

**THE INTERNATIONAL  
BACCALAUREATE: A YEAR IN RESEARCH**  
AN ANNOTATED BIBLIOGRAPHY OF 2017 STUDIES

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## Introduction and Overview

The following list attempts to chronicle research published on the International Baccalaureate (IB) throughout 2017. This document is meant to serve IB heads of schools, coordinators, teachers, employees, others in the IB community, and researchers in the field. Descriptions of the individual pieces of research provide a brief overview of the content of publications. In no way are they intended to present the whole background, methodological considerations, or findings found therein. The list presented in this document is intended to be as inclusive as possible, and no value judgments have been made on the validity of the findings or rigour of the studies.

## Reading this Report

The document is comprised of three sections: **Reports** (both IB commissioned research and independently conducted research), **Academic Texts** (including books, book chapters, journal articles and dissertations) and **Conference Proceedings** (non-IB). Each section provides an overview of 2017 sources relating to the *Primary Years Programme* (PYP), *Middle Years Programme* (MYP), *Diploma Programme* (DP), *Career-related Programme* (CP) and, finally, *Cross-programme Studies*, which are relevant to more than one programme or to the IB organisation generally.

Under each of the above headings, relevant studies related to the IB and its programmes are listed. Relevant keywords have also been included to assist readers in locating these resources.

## Findings

In 2017, 110 pieces of research that related to the IB were identified. Of these, 101 studies were written in the English language. In addition, 7 Spanish language and 2 German language studies were identified as part of the review process. A translated summary of the content of these foreign language texts is provided within.

Included in this report are 39 journal articles, 17 presentations at non-IB conferences, 22 Master's/doctoral theses/dissertations, 22 reports, and 10 book chapters.

The studies reviewed include 10 on the Primary Years Programme, 12 on the Middle Years Programme, 46 on the Diploma Programme, 3 on the Career-related Programme, and 39 relating to Cross-programme studies or the IB as an organisation. Table 1 presents these figures and lists the most frequent areas of reference and types of studies identified.

Table 1: Review of focus areas, frequent areas of reference and study types within IB research, 2017

<b>Programme/Study Focus</b>	<b>Number of Studies</b>
Primary Years Programme	10
Middle Years Programme	12
Diploma Programme	46
Career-related Programme	3
Cross-programme /All Programmes	39
<b>Frequent Areas of Reference</b>	
College readiness	
International-mindedness	
Global citizenship	
Intercultural communication	
<b>Types of Studies</b>	
Journal articles	
Reports	
Dissertations/Theses	
Non-IB conferences	
Book chapters	
Books	

While concerted efforts were made to include every available piece of research published in 2017 relating to the IB, there may be some references that have been overlooked from this review.

## Reports

### Primary Years Programme

**Bush, R. (2017). Educating Children with Autism Spectrum Disorder within the Primary Years Programme Framework: The Latin American perspective. *The International Baccalaureate*, Bethesda, MD, USA (Jeff Thompson Award).**

**Keywords:** PYP, autism spectrum disorder, Latin America

This report examines the educational experiences of young children with autism spectrum disorder (ASD) undertaking the International Baccalaureate (IB) Primary Years Programme (PYP) in Latin America. Overall, the findings indicate that the PYP framework offers much potential to support children with ASD, and that PYP trained teachers were positive about the education of children on the spectrum.

<http://www.ibo.org/contentassets/8cef1adee86046cb902d930a17da1e56/educating-children-with-asd-in-the-pyp-en.pdf>

**Medwell, J., Cooker, L., Bailey, L., & Winchip, E. (2017). The Impact of the PYP Exhibition on the Development of International-mindedness, Critical Thinking and Attributes of the IB Learner Profile. *The International Baccalaureate*. Bethesda, MD, USA.**

**Keywords:** PYP, international-mindedness, Learner Profile

This report explores the impact of the International Baccalaureate (IB) Primary Years Programme (PYP) exhibition on the development of various attributes of the learner profile, as well as international-mindedness and critical thinking, amongst students. Drawing upon data collected in Russia, China, Mexico, the United Kingdom, and Kenya, the findings suggest that the PYP exhibition is a valuable and essential element in developing positive attributes in young learners.

<http://www.ibo.org/globalassets/publications/ib-research/pyp/pyp-exhibition-final-report-en.pdf>

### Middle Years Programme

**Azzam, T., Mason, S., Rykaczewska, A., Swope, M., Mansfield, M. & Fayles, C. (2017). Summary Report: A Study of the Implementation and Impact of the Middle Years Programme (MYP): Next chapter. *The International Baccalaureate*. The Hague, NL.**

**Keywords:** MYP, program evaluation, impact

This report focuses on the implementation and impact of changes to the Middle Years Programme (MYP), known as MYP: Next Chapter. These changes are designed to enhance the quality of teaching and learning in schools that offer the MYP. Overall, the findings demonstrate that

schools are supportive of changes to the MYP, but sometimes lack confidence in implementation. The report emphasises the need for schools to communicate changes to educators to support their understanding of the evolution of the programme.

<http://ibo.org/globalassets/publications/ib-research/myp/myp-evaluation-report-2017-en.pdf>

Hoon, N., Ellis, L. & Hopkins, A. (2017). Evaluation of the International Baccalaureate (IB) Middle Years Programme (MYP) Mathematics Skills Framework. *The International Baccalaureate*. The Hague, NL.

**Keywords:** MYP, mathematics, mathematics skills framework

This report evaluates the Middle Years Programme (MYP) mathematics skills framework. Through comparison with similar mathematics systems, the study examines the current implementation of the mathematics skills framework. Overall, the authors conclude that the mathematics skills framework within the MYP achieves its aims, but when compared to other systems, is more flexible in its ability to be adapt to individual contexts.

<http://ibo.org/globalassets/publications/ib-research/myp/myp-mathematics-skills-framework-full-report-en.pdf>

Stevenson, H., Shah, S., Bailey, L., Cooker, L., Winchip, E., & Karak, M. (2017). The International Baccalaureate Middle Years Programme (MYP) in the United Arab Emirates. *The International Baccalaureate*. Bethesda, MD, USA.

**Keywords:** MYP, curriculum integration, United Arab Emirates

This report examines the experiences of schools that offer the Middle Years Programme (MYP) in the United Arab Emirates (UAE). In order to explore the experiences and perceptions surrounding the MYP in UAE schools, data from educators, students and parents was analysed. Study participants indicated that although the MYP was perceived as highly flexible and relevant to the international context of the UAE, integration between the local curriculum and the MYP can be challenging with regard to school policies and practices.

[http://www.ibo.org/contentassets/a7bc64e18f3a4a5493d4213f648f8b18/myp\\_uae\\_finalreport\\_en3.pdf](http://www.ibo.org/contentassets/a7bc64e18f3a4a5493d4213f648f8b18/myp_uae_finalreport_en3.pdf)

Thier, M., Fukuda, E., Knight, S., Sykes, J. & Chadwick, K. (2017). Alignment and Coherence of Language Acquisition Development in the International Baccalaureate Middle Years Programme. *The International Baccalaureate*. The Hague, NL.

**Keywords:** MYP, MYP Language Acquisition Guide

This study explores the alignment and coherence of the MYP Language Acquisition Guide (MYP Guide). The findings suggest that the IB could provide further specificity in certain areas of the MYP Guide. Any revision of the MYP Guide, however, will require careful planning and consideration.

<http://ibo.org/contentassets/e2052c9b58b348cda508b7358a9139f3/mypla-report-final-en.pdf>

Valle, J., Menéndez, M., Manso, M., Garrido, R. & Thoillez, B. (2017). Implementation and outcomes of the International Baccalaureate (IB) Middle Years Programme (MYP) in Spanish schools. *The International Baccalaureate*. Bethesda, MD, USA.

**Keywords:** MYP, national curriculum, alignment, Spain

This study considers the growing interest around the Middle Years Programme (MYP) in Spain, and follows the journey of eight Spanish private schools in implementing the MYP. Through a comparison of the Spanish local curriculum and the MYP, the findings demonstrate that there are several benefits to integrating the MYP into Spanish schools, including the development of critical thinking and enquiry skills. However, a number of challenges were also reported, including workload concerns from educators, and maintaining a balance between local and international requirements and practices.

<http://ibo.org/globalassets/publications/ib-research/myp/myp-in-spain-summary-2017-en.pdf>

## Diploma Programme

Aldana, U. & Mayer, A. (2017). Interim report: Study of IB Students' High School and Post-Secondary Experiences: US Public Schools Serving Students from Low-income Households. *The International Baccalaureate*, Bethesda, MD. USA.

**Keywords:** DP, equity, low-income students, college participation, United States

This paper reports on a longitudinal study that seeks to examine the pre- and post-university experiences of International Baccalaureate (IB) Diploma Programme (DP) students in US public schools. The students in this study are generally from low-income or disadvantaged backgrounds, with little to no history of college participation. Overall, the preliminary findings suggest that for students from low-income households, participation in the DP positively impacts upon college participation, academic resilience, and belonging, when compared to similar non-DP students.

<http://ibo.org/globalassets/low-income-households-summary-en.pdf>

Barnett, E., Avila, O., & Aklog, F. (2017). An Analysis of the Development of Positive Academic Mindsets in Diverse IBO Schools. *The International Baccalaureate*, Bethesda, MD, USA.

**Keywords:** DP, academic mindsets, Peru, United States

This study examines the extent to which International Baccalaureate (IB) Diploma Programme (DP) schools support the development of certain non-cognitive traits, with a special focus on positive “academic mindsets”—self-perception that supports academic performance. The findings indicate that the presence of positive academic mindsets have the potential to influence academic behaviours, and accordingly, improve academic performance.

<http://www.ibo.org/globalassets/publications/ib-research/dp/academic-mindsets-final-report-en.pdf>

**Beek, A. (2017). Contextual Interpretations of International Mindedness in International Baccalaureate Diploma Students. *The International Baccalaureate*, Bethesda, MD, USA. (Jeff Thompson Award).**

**Keywords:** DP, international mindedness, Czech Republic

This study explores contextual interpretations of international mindedness by IB Diploma Programme (DP) students in both local and international schools in the Czech Republic. The results indicate that overall, the concept of international mindedness can be characterized by the development of an intercultural identity as influenced by parents, peers, and backgrounds, and by the ability to consider the perspectives of others.

