



Research on the International Baccalaureate

An Annotated Bibliography
of Studies Published in 2020

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Introduction

This annotated bibliography attempts to chronicle scholarly work on the International Baccalaureate (IB) published during the 2020 calendar year. The report is meant to serve multiple audiences including IB school leaders, coordinators, teachers, International Baccalaureate Organization (IBO) staff and others in the wider IB community, such as researchers in the field of international education.

The sources in this annotated bibliography are intended to be as inclusive as possible of the scholarly work on the IB published in 2020. The summaries of sources are not intended to be comprehensive discussions of background, methodological features, findings or conclusions, nor are any assessments provided about the rigor or validity of study findings.

Methodology

For this report, the search for works on IB published in 2020 focused on the academic and grey literature and on sources available digitally.¹ The sources were drawn from the following databases and search engines: Ebook Central, Education Full Text, JSTOR, EBSCO, ERIC, Google Scholar, ProQuest Dissertations & Theses, SAGE Premier, SpringerLink, Taylor & Francis Journals. In addition, IB-commissioned research studies are identified and accessed from the IB website.

Sources were located using the first-tier search terms: *International Baccalaureate*, *Primary Years Programme*, *Middle Years Programme*, *Diploma Programme*, *Career-related Programme* and their respective acronyms. Other search terms included, *international education*, *international mindedness*, *learner profile*, *theory of knowledge*, *creativity*, *activity*, *service and extended essay*.

Included in the annotated bibliography are scholarly work—empirical and non-empirical—of the following types: (1) IB-commissioned studies; (2) journal articles; (3) dissertations and theses; (4) book chapters; and (5) conference proceedings.² Excluded from this report are non-scholarly sources about the IB including, but not limited to, magazine/newspaper articles, blogs, and social media postings. In addition, sources in which the term *International Baccalaureate* does not appear at least one time were excluded. While every effort was made to include every available piece of scholarly work published in 2020 relating to the IB in this annotated bibliography, there may be some sources that have been overlooked.

¹ Due to the COVID-19 pandemic restrictions, print-only resources published in 2020 are not included.

² Several annual conferences in 2020 were moved to a virtual setting or canceled due to the COVID-19 pandemic. Consequently, access to full conference proceedings was limited. Where available, abstract-only sources from conference presentations are included in this annotated bibliography.

Findings

A total of 77 pieces of scholarly work published in 2020 about the IB were identified (see Table 1). Of these sources 8 relate to the Primary Years Programme (PYP), 12 works to the Middle Years Programme (MYP), 36 to the Diploma Programme (DP), 1 to the Career-related Programme (CP), and 22 are cross-programme works.

By type of source, the majority are journal articles (32); followed by dissertations or theses (21); IB-commissioned studies (12); conference presentations (7); and book chapters (5).

Geographically, 33 of the sources relate to the IB Americas region, 15 to the IB Africa, Europe, Middle East region, 15 to the IB Asia-Pacific region, and 16 are global in scope.

The most frequently addressed topics across the sources concern international mindedness, global citizenship education, Diploma Programme student outcomes, and teacher perceptions and experiences with IB programme implementation.

Organization of the Report

This report is organized in five major sections that correspond to the four IB programmes: Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), Career-related Programme (CP) and an additional section for, Cross-programme studies. Within each of these five sections, the associated studies are first organized by the type of scholarly work, then alphabetically by author. Following each study's bibliographic citation is a list of key words of its IB programme, central topics and country of focus then brief summary of its content.

Table 1. IB-Related Sources Published in 2020

By IB Programme	Primary Years Programme (PYP)	Middle Years Programme (MYP)	Diploma Programme (DP)	Career-related Programme (CP)	Cross-programme studies
	8	12	36	1	22
By Source Type	journal articles	IB-commissioned studies	dissertations and thesis	book chapters	conference presentations
	32	12	21	5	7
By IB Region	Africa, Europe, Middle East	Americas	Asia-Pacific	Global	
	15	33	15	16	

Primary Years Programme (PYP) Studies

Journal Articles

Ashely-Welbeck, A. & Vlachopoulos, D. (2020). Teachers' perceptions on using augmented reality for language learning in Primary Years Programme (PYP) education. *International Journal of Emerging Technologies in Learning*, 15(12), 116-135.

<https://doi.org/10.3991/ijet.v15i12.13499>

Keywords: PYP, augmented reality technology, English language learning, Egypt

This study explores PYP teachers' perceptions of the benefits and challenges of using augmented reality (AR) technology for English language learning in one school in Egypt. Interviews with 8 PYP teachers reveal that teachers view the use of AR to be appropriate for the PYP curriculum broadly, but to a lesser degree for language learning. Teachers identify main challenges with AR integration to be their lack of familiarity with the technologies and technical issues encountered.

Hameed, S. (2020). A comparative study of GCE and international curricula in Singapore and Australia. *International Journal of Educational Development*, 78, 1-11.

<https://doi.org/10.1016/j.ijedudev.2020.102248>

Keywords: PYP, global citizenship education, Singapore, Australia

This study provides a comparative analysis of global citizenship education (GCE) implementation in 2 elementary schools, an international, non-IB school in Singapore and an independent PYP school in Australia. Data collected from school site visit observations and interviews with school leadership and teachers indicate that each school's curriculum and resources, culture, staff values, as well use of human and financial resources all influence how the schools engage with GCE.

Nur Tuğluk, M. (2020). The effect of primary years program (PYP) on children's science process skills (SPS) in early childhood education. *Cypriot Journal of Educational Sciences*, 15(5), 1276-1287.

<https://doi.org/10.18844/cjes.v15i5.4622>

Keywords: PYP, science learning, Turkey

This study examines the impact of the PYP on students' science processing skills at the early

childhood level in Turkey. The study used a quasi-experimental research design which assessed and compared science processing skills of students that received PYP instruction for 12 weeks to a comparison group of students who participated in a program of the country's Ministry of National Education. Results show that students in the PYP group's mean science processing skills scores increased by 7 points compared to a mean increase of 2 points for the non-PYP group.

