World View Survey*.
3. The analysis will include within-school statistics and comparative statistics with the participating population of international schools.
4. Provided to schools in electronic format
5. Free interpretive guide provided
6. Free personal support provided (email, video conference, phone, limited)

World View Report:
Stakeholder Perceptions of
International School Curriculum

School:
Bilkent Laboratory & International
School

Date of Survey Administration:
January, 2013

This report is provided free of charge to the above named school as part of the World View Project. The content of this report is confidential and provided to the head of the above named school.

Unit of Analysis

Topics

Values

Implementation

Relationship

Stakeholders:

Students

Parents

Faculty

Administrators

Schools:

School A

School B

School C

School D...

Descriptive Statistics

Descriptive Statistics

Inferential Statistics

Descriptive Statistics

Descriptive Statistics

Inferential Statistics

timeline

	Oct	Nov	Dec	Jan	Feb	Mar	April	May
Recruit Participating schools	x	x						
Confirm participation		x	x					
Send Survey				x				
Complete Survey					x	x		
Send Report							x	x

Next Steps

1. Visit:
<https://sites.google.com/site/worldviewedu/>
2. Email:
WorldView.Edu@gmail.com
3. Give:
Business card
4. Write:
Email on a piece of paper
5. Visit:
After the presentation

Summary

1. World View Project is now fully established, supported, and receiving external financing
2. Background research suggests the aims of the project and possible contributions to individual schools, as well as International Education as a whole
3. Results from the piloting stage suggest that some premises of the project are supported.
4. Ready for schools to participate

World View

Questions?

WorldView.Edu@gmail.com

<https://sites.google.com/site/worldviewedu/>