<http://www.ibo.org/globalassets/publications/ib-research/jeff-thompson-award-beek-executive-summary-en.pdf>

**Davis, E., Smither, C., Zhu, B., & Stephan, J. (2017). Characteristics and Postsecondary Pathways of Students who participate in Acceleration Programs in Minnesota. *Institute of Education Sciences, US Department of Education*.**

**Keywords:** DP, AP, United States

This report offers an analysis of Minnesota high school graduates who had undertaken accelerated programs such as Advanced Placement (AP) or the IB Diploma Programme (DP). Overall, the study indicated that participation and success in acceleration programs commonly leads to dual credits in Minnesota colleges, but that students from low-income or culturally diverse backgrounds participate in acceleration programs at a lower rate than their peers, and are also underrepresented in Minnesota colleges.

[https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL\\_2017234.pdf](https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017234.pdf)

**Dulfer, N. McKernan, A. & Brindle, K. (2017). Different Countries, Different Approaches to Teaching and Learning? *The International Baccalaureate*, Bethesda, MD, USA (Jeff Thompson Award).**

**Keywords:** DP, differentiated instruction, Australia, Hong Kong

This study analyses the ways in which differentiated instruction in the IB Diploma Programme (DP) is used in classrooms in Hong Kong and Australia. The findings demonstrate that although educators are confident in differentiating through their teaching pedagogies, differentiation of content is a challenge for some educators in Hong Kong and Australian IB schools.

<http://www.ibo.org/globalassets/dulfer-jta-final-report-en.pdf>

**Duncan, S., & Paran, A. (2017). The Effectiveness of Literature on Acquisition of Language Skills in the High School Context. *The International Baccalaureate*. The Hague, NL.**

**Keywords:** DP, language acquisition, literature

This study describes the ways in which literature can be used to support language acquisition in International Baccalaureate (IB) Diploma Programme (DP) language B classrooms. Fieldwork undertaken with teachers and students suggests a consensus in favour of using literature in language teaching, with perceived benefits to both cognitive and linguistic development, such as vocabulary and reading skills.

<http://ibo.org/contentassets/1fcef0df17448bebe6781ea0396adff/effect-of-literature-on-language-acquisition-final-report.pdf>

**Hayden, M., Hemmens, A., McIntosh, S., Sandoval-Hernández, A., & Thompson, J. (2017). The Impact of Creativity, Action, Service (CAS) on Students and Communities. *The International Baccalaureate*. Bethesda, MD, USA.**

**Keywords:** DP, CAS, student skills

This report examines the impact of the Creativity, action, service (CAS) component of the DP on students and communities. In particular, participation in CAS was perceived to contribute to changes in Diploma Programme (DP) students in terms of their personal dispositions, behaviour and interpersonal relationships. Specifically, coordinators, students and alumni believed that CAS helps students to become better at “taking on new challenges”, “learning to persevere” and “developing better interpersonal skills”.

<http://ibo.org/contentassets/d1c0accb5b804676ae9e782b78c8bc1c/cas-finalreport-2017-en.pdf>

**Lee, M., Spinks, J. A., Wright, E., Dean, J., & Ryoo, J. H. (2017). A Study of the Post-Secondary Outcomes of IB Diploma Alumni in Leading Universities in Asia Pacific. *The International Baccalaureate*. Bethesda, MD, USA.**

**Keywords:** DP, university outcomes, Asia-Pacific

This study describes the post-secondary outcomes of DP graduates at highly ranked universities in the Asia-Pacific region. The authors conclude that although there is no difference in academic performance between DP and non-DP graduates, DP alumni report more non-cognitive skills than their non-DP counterparts, including application of 21st-century skills and preparation for university participation.

<http://ibo.org/globalassets/publications/ib-research/dp/postsecondary-outcomes-asia-pacific-full-report-en.pdf>

National Recognition Information Centre for the UK (UK NARIC) (2017). *The International Baccalaureate (IB) Diploma Programme (DP): Alignment with the Pakistan National Curriculum for Years XI and XII. The International Baccalaureate*, Bethesda, MD, USA.

**Keywords:** DP, national curriculum, Pakistan

This study provides a comparative analysis of the International Baccalaureate Diploma Programme (DP) and Pakistan's Higher Secondary School Certificate (HSSC). Through comparison of the two university preparation programs, the report considers the ways in which the DP and HSSC support entry to university and prepare students for tertiary study. The research concludes that the DP is more demanding, and commands greater recognition by universities across the world, than the HSSC.

<http://ibo.org/globalassets/publications/ib-research/dp/naric-dp-in-pakistan-full-report-2017-en.pdf>

Valle, J., Menéndez, M., Manso, M., Garrido, R. & Thoillez, B. (2017). *Implementation and Impact of the International Baccalaureate (IB) Diploma Programme (DP) in Spanish State Schools. The International Baccalaureate*. Bethesda, MD, USA.

**Keywords:** DP, national curriculum, alignment, Spain

This report considers the current interest in the Diploma Programme (DP) in Spain, and explores the practices and requirements necessary for Spanish students to undertake a dual qualification pathway of both the DP and the local curriculum. Across the schools examined in this study, DP implementation is largely perceived to produce positive outcomes, such as promoting a beneficial shift in school culture, an expansion of pedagogical approaches, and the facilitation of academic competencies in students.

[http://www.ibo.org/contentassets/d1c0accb5b804676ae9e782b78c8bc1c/dp\\_spanishschools\\_en.pdf](http://www.ibo.org/contentassets/d1c0accb5b804676ae9e782b78c8bc1c/dp_spanishschools_en.pdf)

## Career-related Programme

Mack, L., Halic, O. & Burd, E. (2017). *Career-related Programme Graduates in Higher Education. The International Baccalaureate*. Bethesda, MD, USA

**Keywords:** CP, student outcomes, career readiness, United States

This paper focuses on the International Baccalaureate Career-related Programme (CP) in order to consider the effectiveness of career and technical education (CTE) in secondary schools offering the CP. In particular, the paper responds to the paucity of research as to whether CTE can effectively promote career-oriented skills, without negatively impacting students' academic achievement. Through an examination of higher education enrolment trends in the United States, the study sheds light on the postsecondary trajectories and persistence of CP graduates.

<http://ibo.org/globalassets/publications/ib-research/cp-research-us-graduates-2017-en.pdf>

Rutherford, P. (2017). *Career-related Experiences and the International Baccalaureate Career-related Programme. The International Baccalaureate*. The Hague, NL.

**Keywords:** CP, career readiness, career-related experiences

Adding to the limited body of research on the IB Career-related Programme (CP), this study examines the experiences of recent graduates and students enrolled in the CP, and considers the challenges associated with supporting the career-related experiences of senior secondary students in select countries (Australia, India, Norway, Spain, the United Kingdom and the United States). Overall, data collected demonstrates that supporting career-related experiences is challenging for schools, due to time constraints and lack of organisational connections. However, teachers who participated in the study were overtly positive about career-related experiences as a core component of the CP curriculum.

<http://ibo.org/contentassets/318968269ae5441d8df5ae76542817a0/career-related-experiences-summary-en.pdf>

## Cross-programme Studies /All Programmes

Barratt Hacking, E., Blackmore, C., Bullock, K., Bunnell, T., Donnelly, M., & Martin, S. (2017). *The International Mindedness Journey: School Practices for Developing and Assessing International Mindedness Across the IB Continuum. The International Baccalaureate*. Bethesda, MD, USA

**Keywords:** IB continuum, international mindedness

This report focuses on the IB's mission to enhance international mindedness, to foster intercultural understanding, global engagement and multilingualism. Accordingly, this study examines the ways in which IB World Schools imagine, enact, and evaluate international

mindedness, and considers the challenges and benefits associated with the utilisation of content and pedagogies designed to develop and assess international mindedness.

<http://ibo.org/globalassets/publications/ib-research/continuum/international-mindedness-final-report-2017-en.pdf>

## Other Academic Sources

### Primary Years Programme

**Baker, F. S. (2017). Bringing Outdoor Play Indoors in United Arab Emirates: Mud as a Powerful Binding Element. *Childhood Education*, 93(1), 73-79.**

**Keywords:** PYP, inquiry-based education, United Arab Emirates

This paper considers the importance of outdoor play as a learning mechanism for early childhood education and care. The study examines the application of outdoor play in the United Arab Emirates, where the climate can disrupt the potential for outdoor play. Drawing upon the PYP's inquiry-based framework, the paper concludes that there are many innovative and creative ways in which teachers can bring outdoor play indoors.

<http://www.tandfonline.com/doi/abs/10.1080/00094056.2017.1275245>

**Butler, K. (2017). *The International Baccalaureate Primary Years Program Curriculum Development Model for Standards Alignment* (Doctoral Dissertation, California State University).**

**Keywords:** PYP, high stakes testing, curriculum integration, United States

This thesis examines the reasons why current educational practices, such as high stakes assessment, have not been successful in augmenting student outcomes. Instead, the author argues that education should support students to become lifelong learners who can think critically and creatively. In this thesis, the author posits that programs such as the International Baccalaureate (IB) Primary Years Programme (PYP), can facilitate the development of critical and creative skills, but also considers the challenges facing IB schools, as the IB sees expansion within the public system in the United States, particularly regarding local and federal education standards.

<http://csusm-dspace.calstate.edu/handle/10211.3/190544>

**O'Dell, K. A. (2017). *How Preservice Teachers Experience Becoming Internationally Minded Through Primary Years Programme Certification* (Doctoral dissertation, Kent State University).**

**Keywords:** PYP, teacher education, international mindedness, United States

This dissertation seeks to understand the ways in which preservice teachers experienced the process of becoming ‘internationally minded’ at a Midwestern public university. The candidates were enrolled in an early childhood education program in which Primary Years Programme (PYP) certification was embedded. Findings indicate that PYP components to preservice teacher education programs supported their understanding and conceptualisation of international mindedness, and helped them to apply it to their own teaching practice. However, as the findings suggest, teacher candidates’ interest in teaching in a PYP school, as well as predisposition for developing international mindedness were strongly predictive of the extent to which teaching students embraced international mindedness.

[https://etd.ohiolink.edu/pg\\_10?0::NO:10:P10\\_ACCESSION\\_NUM:kent1502679007714987](https://etd.ohiolink.edu/pg_10?0::NO:10:P10_ACCESSION_NUM:kent1502679007714987)

Setyawan, T. Y. (2017). Primary School Pre-service Teachers’ Perspectives on Primary Years Program and Implementation. *International Journal of Indonesian Education and Teaching (IJIET)*, 1(1), 42-61.