IB-Commissioned Studies

Boal, A. & Nakamoto, J. (2020). *School change: How does IB Primary Years Programme implementation impact school climate?* Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/contentassets/af50aa7dc14a4ce4bcc4381dd706c415/pyp-school-change-full-report.pdf>

Keywords: PYP, school climate, United States

This IB-commissioned study explores the impact of PYP implementation on fostering positive school climate in 8 schools in California, United States. Data were collected from school visits, interviews and focus groups with principals, teachers, coordinators and parents, as well as 16 years of data from the California Healthy Kids Survey. Key findings include that PYP implementation was perceived to have improved school climate and that the sample schools experienced small, but significant improvements on six school climate outcomes.

Dix, K. & Sniedze-Gregory, S. (2020). *The impact of the IB Primary Years Programme on student well-being and other related social-emotional learning outcomes.* Bethesda, MD, USA. International Baccalaureate Organization.

<https://www.ibo.org/globalassets/publications/ib-research/pyp/pyp-wellbeing-full-report-en.pdf>

Keywords: PYP, student wellbeing, social-emotional learning, school climate, Australia

This IB-commissioned study examines the impact of the PYP on student well-being in schools in Australia. Data collected and analyzed include content review of PYP curriculum, existing student wellbeing data from PYP and non-PYP students, and surveys of PYP teachers and students from 56 schools. Key findings are that core PYP programmatic elements already encourage wellbeing, and that PYP students demonstrate consistently higher levels of wellbeing compared to non-PYP students.

Dissertations and Theses

Beins, N. M. (2020). *Teacher perceptions during the candidacy phase of the International Baccalaureate Primary Years Programme* [Doctoral dissertation, University of Nebraska].

<https://search.proquest.com/docview/2427311668/abstract/731B43D4402B4EEBPQ/6>

Keywords: PYP, IB candidacy, teacher perception, United States

This dissertation focuses on teachers' perceptions of and experiences with the PYP candidacy phase at one public school in the United States. Data collected from questionnaires and focus groups with 33 teachers reveal that teachers view the process of PYP implementation to be arduous but ultimately beneficial for the entire school community. Teachers identify professional learning opportunities and strong leadership as key strengths of the candidacy implementation phase, while teacher workload and insufficient time were encountered as challenges.

Marino, R. (2020) *An analysis of mid-career teacher resocialization in response to comprehensive school reform: An investigation into the implementation of the International Baccalaureate Primary Years Programme in United States public schools* [Doctoral dissertation, University of Bath].

<https://researchportal.bath.ac.uk/en/studentTheses/an-analysis-of-mid-career-teacher-resocialization-in-response-to->

Keywords: PYP, teacher socialization, comprehensive school reform, United States

This dissertation examines the effects of comprehensive school reform (CSR) on mid-career teacher resocialization. From interviews with 12 mid-career teachers in three public elementary schools in the United States, the study analyzes processes of the teachers' resocialization in response to their schools' transition to the PYP—conceptualized as a CSR model. Findings show that the structures, expectations, and instructional ideology of the PYP presents challenges for mid-career teachers, including negatively impacting their self-efficacy.

McDonald-Lane, O. (2020). *Educators' perspectives of the International Baccalaureate Program* [Doctoral dissertation, Walden University].

<https://scholarworks.waldenu.edu/dissertations/8946/>

Keywords: PYP, teacher roles, teacher perception, United States

This dissertation explores teachers' perceptions of the PYP at one elementary school in southeastern United States and the challenges teachers face as PYP practitioners. Interviews with 18 teachers and the IB coordinator reveal that challenges faced include the curriculum as well as insufficient time, resources, planning, and training. Despite these challenges the majority of teachers in the study have positive views of the PYP for their school.

Middle Years Programme (MYP) Studies

Journal Articles

Celestino, T., & Marchetti, F. (2020). Surveying Italian and International Baccalaureate teachers to compare their opinions on system concept and interdisciplinary approaches in chemistry education. *Journal of Chemical Education*, 97(10), 3575–3587.

<https://doi.org/10.1021/acs.jchemed.9b00293>

Keywords: MYP, DP, chemistry teaching, system concept, Italy, global

This study explores teachers' knowledge and use of systems concepts in the teaching of chemistry core concepts or interdisciplinary chemistry-related topics. Data were collected through questionnaires given to a sample of non-IB secondary teachers in Italy and a sample of MYP and DP teachers worldwide. Results show that both groups of teachers report a broad understanding of systems concepts. However, among the chemistry teachers, the Italian non-IB teachers report lower levels of familiarity with the systemic character of chemistry compared to IB teachers of chemistry worldwide.

Dickson, A., Perry, L. B., & Ledger, S. (2020). Challenges impacting student learning in the International Baccalaureate Middle Years Programme. *Journal of Research in International Education*, 19(3), 183-201.

<https://doi.org/10.1177/1475240920976228>

Keywords: MYP, IB implementation, Australia

This study documents perceptions of the benefits and challenges of the MYP for supporting student learning among educators in 3 schools in Australia that recently discontinued the MYP. Interviews with principals, teachers and former MYP coordinators reveal that among the perceived student benefits are high achievement and skill development through the MYP's emphasis on inquiry-based learning and real-world relevance. Staff identify main challenges to student learning to be integration of the Australian Curriculum with the MYP, lack of clarity around MYP terminology and grading systems.

Dickson, A., Perry, L. B., & Ledger, S. (2020). Letting go of the Middle Years Programme: Three schools' rationales for discontinuing an International Baccalaureate program. *Journal of Advanced Academics*, 31(1), 35-60.

<https://doi.org/10.1177/1932202X19869006>

Keywords: MYP, IB sustainability and discontinuation, Australia

This study aims to provide insights into three schools' decisions to discontinue the MYP in Australia. Interviews with school leaders, former MYP coordinators and teachers at the schools indicate challenges stemming from systems-level constraints, school organizational and leadership concerns as well as individual teacher-level challenges, which served as barriers to MYP sustainability.

O'Brennan, L. M., Suldo, S. M., Shaunessy-Dedrick, E., Dedrick, R. F., Parker, J. S., Lee, J. S., Ferron, J. M. & Hanks, C. (2020). Supports for youth in accelerated high school curricula: An initial study of applicability and acceptability of a motivational interviewing intervention. *Gifted Child Quarterly*, 64(1) 19-40.

<https://doi.org/10.1177/0016986219886933>

Keywords: MYP, social-emotional supports, Motivation, Assessment, and Planning (MAP), United States

This study examines the implementation of the Motivation, Assessment, and Planning (MAP) intervention—a social-emotional and academic support intervention targeted to the specialized needs of high school students in accelerated classes such as IB and AP. The study implemented MAP with a sample of 9th grade students taking IB/AP classes in two schools in the United States and measured students, coaches, and service providers' perceptions of the acceptability of MAP as an intervention for this population. Results provide evidence that MAP can be implemented in high schools as a brief intervention for IB and AP students.

IB-Commissioned Studies

Azzam, T., Mansfield, M., & Larsen, D. (2020). *Evaluation report: A study of the implementation and impact of the MYP: Next Chapter*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/globalassets/publications/ib-research/myp/cec-myp-evaluation-report.pdf>

Keywords: MYP, Next Chapter, implementation fidelity, international mindedness, global

This IB-commissioned study provides the findings from the final phase of a multi-year evaluation of MYP: Next Chapter implementation. Analysis of data collected from school site visits, teacher and student questionnaires, and eAssessment scores, show that students in schools with high fidelity in MYP Next Chapter implementation have better non-academic outcomes, such as international mindedness dispositions and active community membership. Connections between high implementation and improved students' eAssessment scores could not be established due to insufficient data.

Saavedra, A., Polikoff, M., & Korn, S. (2020). *Student pathways from middle school through high school and into post-secondary education: Middle Years Programme student outcomes in a large United States public school district*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/contentassets/a7bc64e18f3a4a5493d4213f648f8b18/myp-outcomes-final-report.pdf>

Keywords: MYP, high school and postsecondary progression, United States

This IB-commissioned study examines patterns in the academic progressions of MYP students to high school and postsecondary education. Analysis of student demographic and longitudinal academic achievement data from one public school district in the United States shows that MYP students who achieved higher middle school scores in mathematics, reading, and science were more likely to pursue the IB Diploma. Furthermore, MYP students who subsequently enrolled in the DP have higher high school GPAs as well as college entrances exam scores. At the postsecondary levels, MYP students who enrolled in the DP are more likely to enroll in college right after high school graduation compared to the MYP student who did not progress to the DP.

Dissertations and Theses

Barker, M. R. (2020). *Job satisfaction: A quantitative study of active IB MYP coordinators in international schools* [Doctoral dissertation, Wilkes University].

<https://search.proquest.com/docview/2394822778/abstract/ED1515275A714882PQ/1>

Keywords: MYP, job satisfaction, IB coordinators, global

This dissertation examines job satisfaction among MYP coordinators in schools across 63 countries. Survey responses from 344 MYP coordinators reveal no significant differences in job satisfaction levels based on MYP coordinators' demographic backgrounds, the number of years' experience as an MYP coordinator, or whether their programme implements the MYP eAssessments. However, a significant difference in job satisfaction is found between MYP coordinators who work in IB continuum schools compared to MYP-only schools, with those in IB continuum schools reporting higher job satisfaction levels.

Christoff, A. J. (2020). *Locating teachers' perceptions and practice of global citizenship: A case study of three teachers in the International Baccalaureate Middle Years Programme* [Doctoral dissertation, Kent State University].

https://etd.ohiolink.edu/apexprod/rws_olink/r/1501/10?clear=10&p10_accession_num=Kent1595237572025469

Keywords: MYP, *Individuals and Societies*, global citizenship education, teacher perception and practice, United States

This dissertation focuses on MYP teachers of *Individuals and Societies* (I&S) in two districts in the United States and their perceptions, understandings and practices of global citizenship pedagogy. Data from interviews, classroom observations of 3 MYP I&S teachers, and reviews of teacher-created artifacts, show that those teachers whose teaching philosophy is well-aligned with the IB and MYP philosophies are also the teachers who perceive and practice global citizenship education in the ways intended by the IB.

Layman, D. L. (2020). *The effect of guided goal setting on the motivation and achievement of eighth grade student in an International Baccalaureate Middle Years Program: A pilot study* [Doctoral dissertation, Kent State University].

http://rave.ohiolink.edu/etdc/view?acc_num=kent1604702630094064

Keywords: MYP, self-regulated learning, guided goal setting, United States

This dissertation examines the effects of introducing student goal-setting tasks in the Socratic seminar of MYP language and literature classes. Conducted with 8th grade students in an urban school in the United States, the study's results show that introducing goal setting is associated with increases in the frequency of student contributions during the seminar. In addition, students who set evaluative/interpretive goals for themselves, on average, contributed more frequently during the seminar compared to student who set factual goals.

Roberson-Carson, L. (2020). *Implementation of the International Baccalaureate Middle Years Program in an urban secondary school: An improvement practice to address closing the achievement gap* [Doctoral dissertation, University of Southern California].

<http://search.proquest.com/pqdtglobal/docview/2393196768/abstract/E1073A2C16F24932PQ/5>

Keywords: MYP, achievement gap, school improvement, United States

This dissertation examines the knowledge, motivation and organizational contextual factors that facilitate or serve as obstacles to MYP implementation at an underperforming middle school in the United States. Interviews with 6 teachers reveal key knowledge gaps, including teachers' conceptual and procedural understandings of the MYP curriculum and its connections to school improvement initiatives focused on closing race-based achievement gaps.