**Keywords:** PYP, teacher education, Indonesia

This paper looks at the expansion of one of the most widely recognised international primary curricula in the world, the Primary Years Programme (PYP) in Indonesia. The author focuses on the skills required to effectively facilitate the PYP framework, and iterates the need for Indonesian higher educational institutions to prepare teachers to deliver the PYP, but also support cultural change and attitudes towards international education in Indonesia. As a result, the paper is relevant for understanding teacher attitudes towards international education to enhance the delivery of IB programmes.

<http://e-journal.usd.ac.id/index.php/IJIET/article/view/325>

Steffen, V., & Villaverde, A. B. (2017). Leaders Underestimation, Overestimation or Alignment: Perspectives in Program Implementation. *International Journal of Educational Administration and Policy Studies*, 9(8), 103-123.

**Keywords:** PYP, leadership, program implementation, school improvement, Spain

This paper considers the critical role that school leaders play in implementing new programs in schools in Spain. The study focused on the implementation of the International Baccalaureate’s (IB) Primary Years Programme (PYP) in six schools in Spain, a country which is currently undergoing rapid reform of K-12 schools and tertiary education. The paper argues that leadership is critical to shaping and supporting individual teachers’ endeavours to integrate new programs into their teaching, and when there is misalignment between leader and educator perspectives, program implementation is less likely to be successful.

<http://www.academicjournals.org/journal/IJEAPS/article-full-text/3A56E9665632>

Van Deur, P. (2017). Case Study: The Relationship Between Curriculum Focus on Inquiry and Self-Directed Learning in *Managing Self-Directed Learning in Primary School Education: Emerging Research and Opportunities*, (Book Chapter)

**Keywords:** PYP, self-directed learning, curriculum integration, Australia

This chapter provides a comparative analysis of the assessment of self-directed learning (SDL) in local curriculum and International Baccalaureate Primary Years Programme schools in Australia. The findings suggest that there is a correlation between curriculum content and students' engagement and response to SDL. The author concludes with a consideration of the implications for programs and curriculum regarding SDL, and the ways in which SDL can be assessed in line with local and international curricula.

<https://www.igi-global.com/chapter/case-study/183261>

## Middle Years Programme

Dever, R., & Raven, S. (2017). Intersection of Principles: How *This We Believe* and International Baccalaureate Align. *Middle School Journal*, 48(4), 36-44.

**Keywords:** MYP, international understanding, curriculum integration

This paper examines perspectives on the International Baccalaureate (IB) Middle Years Programme and approaches to teaching and learning in the IB around the world. The authors consider the ways in which IB subjects relate to a larger, international context before considering ways to support and promote the IB approach to teaching, such as better integration into preservice teacher education programs.

<http://www.tandfonline.com/doi/abs/10.1080/00940771.2017.1343058>

Harrison, R., & Miller, S. (2017). Evolving the IB Middle Years Programme: Part Three: Assessment. *The International Schools Journal*, 36(2), 19.

**Keywords:** MYP, assessment, assessment reform, digital assessment

This paper considers the 2016 introduction of a new model for external assessment in the IB Middle Years Programme (MYP). The authors argue that the redesign of the programme faces several significant challenges, but also creates opportunities associated with assessing MYP student achievement in digital formats.

<https://search.proquest.com/openview/6270fea7119fea2b5ea3bba63bb48ef7/1?pq-origsite=gscholar&cbl=2029238>

Hudkins, G. (2017). *The Mirror Up to Nature: Identity Exploration through Drama for English Language Learners*. (Master's thesis, Cleveland State University).

**Keywords:** MYP, Drama, ESOL, English language acquisition

This thesis reflects on the way in which English language acquisition can be promoted through content, arts integration, and identity activities within Drama programs. To investigate these interests, the author developed an International Baccalaureate Middle Years Programme (MYP) unit that addresses language acquisition, drama integration, and personal and cultural identity development. In addition, the unit aims to facilitate intercultural understanding, and to develop the confidence of educators in teaching English language learners or supporting their integration in Drama classrooms.

[https://repository.usfca.edu/capstone/552/?utm\\_source=repository.usfca.edu%2Fcapstone%2F552&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](https://repository.usfca.edu/capstone/552/?utm_source=repository.usfca.edu%2Fcapstone%2F552&utm_medium=PDF&utm_campaign=PDFCoverPages)

Moore, J. M. (2017). *Teacher Motivation Matters: An HLM Approach to Understanding Motivation Towards the International Baccalaureate Middle Years Programme* (Doctoral dissertation, Cleveland State University).

**Keywords:** MYP, motivation, teacher development

This thesis focuses on the extent to which teacher motivation, and programme coordinators' support for teachers, impacts on the enactment of the IB Middle Years Programme. The findings indicate that the programme coordinator's perceived competence, as well as the time they have devoted to professional development and MYP development, had a positive impact on teacher motivation.

<https://search.proquest.com/openview/9cd169235c91cfb8b00cbdf389bd823f/1?pq-origsite=gscholar&cbl=18750&diss=y>

Trafford, S. (2017). Latin and Classical Languages on the International Baccalaureate Middle Years Programme. *Journal of Classics Teaching*, 18(36), 17-19.

**Keywords:** MYP, Latin and Classical languages, United Kingdom

This paper depicts the complexity of teaching and assessing Latin and Classical Languages within the IB Middle Years Programme. With a focus on assessment, the author offers an analysis of the teaching and assessment of Latin against the current UK assessment model, and argues for the need for further research in this area.

<https://www.cambridge.org/core/journals/journal-of-classics-teaching/article/latin-and-classical-languages-on-the-international-baccalaureate-middle-years-programme/D0016B32C7AD1746D1FADBBE8EE6C77A>

## Diploma Programme

Androschuk, C. (2017). *The Effects of the International Baccalaureate Diploma Programme on Schools: A Systematic Review of the Literature* (Master's Thesis, University of Alberta).

**Keywords:** DP, effects on students, Canada, United States

This thesis examines the impacts of the International Baccalaureate (IB) Diploma Programme (DP) on schools in Canada and the United States, where the DP runs alongside the local curricula and is usually regarded as an advanced program. The findings reveal that although the DP appears to have a positive impact on academic life and tertiary participation, concerns remain about access to the DP among marginalized students in North American schools.

<https://era.library.ualberta.ca/files/k643b398j#.Wj67w9-nFdg>

Belal, S. (2017). Participating in the International Baccalaureate Diploma Programme: Developing International Mindedness and Engagement with Local Communities. *Journal of Research in International Education*, 16(1), 18-35.

**Keywords:** DP, international mindedness

This paper considers the impact of the rapidly expanding International Baccalaureate Diploma Programme (DP), and considers the extent to which international mindedness and engagement with local communities are promoted in one school. The author concludes that engagement with the local community is not seen as an outcome of engagement with the DP, however, connections with diverse student communities do support the development of international mindedness.

<http://journals.sagepub.com/doi/abs/10.1177/1475240917702789>

Bergeron, L., & Gordon, M. (2017). Establishing a STEM Pipeline: Trends in Male and Female Enrolment and Performance in Higher Level Secondary STEM Courses. *International Journal of Science and Mathematics Education*, 15(3), 433-450.

**Keywords:** DP, STEM, gender

This paper explores current trends in male and female enrolment in IB Science, Technology, Engineering and Mathematics (STEM) Diploma Programme courses. Drawing upon a sample of more than 300,000 students enrolled in STEM courses, the findings indicate that although female students participate in STEM courses at a lower rate than male students, female and male students perform equally well in IB STEM courses.

<https://link.springer.com/article/10.1007/s10763-015-9693-7>

Billig, S. H. (2017). Service and Service-Learning in International Baccalaureate High Schools: An International Comparison of Outcomes and Moderators. *The International Journal of Research on Service-Learning and Community Engagement*, 5(1).

**Keywords:** DP, CAS, service, civic engagement

This paper investigates the ways in which IB students in Canada, the United States, and Central and South America experience the Community, Action, Service (CAS) component of the Diploma Programme. Overall, the study concludes that the design of CAS supports strong links to the curriculum, and encourages student ownership in the experience and act of civic engagement.

<https://journals.sfu.ca/iarslce/index.php/journal/article/view/197>

Bunnell, T., Fertig, M., & James, C. (2017). Establishing the Legitimacy of a School's Claim to be "International": The Provision of an International Curriculum as the Institutional Primary Task. *Educational Review*, 69(3), 303-317.

**Keywords:** DP, international curriculum, international schools

This paper observes the growth and diversification of schools positioning themselves as 'international', and explores the factors that contribute to a school's claim to be international. Overall, based on the findings of this study, the presence of an international curriculum, such as the International Baccalaureate, is widely regarded to be essential in legitimising a school's claim to internationalism. Building on these findings, the authors explore the role the International Baccalaureate Diploma Programme plays in helping schools understand how to become truly international.

<http://www.tandfonline.com/doi/abs/10.1080/00131911.2016.1213224>

Cook, R. (2017). *The Impact of the Implementation of the International Baccalaureate Diploma Program on High School Teachers* (Doctoral dissertation, University of La Verne).

**Keywords:** DP, teacher experience, United States

This dissertation describes the implementation of the International Baccalaureate Diploma Program (DP) in Southern California high schools in the United States, specifically examining the impact of the programme on high school teachers. Drawing upon the insights of educators who teach the DP, the paper provides recommendations and support for educators and schools implementing the DP in the United States.

<https://search.proquest.com/openview/a7f1ff14f99f5da8f9b1b93b613232c7/1?pq-origsite=gscholar&cbl=18750&diss=y>

Dvir, Y., Yemini, M., Bronshtein, Y., & Natur, N. (2017). International Education as a Novel Entity in a Public Education System: The Establishment of a New Public International School in Israel. *Compare: A Journal of Comparative and International Education*, 1-19.

**Keywords:** DP, public education, Israel

This study examines the evolution of international education in Israel through a case study of the Eastern Mediterranean International School (EMIS). The authors analyse the school's establishment and the associated aim of offering the International Baccalaureate Diploma Programme. Seeking to understand the interests and motivations of key stakeholders involved in the process of establishing EMIS, the paper provides recommendations for public education systems in creating international opportunities within national systems.

<http://www.tandfonline.com/doi/abs/10.1080/03057925.2017.1369865>

Farmer, D. R. (2017). *The Effect of Advanced Placement or International Baccalaureate Exam Scores upon College GPA and College Choice* (Doctoral dissertation, Liberty University).

**Keywords:** DP, AP, college readiness, United States

This study analyses college readiness with a comparison of students who undertook either International Baccalaureate (IB) or Advanced Placement (AP) courses against students who did not participate in accelerated programs. The results of the study demonstrate that students who had undertaken the IB had much higher college GPAs than AP students. In turn, AP students had higher GPAs than students who had not undertaken advanced pre-college programs. Finally, the findings indicate that IB Diploma Programme (DP) students also had higher chances of attending university, with DP students more likely to pursue 4-year degrees than their AP counterparts, who were more likely to undertake 2-year programs.

<https://search.proquest.com/openview/e08e59071448361fc22103b46a970b42/1?pq-origsite=gscholar&cbl=18750&diss=y>

Garcia-Huidobro, J. C. (2017). Addressing the Crisis in Curriculum Studies: Curriculum Integration that Bridges Issues of Identity and Knowledge. *The Curriculum Journal*, 1-18.

**Keywords:** DP, curriculum, identity, United States

This paper discusses the complexity of curricula in supporting increasingly diverse student identities, and reflects on the need for greater curriculum integration across disciplines. In this paper, several elements of the International Baccalaureate Diploma Programme (DP) are examined in order to understand the potential for the DP to consider student identity issues, and respond to the aspirations of local and transnational student families.

<http://www.tandfonline.com/doi/abs/10.1080/09585176.2017.1369442>

Gordon, M. (2017). *Access to and Success within High Ability Tracks in Title I Schools: The International Baccalaureate* (Master's thesis, University of Denver).

**Keywords:** DP, high ability tracks, equity, access, Title I, United States

This thesis looks at the increasing rates of low-income students in the United States, and investigates the impact of student background on educational attainment. This study explores the post-school enrolment rates of students in Title I schools, and examines access to advanced programs such as Advanced Placement and the International Baccalaureate Diploma Programme (DP). The findings suggest that although the DP is available to low-income and minority students in Title I schools, the participation rates of minority students are lower than the participation rates of students from more affluent backgrounds. However, the research also suggests that after participating in the DP, students from low-income and minority backgrounds have higher college enrolment rates when compared to their non-DP counterparts.

<https://digitalcommons.du.edu/etd/1297/>

Hayden, M., & McIntosh, S. (2017). *International Education: The Transformative Potential of Experiential Learning*. *Oxford Review of Education*.

**Keywords:** DP, CAS, experiential learning

This paper examines the experiential course of Creativity, Activity, Service (CAS) within the International Baccalaureate Diploma Programme, and considers the ways in which CAS affords a transformative experience. Reflecting on the evolution of CAS in the Diploma Programme, the paper attempts to support future development and understanding of the experiential and transformative nature of the CAS component.

<http://opus.bath.ac.uk/58165/>

Hurd, E. (2017). *Translation–The fifth language skill? A comparison of the role of translation in Finnish Lukio and the International Baccalaureate Diploma Programme* (Master's thesis, University of Turku).

**Keywords:** DP, Finnish dialects, translation, Finland

This study argues that translation should be considered a fifth language skill by examining and comparing the use of translation as a language learning and assessment method in the national Finnish lukio curriculum and the International Baccalaureate (IB) Diploma Programme (DP) curriculum. The results indicate that translation is a necessary skill for language learning, and proposes that the IB curriculum include the use of translation exercises to further augment language learning practices.

<http://www.doria.fi/handle/10024/133871>

Kettler, T., & Hurst, L. T. (2017). Advanced Academic Participation: A Longitudinal Analysis of Ethnicity Gaps in Suburban Schools. *Journal for the Education of the Gifted*, 40(1), 3-19.

**Keywords:** DP, AP, college readiness, United States

This study compares participation rates in Advanced Placement (AP) and International Baccalaureate (IB), with a focus on ethnicity gaps between minority and white students enrolled in AP and IB programs in suburban high schools. The results of this longitudinal study indicated that while AP/IB participation increased for all students over time, significant ethnicity gaps occurred in 2001 and again in 2011, and did not decrease substantially over time.

<http://journals.sagepub.com/doi/abs/10.1177/0162353216686217>

Larson, K., & Kurtyka, F. (2017). College Readiness and the International Baccalaureate Program. *English Journal*, 106(5), 86.

**Keywords:** DP, AP, college readiness, United States

This paper explores the increasing popularity of advanced college preparation programs such as Advanced Placement (AP) and the International Baccalaureate (IB) Diploma Programme. The authors acknowledge that perspectives on college readiness can vary greatly, and accordingly, this paper compares AP's advertised benefits (largely related to college credits) against the IB's claims to develop independent thinking, cultural awareness, and creative thought. The authors discuss the difficulty of comparing the AP and IB, and encourage future research to focus upon the development of international mindedness as an essential skill for college students, instead of simply examining college participation rates.

<https://www.questia.com/library/journal/1P4-1898416140/college-readiness-and-the-international-baccalaureate>

Nunez, S. (2017). *Interculturalism and the International Baccalaureate Diploma Program in Ontario*. (Master's Thesis, University of Toronto).

**Keywords:** DP, interculturalism, teacher enactments, Canada

This study critiques the International Baccalaureate Diploma Programme (DP) and challenges its claims of developing globally-minded students. Based on data collected with two teachers in Ontario secondary schools, the results of the study indicate that values such as interculturalism, and other elements related to international mindedness as set out by the IB are not explicitly taught. Furthermore, based on the perspectives of educators who participated in the study, international mindedness is rarely referred to in frameworks or in courses such as CAS and TOK, resulting in confusion for some teachers in Ontario.

<https://tspace.library.utoronto.ca/handle/1807/77140>

Örge, D. (2017). *An Exploratory Study into Student and Teacher Perspectives of how the Theory of Knowledge Course Supports Language Development* (Master's thesis, Bilkent University).

**Keywords:** DP, TOK, Lebanon, Sweden, Turkey

This study examines language teaching practices as implemented by teachers of the Diploma Programme (DP) Theory of Knowledge (TOK) course. In schools in Turkey, Lebanon and Sweden, teacher techniques and strategies relevant to multilingualism and international-mindedness were explored, and compared against mother tongue languages and school type (international, national private and state schools). The findings indicate that the most engaging language pedagogies related to class conversation and discussion, and that overall, mechanisms used to support language development are implemented more effectively in national schools.

<http://repository.bilkent.edu.tr/handle/11693/33363>

Outhwaite, D. (2017) *Identifying the Research Process to Analyse the Adoption of the International Baccalaureate's Diploma Programme in England. Management in Education.*

**Keywords:** DP, IB expansion, United Kingdom

This paper analyses the expansion of the International Baccalaureate's Diploma Programme (DP) in England and attempts to identify the research process utilised in the adoption of the DP. The author posits that the expansion of the DP has resulted in issues around recognition of pre-university advanced programs, and considers the implications for the education space in the United Kingdom.

<http://wrap.warwick.ac.uk/91276/>

Outhwaite, D. E. (2017). *Educational Leadership in the International Baccalaureate: Critical Reflections on Modern Elite Formation and Social Differentiation* (Doctoral dissertation, University of Derby).

**Keywords:** DP, educational leadership, United Kingdom

The thesis reflects on the role educational leadership plays in contribution to differentiation and stratification in elite and independent schools. The findings demonstrate that stratification of education occurs most commonly within middle socioeconomic spaces, and that a global transnational elite is now well established within the English education system. Importantly, this elite group appears to use the International Baccalaureate Diploma Programme to position itself and create an elite, distinct, and separate cultural identity.

<http://derby.openrepository.com/derby/handle/10545/621613>

Outhwaite, D., & Ferri, G. (2017). Critical reflections on Modern Elite Formation and Social Differentiation in the International Baccalaureate Diploma Programme in England. *Oxford Review of Education*, 43(4), 402-416.

**Keywords:** DP, elite schools, differentiation, United Kingdom

This study examines the decline of the International Baccalaureate Diploma Programme (DP) in the United Kingdom, and considers the reasons for the rise and fall of the DP. The authors argue that the DP saw a stratified expansion, primarily in independent schools and in state schools in London and the South-East of the country, contributing to unequal access to the DP. Overall, the findings conclude that current access to the DP continues to be dependent on geographical mobility, rendering access to the DP unequal across social groups and preserving the DP in England as elite.

<http://www.tandfonline.com/doi/abs/10.1080/03054985.2017.1329719>

Özakman, T. (2017). *An Exploratory Study of a Student-centered Course in International Baccalaureate Diploma Programme (IBDP) Schools: How is Theory of Knowledge (TOK) Implemented to Support Intercultural Sensitivity?* (Master's thesis, Bilkent University).

**Keywords:** DP, TOK, Lebanon, Sweden, Turkey

This thesis explores the determining factors that impact upon the development of intercultural sensitivity for students. Considering the perspectives of students on the implementation of TOK, the findings demonstrate that students with higher levels of intercultural sensitivity are more positive about TOK implementation. Interestingly, the author suggests that students in national and international schools have equivalent levels of intercultural sensitivity, indicating a need for further exploration.

<http://repository.bilkent.edu.tr/handle/11693/32996>

Sharif, N., Razak, M. & Daud, Z. (2017). Analysing International Baccalaureate Students' Academic Performance at Kolej MARA, Banting. *Journal of Advanced Research Design*, 32 (1).

**Keywords:** DP, academic performance, Malaysia

This longitudinal study examines the factors that impact the academic performance of students enrolled in the International Baccalaureate (IB) Diploma Programme at Kolej MARA Banting (KMB). Drawing upon data collected over 23 years, the paper provides reasons for the elements that enhance students' performance and augment post-school trajectories.

[http://www.akademiabaru.com/doc/ARDV32\\_N1\\_P1\\_12.pdf](http://www.akademiabaru.com/doc/ARDV32_N1_P1_12.pdf)

Sriprakash, A., Qi, J., & Singh, M. (2017). The Uses of Equality in an Elite School in India: Enterprise and Merit. *British Journal of Sociology of Education*, 38(7), 1022-1036.

**Keywords:** DP, elite schooling, India

This paper examines different conceptualisations and enactments of equality in an elite international school in India that offers the IB Diploma Programme. The authors focus on the ways in which interpretations of equality are imagined by elite schools in India, and consider some of the challenges of moving from neoliberal attitudes and responding to poverty within communities.