Conference Presentations

Suldo, S. M., Shaunessy-Dedrick, E., O'Brennan, L., Ferron, J.M., Dedrick, R. F., Nguyen, D. T., Storey, E., Shum, K., Moseley, A., & Hanks, C. (2020, April). *Evaluation of advancing coping and engagement for high school students in accelerated curriculum*. [Paper presentation abstract]. American Educational Research Association (AERA) 2020 Conference, San Francisco, CA, United States.

https://convention2.allacademic.com/one/aera/aera20/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1582956&PHPSESSID=amccfihi3p2oo0r6as3plhqo9t

Keywords: MYP, social-emotional wellbeing, Advancing Coping and Engagement (ACE), Motivation, Assessment, and Planning (MAP), United States

This conference paper abstract highlights a study that examines the impact of the Advancing Coping and Engagement (ACE) and Motivation, Assessment, and Planning (MAP) interventions on improving the emotional and mental wellbeing of students in high school accelerated programs. Using an experimental design in 15 schools with 9th grade students in IB and in Advanced Placement (AP) courses, the study shows initial evidence that ACE and MAP improve students' coping strategies, classroom engagement, and sense of belonging, and decrease levels of academic burnout.

Book Chapters

Kelly, M. (2020). Teacher's ontological and epistemological beliefs: Their impact on approaches to teaching and scholarship. In L. Ling and P. Ling (Eds.), *Emerging methods and paradigms in scholarship and education research* (pp. 135-163). IGI Global.

<https://doi.org/10.4018/978-1-7998-1001-8.ch008>

Keywords: MYP, teacher beliefs, epistemology and ontology, Netherlands

This book chapter presents a case study of three MYP teachers in the Netherlands and the ways in which their beliefs on the nature of reality (ontology) and knowledge (epistemology) influence their teaching practices. The study suggests that teacher approaches to teaching align strongly with their ontological and epistemological beliefs.

Diploma Programme (DP) Studies

Journal Articles

Awang, S., Cheah, K. S. L., & Chua, Y. P. (2020). Challenges and strategies of educational leadership to sustain the International Baccalaureate Diploma Programme (IBDP) in a Malaysian premier public school. *International Online Journal of Educational Leadership*, 3(1), 4-25.

<https://ejournal.um.edu.my/index.php/IOJEL/article/view/22381>

Keywords: DP, school leadership, Malaysia

This study explores factors that act as challenges to sustaining the DP in a public school in Malaysia and strategies leadership uses to overcome them. Data collected from 20 school leaders and teachers at one school show that participants report facing several challenges including the high cost of the DP, lack of student English language proficiency, low participation in teacher professional development, and technology infrastructure issues. Strategies that leadership employs include upgrading school facilities to meet international standards and encouraging teachers to participate IB workshops.

Bittencourt, T. (2020). Inclusive policies and the perils of dissonance: A case study of an IB public school in Ecuador. *FIRE: Forum for International Research in Education*, 6(1), 24-39.

<https://doi.org/10.32865/fire202061176>

Keywords: DP, school social cohesion, Ecuador

This ethnographic research study explores the consequences of DP implementation in one low-income public school in Ecuador. Key findings include a series of unintended effects of the DP on the school's social cohesion, such as increased tensions between students and amongst the teaching staff, and stigmatization of students who do not apply or are not accepted into the DP.

Bittencourt, T. (2020). Social class and the construction of international mindedness: A comparative study of International Baccalaureate schools in Ecuador. *Journal of Research in International Education*, 19(2), 91-105.

<https://doi.org/10.1177/1475240920954046>

Keywords: DP, International mindedness, socio-economic status, Ecuador

This study examines how students in two IB schools in Ecuador, one private and one public, understand and value international mindedness. Data from observations and interviews with students in both schools reveal that students from different socio-economic backgrounds report similar conceptual understandings of international mindedness. However, students' valuing of international mindedness differed based on their socio-economic background, as a result of how they related international mindedness to their immediate surroundings and future aspirations.

Brenton Goff, B. & Rish, R. (2020). What's brought along and brought about: Negotiating writing practices in two high school classrooms. *Learning, Culture and Social Interaction*, 24.

<https://doi.org/10.1016/j.lcsi.2019.02.016>

Keywords: DP, writing teaching and learning, United States

This article highlights a multiple case study of writing practices in two high school English classrooms in the United States, one which is a 12th grade IB Language and Literature class. Data collected from year-long classroom observations and interviews with teachers and students demonstrate how writing practices in both classrooms are negotiated between students and teachers and how writing is produced related to that negotiation.

Bunnell, T., Donnelly, M., Lauder, H. & Whewall, S. (2020). International mindedness as a platform for class solidarity. *Compare: A Journal of Comparative and International Education*. Advance online publication.

<https://doi.org/10.1080/03057925.2020.1811639>

Keywords: DP, international mindedness, expatriate students, global

This study explores perspectives on international mindedness among expatriate DP students at an international school in southeast Asia. Data from a questionnaire, a mapping exercise and interviews with 11 British DP students reveal that international mindedness fosters a shared sense of identity focused on common interests, attributes and concerns.

Burbidge, T. & Hamer, R. (2020). Academic honesty in the International Baccalaureate Diploma Programme. *Journal of International Students*, 2(10), 265-285.

<https://doi.org/10.32674/jis.v10i2.667>

Keywords: DP, academic integrity, global

This study explores the attitudes towards and practices about academic integrity among DP students, teachers and coordinators. Data from surveys administered across 76 countries reveal that most schools teach students about academic integrity, but that many schools do not have similar processes for ensuring that teachers understand and practice academic integrity. Recommendations include that DP schools should improve communication about policies and standards related to academic honesty across their school communities.

Celestino, T., & Marchetti, F. (2020). Surveying Italian and International Baccalaureate teachers to compare their opinions on system concept and interdisciplinary approaches in chemistry education. *Journal of Chemical Education*, 97(10), 3575–3587.

<https://doi.org/10.1021/acs.jchemed.9b00293>

Keywords: MYP, DP, chemistry teaching, system concept, Italy, global

This study explores teachers' knowledge and use of systems concepts in teaching chemistry core concepts or interdisciplinary chemistry-related topics. Data were collected through questionnaires given to a sample of non-IB secondary teachers in Italy and a sample of MYP and DP teachers worldwide. Results show that both groups of teachers report broad understandings of systems concepts. However, among the chemistry teachers, the Italian non-IB teachers report lower levels of familiarity with the systemic nature of chemistry compared to IB chemistry teachers worldwide.

Dulun, O. (2020). Investigating the predictors of the International Baccalaureate Diploma Programme outcome scores. *Sakarya University Journal of Education*, 10, 136-151.

<https://doi.org/10.19126/suje.612141>

Keywords: DP, student outcomes, Turkey

This study explores the predictors of DP exam outcomes among a sample of 123 students in a private school in Turkey. Using multiple regression analysis with students' International General Certificate of Secondary Education (IGCSE) scores, English scores and DP mock exam score variance, the model is found to explain 76% of the DP outcome scores (composite DP exam scores).

Grose, N. J. & Sanchez, J. E. (2020). An exploratory analysis of International Baccalaureate Diploma Program: 11th- and 12th-Grade high school students' expectations. *Journal of Advanced Academics*, 32(1) 54 –69.

<https://doi.org/10.1177/1932202X20941828>

Keywords: DP, student expectations, college readiness, United States

This study examines student expectations of the DP in one high school in the United States. Data from surveys of 92 DP students indicate that students hold overall high expectations of the DP, value the programme and view the programme as a means to achieving their postsecondary goals.

Hayden, M., McIntosh, S., Sandoval-Hernández, A. & Thompson, J. (2020). Global citizenship: Changing student perceptions through an international curriculum. *Globalisation, Societies and Education*, 18(5), 589-602.

<https://doi.org/10.1080/14767724.2020.1816158>

Keywords: DP, Creativity, Activity, Service (CAS), experiential learning, global citizenship, global

This study explores student and alumni perceptions of the impact of the creativity, activity, service (CAS) component of the DP. Analysis of survey data from students and alumni across 89 countries, reveal that the majority perceive CAS to have a positive impact, particularly for developing individual skill sets. Students see participating in CAS as broadening their perspectives but report little change in their behavior or world views. Similarly, alumni perceive negligible impacts of CAS on their sense of community responsibility.

Lew, S. (2020). Multilingualism and multiculturalism in an International Baccalaureate Diploma Programme with particular emphasis on supporting linguistic minority students. *Journal of Multilingual and Multicultural Development*, 41(6), 488-502.

<https://doi.org/10.1080/01434632.2019.1660666>

Keywords: DP, multi/bilingual education, linguistic minority students, United States

This study documents how bilingual education in the DP serves the needs of linguistic minority students (LMS) in one high school in the United States. The study employs interviews with the principal, IB coordinator, IB teachers, and linguistic minority students as well as classroom observations. Major findings include that DP's bilingual curriculum establishes structures that promote and foster heritage language learning, which in turn fosters LMS empowerment.

Metli, A. & Özcan, O. (2020). Investigating the relationship between International General Certificate of Secondary Education (IGCSE) and International Baccalaureate Diploma Program (IBDP): A correlation and regression analysis in languages, sciences, and mathematics. *International Journal of Educational Reform*. Advance online publication.

<https://doi.org/10.1177/1056787920967118>

Keywords: DP, International General Certificate Secondary Education (IGCSE), student performance, Turkey

This study examines the extent to which an association exists between student scores on the International General Certificate Secondary Education (IGCSE) and the DP exams in one private school in Turkey. Notable findings from the analysis of the exam scores of 338 students enrolled at the school between 2010 and 2019 include a strong relationship between IGCSE Biology and DP SL Biology scores and a moderate relationship between IGCSE English and DP SL English scores.

Price, H. E. (2020). The college preparatory pipeline: Disparate stages in academic opportunities. *American Educational Research Journal*. Advance online publication.

<https://doi.org/10.3102/0002831220969138>

Keywords: DP, college readiness, racial/ethnic disparities, United States

This study examines racial/ethnic disparities in American high schools along the three stages in the college preparatory pipeline: access to, enrollment in, and mastery of IB and/or Advanced Placement (AP) coursework. The study uses data from the Civil Rights Data Collection, which gathers public school data on DP and AP course enrollments and test taking. Findings show that racial/ethnic minority students are disproportionately diverted out early from the pipeline with relatively low access to IB or AP classes in their school or district. Furthermore, these students are disproportionately under enrolled in IB/AP and pass the exams at below average rates.

Resnik, J. (2020). All against all competition: The incorporation of the International Baccalaureate in public high schools in Canada. *Journal of Education Policy*, 35(3), 315-336.

<https://doi.org/10.1080/02680939.2018.1562105>

Keywords: DP, marketing strategies, school choice, Canada

This study traces the implementation of the DP in three districts in Canada and the marketing strategies they developed and used in response to school competition. Interviews with IBO

officials, local IB association representatives, as well as school staff from 16 schools reveal that schools' market strategies became increasingly focused on recruiting high achieving students, which in turn fostered intense competition between schools, between districts and between other programs in the districts.

Rizvi, F., Savage, G. C., Quay, J., Acquaro, D., Sallis, R. J. T. & Sobhani, N. (2020). Transnationalism and the International Baccalaureate Learner Profile. *Prospects*, 48, 157–174.