<http://www.tandfonline.com/doi/abs/10.1080/01425692.2016.1218754>

Trafford, S. (2017). The Benefits of the International Baccalaureate Diploma for Latin and Classics in the Sixth Form. *Journal of Classics Teaching*, 18(35), 65-67.

**Keywords:** DP, Latin, Classics language instruction, United Kingdom

This paper explores the presence of the International Baccalaureate (IB) in the United Kingdom, and considers the benefits of the Diploma Programme in the instruction of Classics in high school. The author argues that very few teachers understand the IB and how it should be taught, and consequently, ignore the benefits of the IB in teaching Latin. Therefore, the article highlights several reasons why the IB will benefit Classics teachers.

<https://www.cambridge.org/core/journals/journal-of-classics-teaching/article/benefits-of-the-international-baccalaureate-diploma-for-latin-and-classics-in-the-sixth-form/6AAC55C0F1C2FCD57738C1AC07C93B68>

Vulperhorst, J., Lutz, C., de Kleijn, R., & van Tartwijk, J. (2017). Disentangling the Predictive Validity of High School Grades for Academic Success in University. *Assessment & Evaluation in Higher Education*, 1-16.

**Keywords:** DP, high school achievement, academic success, the Netherlands

This paper investigates university selection processes, and queries the extent to which high school activities predict academic success in university. Based in the Netherlands, the authors provide a comparison of the Dutch pre-university (VWO) and the International Baccalaureate (IB) Diploma Programme in relation to comparative GPA and core subject grades. The authors find that for VWO graduates, high school subject grades demonstrated more variance in academic achievement than subsequent GPA grades at university, with VWO graduates marking higher scores during the first year of university than the final year. For IB graduates, the study found the opposite—IB students had less variance in the final stages of university.

<http://srhe.tandfonline.com/doi/abs/10.1080/02602938.2017.1353586#.WkK8KN-nFdg>

Wright, E., Lee, M., & Feng, S. (2017). Shadowing the International Baccalaureate: Private Supplementary Tutoring for the Diploma Programme in China. *Educational Research for Policy and Practice*, 1-17.

**Keywords:** DP, tutoring, China

This paper outlines the results of a study examining the use of additional tutoring by students at international schools undertaking the International Baccalaureate Diploma Programme (DP) in China. The findings suggest that overall, private tutoring was discouraged by most DP teachers in China, and a perception that private tutors are not adequately equipped to support understanding of IB curriculum and assessment. However, low-performing students admitted to often supplementing their DP studies with tutoring, especially in the areas of Mathematics and languages, suggesting a need for remedial support for struggling DP students in these subject areas.

<https://link.springer.com/article/10.1007/s10671-017-9221-3>

Yazgan, E. (2017). *The Effectiveness of Creativity, Activity, Service (CAS) Professional Development in Turkey* (Master's thesis, Bilkent University).

**Keywords:** DP, CAS, professional development, Turkey

Set in Turkey, this thesis aims to explore the impacts of professional development, involving workshops and webinars, on the Creativity, Activity, Service (CAS) component of the International Baccalaureate Diploma Programme. Drawing upon students' and teachers' perceptions of CAS, the results indicated that there was no significant effect of professional development on CAS outcomes, however, participants found professional development useful in implementing CAS objectives in their schools.

<http://repository.bilkent.edu.tr/handle/11693/32977>

## Career-related Programme

Behle, H. (2017). Developing Vocational Competences During Secondary School? *European Journal of Training and Development*, 41(1), 39-49.

**Keywords:** Career-related Programme, college readiness

This paper focuses on the International Baccalaureate Career-related Programme (CP) to understand how student use of skills and knowledge gained during the CP impact post-secondary trajectories. The findings demonstrate that after completing the CP, more than half of the students analysed in the study had gone on to participate in tertiary education. Overall, CP graduates, even

those who did not go on to tertiary study, felt that the skills gained during the CP were useful to post-school trajectories.

<http://www.emeraldinsight.com/doi/abs/10.1108/EJTD-07-2016-0057>

Lakes, R. D., & Donovan, M. K. (2017). The International Baccalaureate Career Programme: A Case Study of College and Career Readiness Policy Goals. *Journal of Education Policy*, 1-23.

**Keywords:** Career-related Programme, college readiness, United States

This paper examines the adoption of the Career-related Programme (CP) in two public schools in the United States. As a consequence of adoption, as the findings suggest, these two schools increased enrolments, and elevated their rankings on the college and career readiness (CCR) score, an annual assessment of postsecondary success. Although attitudes towards the CP were positive in both schools, the schools in this study indicated that leadership policies towards the CP were a challenge to the validity of the CP's impact, as only high achieving students were advised to participate in the programme.

<http://www.tandfonline.com/doi/abs/10.1080/02680939.2017.1338360>

### Cross-programme Studies/All Programmes

Akos, P., & Kretchmar, J. (2017). Investigating Grit at a Non-Cognitive Predictor of College Success. *The Review of Higher Education*, 40(2), 163-186.

**Keywords:** College success, grit, resilience, United States

This paper investigates the importance of 'grit', best defined as perseverance and passion for long-term goals, upon college readiness and participation in precollege programs such as the AP and International Baccalaureate, as well as college courses, in the United States.

<https://muse.jhu.edu/article/640608/summary>

Benjamin, S., & Alemanji, A. A. (2017). That Makes Us Very Unique: A Closer Look at the Institutional Habitus of Two International Schools in Finland and France. *Silent Partners in Multicultural Education*, 93 (Book Chapter).

**Keywords:** Multicultural education, internationalisation, Finland, France

Within a text that aims to focus attention on the role of silent partners (SPs) in multicultural education (that is, the environmental spaces and less overt thoughts of educators and policy makers), this chapter considers the ways in which schools evolve into 'international' spaces. The authors discuss how schools conceive themselves to be international, in terms of practices or programs (such as the International Baccalaureate).

<http://www.infoagepub.com/products/Silent-Partners-in-Multicultural-Education>

Bunnell, T. (2017). *The International Baccalaureate: The complex and unexpected journey from Sevres to Ecuador*. *Revue internationale d'éducation Sèvres*.

**Keywords:** International education, national education

This paper documents the expansion of the International Baccalaureate (IB) and its four programmes. However, as the author notes, the IB and its programmes were originally an 'experiment in international education' and never intended for broad expansion. To address the dilemmas of IB expansion, this paper analyses two conferences during the 'first period' of the IB in Sevres. The author argues that these conferences offered the IB an opportunity to expand, moving beyond the international realm to public schools from Australia to Ecuador.

<http://opus.bath.ac.uk/57226/>

Cambridge, J. (2017). *Producing citizens of the world-or of nowhere? Prospects for International Schools and International Education in a Post-Brexit Polity*. *The International Schools Journal*, 36(2), 9.

**Keywords:** Global citizenship, international education, European Union, United Kingdom

This paper focuses on the decision of the British government to withdraw from membership of the European Union (EU), a process now known as 'Brexit'. As the author notes, for educators, Brexit has serious consequences for international schools and international education programs, such as the International Baccalaureate, in the United Kingdom and throughout Europe. As a result, the paper considers future directions for international schools and international education.

<https://search.proquest.com/openview/2e992ef13c8f07ff05aac88ded9df5/1?pq-origsite=gscholar&cbl=2029238>

Clark, E. B., & Savage, G. C. (2017). *Problematizing 'Global Citizenship' in an International School*. *In Educating for the 21st Century* (pp. 405-424). Springer Singapore (Book Chapter).

**Keywords:** Global citizenship, international education, Thailand

This chapter examines definitions of global citizenship as conceptualised in an international IB school located in Thailand. The paper argues that the concept of global citizenship remains highly contested amongst theorists and practitioners, which acts as an impediment to those seeking to enact global citizenship education as a mechanism for educational reform.

<http://www.springer.com/us/book/9789811016714>

Collette, F. (2017). Intercultural Understanding in the IB Curriculum. *The Morning Watch: Educational and Social Analysis*, 44(1-2).

**Keywords:** Intercultural understanding, cultural discourse

This paper critiques the International Baccalaureate's (IB) "Language A: Language and Literature" course curriculum, with a focus on the challenges of developing intercultural understanding through student-centered teaching practices. The author concludes that the programme offers the opportunity to engage multiple cultural perspectives, as long as teachers continually reflect upon and challenge their own biases.

<http://journals.library.mun.ca/ojs/index.php/mwatch/article/view/1747>

Dickson, A., Perry, L. B., & Ledger, S. (2017). How accessible is IB schooling? Evidence from Australia. *Journal of Research in International Education*, 16(1), 65-79.

**Keywords:** Access, equity, private schooling, Australia

This paper explores access to International Baccalaureate (IB) schools in Australia, and considers the extent to which IB programmes are available to a diverse group of students. Examination of the Australian context demonstrates that the majority of Australian schools that offer IB programmes are located in affluent communities within urban settings, are privately-funded, fee paying, and mostly enrol students from more privileged backgrounds.

<http://journals.sagepub.com/doi/abs/10.1177/1475240917696037>

Gill, T. (2017). Preparing Students for University study: A Statistical Comparison of Different Post-16 Qualifications. *Research Papers in Education*, 1-19.

**Keywords:** Higher education, college preparation, United Kingdom

This paper offers a comparison of university preparation programs that support students in the United Kingdom to progress to higher education. Although the 'A' levels are most commonly accepted as preparing students for higher education, increasing numbers of students are participating in alternative qualifications (such as the IB). Accordingly, this paper attempts to understand which of these qualifications are the best in terms of preparing students for university study. However, the results show minimal differences in the performance of students taking different qualifications.

<http://www.tandfonline.com/doi/abs/10.1080/02671522.2017.1302498>

Hale, J. A. (2017). *Characteristics of Innovation in K12 International Schools in Asia* (Doctoral dissertation, Lamar University-Beaumont).

**Keywords:** International schools, innovation, Asia

This thesis explores educational innovation in Asian international schools, and considers which characteristics and components are necessary to constitute innovation. Drawing upon the perceptions of leaders in international schools, the findings suggest that leaders' perceptions of innovation rely heavily upon support, collaboration, communication, and connections and networking in schools.

<https://search.proquest.com/openview/dc4d5a3d8cccb6023f3a3f1ca7f83b32/1?pq-origsite=gscholar&cbl=18750&diss=y>

Haynes, C. A. (2017). *Digital Learning Implementation Framework for Education: A Delphi Study of International Baccalaureate Educational Technology Leaders (Doctoral dissertation, Lamar University-Beaumont)*.