<https://doi.org/10.1007/s11125-019-09447-z>

Keywords: DP, Learner Profile, transnational learning spaces, India, Hong Kong, and Australia

This study explores and compares how the IB Learner Profile within the DP is understood and put into practice within three national contexts: India, Hong Kong, and Australia. The study collected data in 3 schools in each country from teacher and student surveys, administrator interviews, teacher and students focus groups and observations. Findings include that understandings and implementations of the Learner Profile vary more widely between schools within the same country than between countries.

Varguillas Carmona, C. S., Cejas Martínez, M. F., Navarro Cejas, M., & Mendoza Velazco, D. J. (2020). The International Baccalaureate Diploma: Assessment and perception of Ecuadorian teachers in the framework of student training. *Journal of Education and Teaching Management Research*, 1(2), 49-57.

<http://repositorio.unae.edu.ec/handle/123456789/1433>

Keywords: DP, teacher perceptions, implementation challenges, Ecuador

This study explores teachers' perceptions of the DP in one public school in Ecuador. Data collected from questionnaires administered to 18 DP teachers reveal that teachers feel that they did not receive sufficient professional development to teach the IB curriculum, do not perceive the DP and national curriculum to be aligned, and that there are insufficient resources (e.g. laboratories, internet access, etc.) for effective DP instruction.

Wright, E. & Lee, M. (2020). Does the International Baccalaureate ‘work’ as an alternative to mainstream schooling? Perceptions of university students in Hong Kong. *Studies in Higher Education*. Advance online publication.

<https://doi.org/10.1080/03075079.2020.1793929>

Keywords: DP, student and alumni perceptions, Hong Kong

This study explores DP alumni perceptions of how the programme prepared them for elite universities in Hong Kong. Data from surveys and interviews reveal that DP alumni perceive their various cognitive and non-cognitive skills and dispositions to be stronger than their non-DP peers, including in communication, creativity, critical thinking, cultural sensitivity, global-mindedness, leadership, and time management. However, the DP alumni also perceive non-DP students to be better prepared to engage with the pedagogy and assessments in the higher education context of Hong Kong.

IB-Commissioned Studies

Aldana, U., Mayer, A. & Ee, J. (2020). *The impact of the IB Diploma Programme in public schools in the United States serving students from low-income households*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/globalassets/publications/ib-research/dp/low-income-longitudinal-full-report.pdf>

Keywords: DP, low-income students, postsecondary outcomes, United States

This IB-commissioned study explores the high school and post-secondary experiences and performance of low income and first-generation college-going DP students in three public high schools in California, United States. Multiple methods of data collection included questionnaires and interviews with current and alumni DP students as well as high school and college achievement data from both DP and non-DP students. Key findings include that students felt the DP prepared them well for the academic and social demands of college. Further findings show that DP students outperform their non-DP peers on high school GPA and SAT scores, as well as college persistence and graduation rates.

Hopfenbeck, T.N, Double, K., El Masri, Y.H. & McGrane, J. (2020). *The effect of the Diploma Programme (DP) on critical thinking development: An international multi-site evaluation*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/globalassets/publications/ib-research/dp/dp-critical-thinking-final-report-en.pdf>

Keywords: DP, critical thinking, Australia, England, Norway

This IB-commissioned study examines the impact of DP participation on student critical thinking skills. Content analysis of relevant IB documents and DP curricular elements reveals clear emphases on the explicit teaching and assessment of critical thinking skills, as well as critical thinking as a target student outcome. Data from a critical thinking assessment administered to samples of DP and non-DP students in Australia, England and Norway show that DP students exhibit significantly higher critical thinking skills compared to their non-DP peers.

Horvathova, M. (2020). *Study on employability skills in the International Baccalaureate Diploma Programme and Career-related Programme curricula*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/globalassets/publications/ib-research/employability-skills-full-report.pdf>

Keywords: DP, CP curriculum content mapping, employability skills, global

This IB-commissioned study provides curriculum content mapping and gap analyses of the DP and CP curriculum to examine the extent to which employability skills and competencies identified in a literature review of global trends are integrated in them. The analyses of 14 DP and CP documents as well as the IB Learner Profile and approaches to teaching and learning (ATL) reveal that the competencies with the highest representation are communication, ethics, mindfulness and critical thinking, and the competencies with the lowest representation are growth mindset, curiosity, courage and resilience.

Pilchen, A, Caspary, K. & Woodworth, K. (2020). *Postsecondary outcomes of International Baccalaureate Diploma Programme graduates in the United States*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/globalassets/publications/ib-research/dp/us-postsecondary-outcomes-final-report.pdf>

Keywords: DP, postsecondary enrollment, persistence and completion, United States

This IB-commissioned study examines the postsecondary outcomes of DP students in the United States. Analysis of data on 37,348 high school graduates from the year 2013 finds that larger

percentages of DP graduates enroll in postsecondary education immediately after high school compared to non-DP graduates. Furthermore, a larger percentages of DP alumni who enroll in postsecondary education have higher persistence and completion rates compared to non-DP postsecondary students.

Dissertations and Theses

Altaibekova, M. (2020). *Teacher perceptions and promotion of academic honesty: A qualitative case study of humanities teachers within a Diploma Program (DP) at one International Baccalaureate (IB) school in Kazakhstan* [Master's thesis, Nazarbayev University].

<https://nur.nu.edu.kz/handle/123456789/4858>

Keywords: DP, academic honesty, teacher practice, Kazakhstan

This master's thesis examines how the concept of academic honesty is understood and taught among DP teachers at one school in Kazakhstan. Findings from interviews with 7 teachers and analysis of curriculum reveal that teachers have similar conceptions of academic honesty including use of appropriate source attribution and citations and awareness of the concept of intellectual property. Teachers identify cultural norms as a main challenge to teaching academic honesty, and the IB curriculum itself as contributing to their successes with teaching academic honesty.