**Keywords:** Digital learning, college readiness, United States

This dissertation examines the development of the Digital Learning Implementation Framework for Education (D-LIFE), a mechanism designed to support schools to identify ways to enhance digital learning in international schooling. Specifically, this study examines the experiences of leaders within IB schools in an attempt to better support educational technology enactments and sustainment.

<https://search.proquest.com/openview/57631a2e85a6aebfb81133af8ec43f4d/1?pq-origsite=gscholar&cbl=18750&diss=y>

Kenway, J., Fahey, J., Epstein, D., Koh, A., McCarthy, C., & Rizvi, F. (2017). Curriculum Contestations. In *Class Choreographies* (pp. 135-168). Palgrave Macmillan UK (Book Chapter).

**Keywords:** Curriculum integration, assessments, language, United Kingdom

This book chapter explores the ways in which curricula can respond to changing global, national and local demands. With a focus on international programs, including the International Baccalaureate, this chapter examines the challenges facing schools in the United Kingdom as they attempt to reshape their curriculum, and support competing local and global interests. The chapter concludes by considering the implications for English public schools who struggle to integrate international curriculum with local UK education standards.

[https://link.springer.com/chapter/10.1057/978-1-137-54961-7\\_6](https://link.springer.com/chapter/10.1057/978-1-137-54961-7_6)

Keßler, C. I., & Krüger, H. H. (2017). "Being International": Institutional Claims and Student Perspectives at an Exclusive International School. In *Elite Education and Internationalisation* (pp. 209-228). Palgrave Macmillan, Cham.

**Keywords:** Elite schools, internationalisation, Germany

This chapter considers processes of internationalisation and differentiation in the German education system, and considers the way in which schools seen as “international” position themselves in regard to marketing and curriculum. Drawing upon data collected in an International Baccalaureate school in Germany, the chapter reflects upon school and student interpretations of internationalism, and considers the implications for education spaces in Germany.

[https://link.springer.com/chapter/10.1007/978-3-319-59966-3\\_13](https://link.springer.com/chapter/10.1007/978-3-319-59966-3_13)

Kotzyba, K., Dreier, L., Niemann, M., & Helsper, W. (2017). Processes of Internationalisation in Germany’s Secondary Education System: A Case Study on Internationality in the Gymnasium. In *Elite Education and Internationalisation* (pp. 191-208). Palgrave Macmillan, Cham (Book Chapter).

**Keywords:** Elite schools, internationalisation, Germany

This chapter focuses on the role internationalism plays in the German secondary school system. In order to understand schools’ definitions and processes of internationalisation, this chapter examines the experiences of a group of German higher secondary schools (or *Gymnasiums*) that offer the International Baccalaureate. The findings demonstrate that there are many ways for a school to position itself as international, but overall, perceptions on internationalism are linked to elite positioning of the school within the local education system.

[https://link.springer.com/chapter/10.1007/978-3-319-59966-3\\_12](https://link.springer.com/chapter/10.1007/978-3-319-59966-3_12)

Meadows, P. L. (2017). *International Education for All: The Implementation of an International Baccalaureate Program into a Rural High School* (Doctoral dissertation, Capella University).

**Keywords:** DP, MYP, equity, access, rural schools, United States

This dissertation illuminates the implementation process of the International Baccalaureate (IB) in one rural high school in the United States. The author explores the ways in which teachers, school leaders, and policymakers understand and embed the IB programme within a rural setting. As a result, the author suggests that there are different perspectives on implementation across groups of stakeholders, and shares lessons learned for future adoption of IB programmes in rural spaces.

<https://search.proquest.com/openview/76d88c5ebf146414b1d8f8eac6d2d4ab/1?pq-origsite=gscholar&cbl=18750&diss=y>

Murray-Orr, A., & Mitton-Kukner, J. (2017). An Exploratory Case Study of One Early Career Teacher’s Evolving Teaching Practice in Northern Canada. *McGill Journal of Education/Revue des sciences de l’éducation de McGill*, 52(1), 71-92.

**Keywords:** Teacher education, literacy practice, teacher practice, Canada

This paper provides insights into the experiences of an early career teacher in Northern Canada, in order to understand how education practices develop from preservice teacher education programs to the early years of teaching. Focusing on the instruction of Indigenous students in Canada, the authors describe the ways that pedagogical content knowledge (including approaches to teaching and learning in the IB), and culturally relevant pedagogical practices develop in newly qualified teachers. The paper also highlights some of the challenges of supporting students in Indigenous communities.

<https://www.erudit.org/en/journals/mje/2017-v52-n1-mje03166/1040805ar/abstract/>

Ostvik-de Wilde, M., & Na, G. (2017). **Internationally Minded: A Phenomenological Exploration of School Counsellors' Experiences Working in US Schools with Internationally Themed Missions.** *International Journal for the Advancement of Counselling*, 1-13.

**Keywords:** International mindedness, school counsellors, United States

This paper argues for the importance of school counsellors in the United States, and explores the relationship between school counsellors and US schools. The authors consider the role that International Baccalaureate frameworks play in developing international mindedness in schools, and the extent to which school culture helps students to understand and appreciate diversity. The findings demonstrate that counsellors' beliefs and role expectations, and students' perspectives on culture are influential in the development of global mindsets.

<https://link.springer.com/article/10.1007/s10447-017-9310-2>

Poole, A. (2017). **Interpreting and Implementing the IB Learner Profile in an Internationalised School in China: A Shift of Focus from the 'Profile as Text' to the 'Lived Profile'.** *Journal of Research in International Education*, 1475240917742534.

**Keywords:** Learner Profile, international schools, teacher behaviour, China

This paper presents findings from a study of a female expatriate International Baccalaureate (IB) Diploma Programme art teacher in an international school in Shanghai, China. The author focuses on the ways in which the teacher interprets and implements the IB Learner Profile (LP). The findings demonstrate that while the LP was influential over the teaching and learning practices of the teacher in this study, she perceived the LP to be shaped by underlying patriarchal and Western narratives. Consequently, the paper provides recommendations for professional development in adapting the LP to a 'lived profile' rather than a 'profile as text'.

<http://journals.sagepub.com/doi/abs/10.1177/1475240917742534>

Prickarts, B. (2017). *Shifting Borders: A Case Study of Internationalisation of Education within a Dutch School Group in Amsterdam*. *Journal of Research in International Education*, 16(2), 164-184.

**Keywords:** Internationalisation, teacher education, international schools, the Netherlands

This paper explores processes of the internationalisation of education in a Dutch school group in the Netherlands. Through adoption of International Baccalaureate programmes, the schools in this study attempted to add an international dimension to the students' experience. Yet instead of these schools becoming similar to each other as they 'internationalised', the schools demonstrated a shift in their conceptualisations of what it is to be 'international'. As a consequence, some schools found themselves selectively catering to children of internationally mobile families, while the other schools were tasked with supporting local students in the Netherlands.

<http://journals.sagepub.com/doi/pdf/10.1177/1475240917722627>

Prosser, H. (2017). *Elites Go Public? International Baccalaureate's Decolonising Paradox in Ecuador*. In *Elite Education and Internationalisation* (pp. 229-245). Palgrave Macmillan, Cham (Book Chapter).

**Keywords:** Internationalisation, elite education, Ecuador

This chapter describes the Ecuadorian government's approach to expanding the International Baccalaureate (IB), which in Ecuador is seen as indicative of elite schooling and internationalisation. The author describes the radical expansion of the IB in the Ecuadorian public school system over the past decade, and explores the tensions associated with Latin America's post-neoliberal government system and the existence of elite schools and international curriculum. As a result, the author presents several key findings that consider the ongoing colonial nature of elite education and the development of associated inequalities.

[https://link.springer.com/chapter/10.1007/978-3-319-59966-3\\_14](https://link.springer.com/chapter/10.1007/978-3-319-59966-3_14)

Resnik, J. (2017). *The Internationalisation of Schooling: Implications for Teachers*. *Comparative and International Education: Issues for Teachers*, 335 (Book Chapter).

**Keywords:** Internationalisation, teacher education, international schools

Within a broader discussion of international education, this chapter focuses on implications for educators as schools expand and respond to international curricula and practices. Including a discussion on the evolution of the International Baccalaureate, this chapter provides an explanation for the internationalisation of schooling, with references to the labour market and support for teachers within international school spaces.

<https://www.canadianscholars.ca/books/comparative-and-international-education-2nd-edition>

Rizvi, F. (2017). School internationalization and its implications for higher education, in *The Globalization of Internationalization: Emerging Voices and Perspectives*. Routledge (Book Chapter).

**Keywords:** Internationalisation, globalisation, international schools, elite schools

This chapter presents the findings of a large international research project examining the changing roles of elite schools. In this chapter, the author considers the consequences of the globalisation and internationalisation of education spaces, including IB schools in elite contexts, and considers the ways in which secondary schools prepare students for study at international higher education institutions.

<https://www.routledge.com/The-Globalization-of-Internationalization-Emerging-Voices-and-Perspectives/de-Wit-Gacel-Avila-Jones-Jooste/p/book/9781138100664>

Siczek, M. M., & Engel, L. C. (2017). Teachers' Cognitive Interpretation of US Global Education Initiatives. *Educational Policy*, 0895904817719517.

**Keywords:** International education, teacher interpretations, United States

This paper argues that the development of global competence is increasingly important to prepare students for the globalised, interconnected and interdependent world. As a result, the authors attempt to understand the role that teachers play in interpreting global education initiatives. Drawing upon data gathered with teachers in the United States, the research explores the responses of teachers in light of calls to internationalize schooling. The results demonstrate that teachers negotiate understandings of internationalism in different ways, and continue to struggle with understanding the concept of internationalism against local agendas and policies.

<http://journals.sagepub.com/doi/abs/10.1177/0895904817719517>

Storck, E. (2017). *The Educational Merits of Two Different Literature Courses: Advanced Placement and International Baccalaureate*. (Unpublished Master's Thesis).

**Keywords:** AP, IB, Common Core standards, literature, United States

This thesis attempts to evaluate the effectiveness of Advanced Placement (AP) and International Baccalaureate (IB) educational programs in achieving the Common Core State Standards' aim to prepare students for college and employment related post-school trajectories. With a focus on AP and IB literature, the findings of the thesis indicate that IB literature is more effective than AP literature in preparing students for post-school trajectories because of the emphasis on diversity and more flexible and holistic assessment practices.