Augustine, B. M. (2020). *The social and emotional learning needs of IB Diploma students: A phenomenological study on the perceptions of IB Diploma teachers* [Doctoral dissertation, Concordia University]

https://digitalcommons.csp.edu/cup_commons_grad_edd/440/

Keywords: DP, social emotional learning, teacher perception, Southeast Asia

This dissertation explores DP teachers' experiences with and perceptions of social and emotional learning (SEL) programs. Interviews with 16 teachers from one international school in Southeast Asia reveal that teachers view direct SEL instruction to be beneficial for students, but also feel inadequately prepared to teach SEL due to a lack of pre-service training and continuous professional development.

Bittencourt, T. (2020). *Social class and the written and unwritten rules of competitive college admissions: A comparative study of International Baccalaureate schools in Ecuador* [Doctoral dissertation, University of Minnesota].

<http://conservancy.umn.edu/handle/11299/216794>

Keywords: DP, inequity, social class, higher education participation, Ecuador

This dissertation focuses on the implementation of the DP in public secondary schools in Ecuador as a means for addressing pervasive inequities in the country's public and private education system. Data collected from students in one low-income public and one affluent private school, show that students from both schools perceive the DP as a way of gaining access to higher education overseas. Yet, because students from the low-income public school lack the resources to engage in the application and admission processes, this leads to their frustration and disengagement with the DP, consequently interfering with the DP initiative's stated intent.

Chae, N. M. (2020). *U.S. high school counselors' experiences of gatekeeping with underrepresented students in the International Baccalaureate Diploma Program* [Doctoral dissertation, College of William and Mary]

<https://search.proquest.com/docview/2420730014/390BC774AF4241EAPQ/10>

Keywords: DP, school counselors, gatekeeping, underrepresented students, United States

This dissertation explores the experiences of school counselors in the United States as DP gatekeepers in high schools that serve primarily underrepresented students. Interviews and focus groups with 23 counselors as well as school document review served as the primary data collection methods. Findings show that counselors experienced a number of challenges associated with their gatekeeper role, including improving student access to the DP, navigating biases of student belonging and fit for the DP, and how to be an advocate for students while being constrained by systemic barriers.

Eriksson, R. (2020). *Students' conceptions of assessment: A case study on two classroom-based tests for student learning in the IB (International Baccalaureate) Programme in Sweden*. [Master's thesis, Mid Sweden University]

<http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A1389206&dswid=-1156>

Keywords: DP, assessments, student perceptions, Sweden

This master's thesis explores student understandings of the purposes of assessments in student learning. Data were collected from interviews with 20 pre-DP students in one school in Sweden. Additional data were collected from two types of assessments—essay and short-answer in a history subject unit. Findings show that students have similar conceptions of the two different types of assessments and their understandings fell into three categories: student accountability, monitoring student learning, and improving the quality of their learning.

Grose, N. J. (2020). *Predictors of successful completion of the International Baccalaureate Diploma Program* [Doctoral dissertation, University of Nevada]

<http://hdl.handle.net/11714/7368>

Keywords: DP, grade point average, equity, United States

This dissertation examines which academic and student demographic factors are predictive of successful completion of the DP among 399 students from two schools in two urban school districts in the United States. Analysis of students' academic data over three years reveals that students' pre-DP grade point average is the strongest predictor of successful DP completion. The study also finds a persistent gap in access to the DP by students' race/ethnicity.

Petrossian, A. (2020). *Multilingualism and global education on the development of cross-cultural intelligence for students at international schools* [Doctoral dissertation, Northeastern University]

<https://search.proquest.com/docview/2393748814/abstract/FE9613D0F3CB4FF1PQ/1>

Keywords: DP, multilingualism, cross-cultural intelligence, United States

This dissertation explores IB alumni perceptions of and reflection on the contributions their IB education had on their multilingualism, cross-cultural intelligence and abilities to navigate a global environment. Data were collected from interviews with 9 DP diploma holders from one international IB school in the United States. Key findings include that IB alumni perceived the DP

curriculum to have provided them opportunities to interact with, learn about and navigate new cultures and languages.

Thanos, S. T. (2020). *Dialogic literary argumentation and the social process of warranting in an English language arts classroom* [Doctoral dissertation, Ohio State University].

http://rave.ohiolink.edu/etdc/view?acc_num=osu1585205349866026

Keywords: DP, English language arts, argumentative writing, United States

This dissertation examines the use of dialogic literary argumentation—which emphasizes the use of claims, warrants, evidence and backing for ideas and perspectives—as an approach to teaching and learning literature. Using an ethnographic research design in an 11th grade IB Literature class at one school in the United States, the study concludes that the intentional use of dialogic argumentation enhances the study of literature and should be integrated into English Language Arts curriculum.

Thier, M. A. (2020). *A global set of dispositions? Applying discrete-choice method to measure global citizenship dispositions of secondary-school students in two nations* [Doctoral dissertation, University of Oregon]. Abstract.

<https://scholarsbank.uoregon.edu/xmlui/handle/1794/25708>

Keywords: DP, global citizenship, discrete-choice method, United States, Sweden

This dissertation focuses on improving methods for assessing student global citizenship dispositions. Using an exploratory sequential research design, including focus group discussions with 11 DP alumni from the United States and Sweden, item review by an international panel of 18 global citizenship scholars and pilot testing with 182 students, the study develops an instrument for measuring student global citizenship dispositions that does not rely on student self-report.

Tsiami, V. (2020). *The effect of individual preparation on knowledge acquisition and student attitudes towards collaborative inquiry activities in International Baccalaureate schools* [Master's thesis, University of Twente].

<https://essay.utwente.nl/80744/>

Keywords: DP, science prior knowledge, collaborative learning, Netherlands

This master's thesis examined the use of strategies for activating students' prior knowledge in science and whether the use of these strategies impacts students': (1) acquisition and retention of newly introduced science concepts, and (2) attitudes towards collaborative learning. Pre- and post-test data were collected from 58 DP students in science classes in three schools in the Netherlands. Findings show no discernable effects of using prior knowledge activation strategies on students' subsequent science knowledge gains, nor on students' attitudes towards collaborative learning.