No URL available.

Sovis, K., & Pancost, S. (2017). The International Baccalaureate Learner Profile: A Social Justice Framework in the English Language Arts Classroom. *Language Arts Journal of Michigan*, 32(2), 9.

**Keywords:** Learner Profile, English Language Arts, United States

This paper highlights the experiences of an expert English language teacher as she navigates the implications of the political climate in the United States. As a result, the paper offers insights into underlying political tensions that possess the potential to challenge teachers within US classrooms. With a focus on the International Baccalaureate (IB) Learner Profile (LP), the authors argue for the importance of the LP in promoting students' critical inquiry into learning.

<https://scholarworks.gvsu.edu/lajm/vol32/iss2/9/>

Tampubolon, S. I. (2017). *Exploration of Mathematics: Investigating the Continuum of Mathematics from the Middle Years Program to the Diploma Program at International Baccalaureate Schools*. (Master's Thesis, Dordt College).

**Keywords:** MYP, DP, mathematics, Indonesia

This thesis studies the progression of the mathematics curriculum at an International Baccalaureate school in Jakarta, with a focus on both the Middle Years Programme (MYP) and Diploma Programme (DP). The thesis draws upon assessment data collected with students who had participated in the MYP before moving on to the DP. The mixed results of the study indicate that the continuum of mathematics education may benefit from further inquiry and review.

[https://digitalcollections.dordt.edu/med\\_theses/112/](https://digitalcollections.dordt.edu/med_theses/112/)

Wright, B. L., Ford, D. Y., & Young, J. L. (2017). Ignorance or Indifference? Seeking Excellence and Equity for Under-Represented Students of Color in Gifted Education. *Global Education Review*, 4(1).

**Keywords:** AP, DP, gifted education, equity, United States

This article considers access to gifted education in the United States, with a focus on the difficulties of accessing AP and IB programs for Black and Hispanic students. Drawing upon data from the Office for Civil Rights, the paper reveals that prejudice compromises the educational opportunities and experiences of minority students in the United States. The authors argue for the need to increase access to gifted education for minority students in order to desegregate gifted education and promote equity.

<http://ger.mercy.edu/index.php/ger/article/view/290>

Yemini, M. (2017). *Conflicting Values, Power Relations and Isomorphism: Israeli Education Stakeholders' Perceptions of the International Baccalaureate*. In *Internationalization and Global Citizenship* (pp. 125-143). Springer International Publishing (Book Chapter)

**Keywords:** Perceptions, global citizenship, Israel

This paper examines the ways in which local and national education systems respond to political, environmental and technological changes, and remain competitive in a changing, globalised world. Focusing on the introduction of the International Baccalaureate, the author argues that embedding international dimensions in education is crucial in reforming education systems.

[https://link.springer.com/chapter/10.1007/978-3-319-38939-4\\_6](https://link.springer.com/chapter/10.1007/978-3-319-38939-4_6)

Zuberi, D., & Ptashnick, M. (2017). *Meeting Great Expectations: The Experiences of Minority Students at a Canadian University*. In *Living in Two Homes: Integration, Identity and Education of Transnational Migrants in a Globalized World* (pp. 293-312). *Emerald Publishing Limited*.

**Keywords:** Minority students, international students, tertiary participation, Canada

This paper considers the impact of bias on the perception of quality of postsecondary education in Canada. Focusing on the experiences of 'Asian-Canadian' undergraduate students at a Canadian university, the authors consider the tensions associated with identity expression, admission, and access to resources in minority student communities. The findings reveal that students perceive stereotyping to be the major impediment to their engagement in university, but point to their families (and several to participation in the IB) as preparing them for university.

<http://www.emeraldinsight.com/doi/abs/10.1108/978-1-78635-781-620171011>

## Conference Proceedings

### Primary Years Programme

O'Dell, K. (2017). *The Early Childhood Preservice Teacher's Journey to International-Mindedness*. *Presented at American Educational Research Association Annual Meeting, San Antonio, United States*.

**Keywords:** PYP, teacher perspectives, intercultural understanding, international mindedness, United States

This paper examines early childhood teacher perspectives on their teacher education programs, with regard to developing intercultural understanding and international mindedness. All of the graduates reported in this study earned their Certificate in Teaching and Learning for the

International Baccalaureate Primary Years Programme (PYP) simultaneously to their pre-service certification. The findings indicate that teacher education programs that provide transnational components, specific faculty, PYP school visits/placements, intercultural experiences, and critical reflection on individual experiences are essential to cultivate international mindedness in students and teachers.

<http://www.iera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

**Solano-Campos, A. (2017). The Invisible Linguistic Repertoires of Bilingual Refugee Students in a Public International School. *Presented at American Educational Research Association Annual Meeting, San Antonio, United States.***

**Keywords:** PYP, bilingual/bicultural, international education, United States

By considering the language journeys of refugee children in an international school, this paper presents the findings of a case study challenging the assumption that international schools are best placed to cultivate and support bilingual learners. The paper explores linguistic differentiation in a public school offering the International Baccalaureate (IB) Primary Years Programme (PYP) in a large refugee resettlement area. Overall, the findings indicate that although the school's stated language policy promoted bilingualism, the linguistic skills of bilingual refugee students were subverted at the school in favour of dominant language groups (such as English).

<http://www.iera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

## Diploma Programme

**Berry, I. (2017). Dual Enrolment: An Equal Opportunity or Hindrance to Increasing Educational Attainment for Students in STEM? *Presented at American Educational Research Association Annual Meeting, San Antonio, United States***

**Keywords:** DP, AP, STEM, college transition, United States

This paper examines the ways in which credit-based transition programs (CBTPs) such as Advanced Placement (AP) and International Baccalaureate (IB) have and continue to afford high performing students with opportunities to earn college credit while simultaneously enrolled in high school. The author expresses concern for the potential for CBTPs to disrupt the first-year experience at colleges and universities and affect college readiness, particularly in the STEM space. The findings suggest that many students who have participated in CBTPs are underprepared for the rigor of advance science and mathematics courses and subsequently discontinue their STEM courses.

<http://www.iera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

Ganzeboom, H. (2017). Student Workload and Well-Being During the International Baccalaureate Diploma Programme: A Three-Wave Panel Study. *Presented at American Educational Research Association Annual Meeting, San Antonio, United States.*

**Keywords:** DP, well-being, workload, gender

This paper focuses on student workload and well-being during the IB Diploma Programme (DP). The author examines student experiences of stress at three points in time during the two-year DP curriculum: at the beginning and at the end of the first year, and at the end of the second year. The findings indicated that students' well-being decreased sharply over the duration of the DP, with female students, and those in single parent households being particularly at risk. However, parental involvement with students' academic work undertaken in the DP appears to counterbalance the stress that DP participation may generate.

<http://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

Hamer, R. (2017). The Effect of Actively Sharing School Policy on Understanding of and Attitudes Toward Academic Honesty. *Presented at American Educational Research Association Annual Meeting, San Antonio, United States.*

**Keywords:** Moral education, academic misconduct, United States

This paper examines ways to reduce incidences of academic misconduct, with a focus on schools offering the International Baccalaureate's Diploma Programme (DP). The findings of the research supporting the presentation imply that students' and teachers' understanding of and attitudes towards academic misconduct are developed in correlation with school policies. As a consequence, the author argues that schools should more effectively communicate academic integrity expectations to students.

<http://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

Karakos, H. (2017). The Impacts of an Intervention to Promote Belonging in Advanced Courses Among Underrepresented Students. *Presented at American Educational Research Association Annual Meeting, San Antonio, United States.*

**Keywords:** AP, DP, belonging, equity, student experience

This paper depicts the way in which educational interventions can promote feelings of belonging for underrepresented students undertaking Advanced Placement (AP) or International Baccalaureate (IB) classes for the first time. Research indicates that minority students are underrepresented in advanced courses, and as a consequence, notions of belonging are critical to promoting equity and supporting underrepresented students' success – both experiential and academic– in AP and IB courses.

<http://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

Nagel, I. (2017). *Workload in the International Baccalaureate Diploma Programme: Objective Situation Versus Subjective Report. Presented at American Educational Research Association Annual Meeting, San Antonio, United States.*

**Keywords:** DP, workload, stress

This paper examines the relationship between perceptions of workload and students' feelings of stress during the DP. The findings suggest that homework tasks are perceived to be the largest burden on DP students, but that there is a disparity between objective representations of homework and students' subjective reporting of workload. Thus, further research is recommended.

<http://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

O'Brien, D. (2017). *A Disciplinary Literacy Framework Fostering Equity, Access, and Agency in a History International Baccalaureate Curriculum. Presented at American Educational Research Association Annual Meeting, San Antonio, United States.*

**Keywords:** DP, curriculum design, equity, history, literacy

This paper explores the enactment of an intervention designed to promote literacy in an urban high school IB history programme, which supports students from diverse backgrounds. As the presenter indicates, personal confidence and competence in the study of history must be promoted for students who come from low-income backgrounds and may lack the literacy foundations of more privileged students.

<http://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

Shaunessey-Dedrick, E. (2017). *Attaining Optimal Academic and Emotional Well-Being in Advanced Placement and International Baccalaureate: The Role of Students' Stress, Coping, and Engagement. Presented at American Educational Research Association Annual Meeting, San Antonio, United States.*

**Keywords:** DP, AP, stress, academic performance, mental health

This presentation seeks to understand student success in Advanced Placement (AP) and the International Baccalaureate Diploma Programme, with consideration given to academic performance and mental health among students in AP and IB programs. The findings indicate that there are several ways for students to cope with academic demands, and better engage with AP and IB programs.

<http://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

## Cross-programme Studies/All Programmes

Bhalla, D. (2017). *Language Policy in the Multilingual Classroom: Navigating Language Development and Implementation in International Baccalaureate Schools*, *Presented at American Educational Research Association Annual Meeting*, San Antonio, United States.

**Keywords:** Language policy, multilingualism, language profiles

This paper investigates the development and implementation of language policies in IB schools. The presenter conducted research in eight countries to explore the ways in which schools navigate policy development and the implementation of language policies in multilingual settings.

<http://www.era.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

Bunnell, T., Fertig, M., & James, C. (2017). *The Institutionalisation of Teachers and the Implications for Teacher Identity: The Case of Teachers in International Baccalaureate 'World Schools'*. *Paper presented at Annual Conference of European Conference on Educational Research*, Copenhagen, Denmark, 2017

**Keywords:** Teacher identity, international schools, institutionalisation

This paper analyses institutionalisation processes, and considers their effects on teachers and teacher identity. The authors focus on the institutionalisation of international schools that are authorized to offer International Baccalaureate programmes in order to examine the way institutionalising processes function to establish the legitimacy of schools claiming to be 'international', and the way these processes impact teacher practice.

<http://www.eera-ecer.de/ecer-programmes/conference/22/contribution/40327/>

Dabrowski, A. (2017). *Dilemmas of Global Citizenship in International Baccalaureate Schools*. *Presented at the British Education Research Association Annual Conference*, Brighton, United Kingdom

**Keywords:** Global citizenship, international schools, interpretations, Australia

This paper focuses on the ways in which global citizenship narratives are interpreted and enacted in International Baccalaureate schools in Australia. The presenter considers the tensions associated with facilitating the development of global citizenship education (GCE) in IB schools, and argues that in order for the IB to move towards morally robust forms of GCE, there is a need to better support educator and student attitudes towards internationalism in local systems.

<https://www.bera.ac.uk/beraconference-2017/programme>

Newell, G. (2017). Teaching and Learning Literary Argumentation Over Time: Writing as a Social Practice. *Presented at American Educational Research Association Annual Meeting, San Antonio, United States.*

**Keywords:** Literature, writing, arguments, United States

This paper focuses on the value of teaching and learning literary argumentation through analysis of a high school International Baccalaureate (IB) Literature classroom. The findings demonstrate the significance of utilising social change to develop stronger argumentation in writing.

<http://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

Schippling, A. (2017). The role of the International Baccalaureate in the Field of International Schools in Greater Lisbon. *Paper presented at Annual Conference of European Conference on Educational Research, Copenhagen, Denmark, 2017*

**Keywords:** International education, Portugal

This paper focuses on the IB and its contribution to international education in the area of greater Lisbon. The paper begins by tracing the development of the IB as an organisation since its foundation, before considering its changing educational ambitions. The paper concludes by examining the influence of the IB in relation to educational concepts in Portugal, and the role that IB provision plays in influencing school identity.

<http://www.eera-ecer.de/ecer-programmes/conference/22/contribution/41293/>

Smith, K. & Hamilton, S. (2017). Tech2Teach: Making the Future Ready Shift through a Blended Learning Initiative. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 709-713)

**Keywords:** IB continuum, blended learning, technology

This paper examines current developments in Tech2Teach, an organisation now in its fourth year of delivering instruction across the IB continuum. Reflecting on IB programmes, the paper explores the current Tech2Teach program design as well as the strategies that helped shape and redefine student learning experiences and their engagement with forms of blended learning.

<https://www.learntechlib.org/p/177347/>

Ryter, D. (2017). Academic Humility and Global Citizenship: International Baccalaureate Students' Historical Understanding. *Presented at American Educational Research Association Annual Meeting, San Antonio, United States.*

**Keywords:** Global citizenship, history, United States

This paper argues for the importance of world history, which is often a mandated course for students in the United States. Drawing on examples of International Baccalaureate (IB) History students' display of historical understandings, academic humility, and global citizenship, the author argues that IB history students' perspectives can support the development of pedagogical and curricular approaches to teaching world history in schools.

<http://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

Thier, M. (2017). *Globally Organized: School System Types That Can Democratize Access to Global Citizenship Education. Presented at American Educational Research Association Annual Meeting, San Antonio, United States.*

**Keywords:** Global citizenship education, open systems, United States

This paper considers the ways in which global citizenship education (GCE) can be democratized in US public schools. Through analysis of focus group data from teachers and students in schools that offer the International Baccalaureate, the author argues that public schools (defined in this paper as 'open systems' not subject to specific internal policies) are ripe for GCE implementation. The author concludes by considering the different ways in which school systems can support the enactment of global citizenship education.

<http://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

## Foreign Language Research

Bello Mora, A. M., & Pinzón Anchique, N. T. (2017). *Plan de mejoramiento de la práctica educativa en la asignatura de danza del Colegio Internacional de Educación Integral CIEDI* (Bachelor's thesis, Universidad de La Sabana).

**Keywords:** MYP, dance, creativity, international education

This paper explores the development of creativity in a middle years dance subject, within the framework of the International Baccalaureate (IB) Middle Years Programme. By examining the role that critical thinking plays in dance and creative arts, the paper argues for creativity to be considered an integral and continual process within the MYP.

<https://intellectum.unisabana.edu.co/handle/10818/29902>

Heredia Rubio, H. (2017). *Diseño e implementación de una propuesta de aprendizaje basado en problemas (abp) para la enseñanza de funciones lineales y cuadráticas en estudiantes de primer año de Bachillerato Internacional* (Master's thesis, Escuela Superior Politécnica del Litoral, Ecuador).

**Keywords:** Mathematics education, student performance, teaching mathematical functions

This paper focuses on the implementation and enactment of mathematics education in the early stages of the International Baccalaureate Diploma Programme. The author explores current methodology for teaching in the area of mathematics, and the contribution to education that mathematics can offer, which the author sees as improved academic performance. Lastly, the study offers a number of suggestions for promoting the teaching and learning of mathematics within the IB.

<http://www.dspace.espol.edu.ec/xmlui/handle/123456789/38607>

Mohr, P. (2018). Reformpädagogik im Hochpreissegment. In *Handbuch Bildungsreform und Reformpädagogik* (pp. 427-433). Springer VS, Wiesbaden.

**Keywords:** Educational migration, European boarding schools, international schools, Germany

This paper considers the current challenges facing high-priced international schools in Germany, of which local and international boarding schools are a core component. As the author notes, international schools usually offer international qualifications such as the IB, which sees tensions between local and international forms of education. Accordingly, this article considers the implications of international curriculum reform in the high fee-paying sector, with a focus on pedagogical reforms.

[https://link.springer.com/chapter/10.1007/978-3-658-07491-3\\_38](https://link.springer.com/chapter/10.1007/978-3-658-07491-3_38)

Ortega, A. F. P. (2017). Evaluación del impacto del Programa de Diploma del Bachillerato Internacional en el aprendizaje de las ciencias naturales de los alumnos en los colegios de la organización Interasesores SA. *Seres, Saberes y Contextos*, 2(2), 55-59.

**Keywords:** DP, environmental education, sustainable education, teaching and learning

This study offers an exploratory study on the relationships between environmental education and education for sustainable development in the teaching of natural sciences during the International Baccalaureate Diploma Programme. In particular, the study aims to identify the relationships that exist between environmental education and education for sustainable development for the inclusion of an environmental dimension in school, as seen from the perspective of natural science teachers.

<http://revistas.udistrital.edu.co/ojs/index.php/seressaberesycon/article/view/12147>

Ortíz Lozano, J. M., & Rúa Vieites, A. (2017). Gestión de la calidad y diseño específico de los procesos de admisión en el sistema universitario español: Estudio de caso en una universidad privada. *REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 15(1).

**Keywords:** DP, student satisfaction, public universities, Spain

This paper considers the current opportunity of public Spanish universities to design specific processes of undergraduate admissions. In light of this opportunity, this paper explores the ways in which universities can promote the quality of education for their students, including greater collaboration between schools and universities, and the recognition of non-Spanish certificates such as the International Baccalaureate Diploma Programme.

<http://www.redalyc.org/html/551/55149730006/>

Peters, J., & Randoll, D. (2017). Campus Wien West–Waldorf-und MontessorischülerInnen bereiten sich gemeinsam auf das International Baccalaureate vor. *Ein Evaluationsbericht. RoSE–Research on Steiner Education*, 7(2).

**Keywords:** DP, CAS, TOK, Waldorf, Montessori, teacher support, Austria

This paper examines the way in which Campus Vienna West can offer a platform for Waldorf and Montessori students to participate in and pass the International Baccalaureate (IB) Diploma Programme (DP). With consideration afforded to the students who have successfully participated in the DP, students noted that the level of content was the biggest challenge with regard to successful completion of the DP. Overall, IB-specific subjects such as Theory of Knowledge and Creativity, Activity, Service were rated positively, because students had the potential to pursue a greater degree of personal interest.

<http://www.rosejournal.com/index.php/rose/article/viewFile/354/335>

Salas, M. (2017). Entornos virtuales para el aprendizaje de las matemáticas: análisis de una propuesta con tecnologías para la enseñanza de la geometría en el Programa de los Años Intermedios del IB. *The International Baccalaureate*. Bethesda, MD, USA (Jeff Thompson Award).

**Keywords:** MYP, mathematics, technology, engineering

This paper examines pedagogy for teaching mathematics within the Middle Years Programme (MYP). The paper primarily focuses on the benefits of the TPACK model, which integrates disciplinary knowledge of pedagogy and disciplinary knowledge of technology with pedagogical knowledge of technology, for teaching and learning in the MYP.

<http://www.ibo.org/globalassets/publications/ib-research/marisel-beteta-executive-summary-es.pdf>

Rodríguez, R. M. (2017). Uso del eBook en el aula. Un medio introductorio en el manejo de las tecnologías emergentes. *Revista de Investigación Educativa de la Escuela de Graduados en Educación*, 8(15), 34-40.

**Keywords:** Digital learning, eBooks, adapting the IB, experiential pedagogy

This paper explores the ways in which eBooks can be used in the classroom. Considering current adaptations to learning, and international learning in particular, the findings indicate that digital learning and interactive eBooks used in experiential pedagogical practice can stimulate the students' capacity for analysis, providing students with a critical perspective regardless of level of study. The paper also considers the ways in which international curricula, such as the International Baccalaureate, can enhance digital learning in addition to international competences and learnings.

<http://riege.tecvirtual.mx/index.php/riege/article/view/183/276>

Velez Zambrano, D. E. (2017). *¿el programa del bi (Bachilletaro Internacional) mejora los entornos de aprendizaje?* (Bachelor's thesis, Escuela Superior Politécnica del Litoral, Ecuador).

**Keywords:** DP, student satisfaction, public universities, Spain

This paper considers the current changes taking place in education not only in Spain, but across the world, and argues for the inclusion of the International Baccalaureate as a mechanism to help students develop holistic skills to support them during and post-school participation. Focusing on current reforms to the Spanish school and university system, the author argues that the IB has the potential to support cognitive and communicative skills for learners, and better prepare students for university participation.

<http://www.dspace.espol.edu.ec/xmlui/handle/123456789/37161>