Book Chapters

Beech, J., & Guevara, J. (2020). Multiple internationalisations: The idiosyncratic enactment of the International Baccalaureate in state schools in Costa Rica, Peru and Buenos Aires. In L.C. Engel, C. Maxwell, & M. Yemini (Eds.), *The machinery of school internationalisation in action: Beyond the established boundaries* (pp. 103–118) Taylor & Francis Group.

<https://doi.org/10.4324/9780429280627>

Keywords: DP, internationalization of schools, policy borrowing, Costa Rica, Peru, Argentina

This book chapter analyzes the introduction of the DP in public schools in Peru, Costa Rica and Buenos Aires, Argentina. Methods of data collection included interviews with IBO and ministries of education officials, as well as principal and teacher interviews, student focus groups and classroom observations in three schools in each education system. The study demonstrates how the specific local and national political contexts of each country, as well as each locale's predominant pedagogical approaches, result in different ways in which the DP is understood and implemented in the public school system.

Çetin, L., Günaydın, E., & O'Dwyer, J. (2020). A model for effective EAP outcomes: The International Baccalaureate Diploma experience. In T. Akşit & H.I. Mengü (Eds.), *The future of teaching English for academic purposes: standards, provision, and practices* (pp. 79–92). Cambridge Scholars Publishing.

<https://www.cambridgescholars.com/product/978-1-5275-5506-8>

Keywords: DP, English for academic purposes (EAP), Theory of Knowledge, Extended Essay, Creativity, Activity, Services, Turkey

This book chapter explores the ways in which features of the DP core (i.e. Theory of Knowledge, Extended Essay, Creativity, Activity, Services) can be applied to English for academic purposes (EAP) programmes at English-medium universities in Turkey to bolster student achievement.

Conference Presentations

Elpus, K. (2020, April). *Understanding music education in a global context: Music and the International Baccalaureate Diploma Programme*. [Paper presentation abstract]. American Educational Research Association (AERA) 2020 Conference, San Francisco, CA, United States.

https://convention2.allacademic.com/one/aera/aera20/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1569899&PHPSESSID=8sf6lpu7q94dfs14ta49ctrh77

Keywords: DP, music education, music course taking, global

This conference paper abstract highlights a study that uses administrative data from all IB world Schools over a seven-year period to examine the extent to which school characteristics are related to whether DP schools offer music education. The study also determined the relationship between individual DP student characteristics and music course taking.

Martinez, R.R., Dooley, M., Chin, A. & Bryan, A. (2020, April). *Perspectives on career- and college-readiness self-efficacy of rural International Baccalaureate adolescents*. [Paper presentation abstract]. American Educational Research Association (AERA) 2020 Conference, San Francisco, CA, United States.

https://convention2.allacademic.com/one/aera/aera20/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1574485&PHPSESSID=amccfihi3p2oo0r6as3plhqo9t

Keywords: DP, rural students, college and career readiness, United States

This conference paper abstract highlights a study on the ways in which rural IB students in the United States prepare themselves to be college and career ready. Findings include that rural IB students report confidence in their social and emotional skills, in the support system available to them, and their capacities to navigate the college and financial aid application processes.

Millett, C., Kevelson, M. Slutzky, C., & Saunders, S. (2020, April). *Equity levers: What predicts credits earned in Advanced Placement, International Baccalaureate and dual enrollment course?* [Poster presentation]. American Educational Research Association (AERA) 2020 Conference, San Francisco, CA, United States.

<https://aera20-aera.ipostersessions.com/default.aspx?s=15-67-47-11-BD-A1-30-D8-98-E1-01-20-8D-28-F8-09>

Keywords: DP, college-level credit, Advanced Placement, dual enrollment, United States

This conference presentation highlights a study on the influences of student, peer, family and school factors on enrollment in the DP, Advanced Placement (AP), and dual enrollment courses among a national sample of high schools in the United States. Key findings are that students' math skills matter above and beyond their demographic backgrounds for all types of college-level courses taking. School factors that may influence IB or AP course taking include whether schools are in an urban versus rural location.

Career-related Programme (CP) Studies

IB-Commissioned Studies

Horvathova, M. (2020). *Study on employability skills in the International Baccalaureate Diploma Programme and Career-related Programme curricula*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/globalassets/publications/ib-research/employability-skills-full-report.pdf>

Keywords: DP, CP curriculum content mapping, employability skills, global

This IB-commissioned study provides curriculum content mapping and gap analyses of the DP and CP curriculum to examine the extent to which employability skills and competencies identified in a literature review of global trends are integrated in them. The analyses of 14 DP and CP documents as well as the IB Learner Profile and approaches to teaching and learning (ATL) reveal that the competencies with the highest representation are communication, ethics, mindfulness and critical thinking, and the competencies with the lowest representation are growth mindset, curiosity, courage and resilience.

Cross-programme Studies

Journal Articles

Barratt Hacking, E. & Taylor, E. (2020). Reconceptualizing international mindedness in and for a posthuman world. *The International Journal of Development Education and Global Learning*, 12(2), 133-151.

<https://doi.org/10.14324/IJDEGL.12.2.05>

Keywords: cross-programme, international mindedness, post-humanist framework, global

This study aims to reconceptualize “international mindedness”, a central tenant of the IB education, within a post-humanist framework. The authors posit that the current framing of international mindedness, IB and global education programmes broadly is anthropocentric, therefore reconceptualization is necessary to take better account of relations across the non-human–human world. The authors provide an analysis of IB conceptions of international mindedness and conclude that the central aims of an IB education are compatible with the post-humanist conceptualization. The authors also present observations from a four-day site visit to an IB world school in Indonesia to identify examples of instructional moments and opportunities for applying a post-humanist lens to international mindedness.

Bunnell, T., Fertig, M. & James, C. (2020). The institutionalisation of schools and the implications for identity of experienced teachers: The case of International Baccalaureate World Schools. *Cambridge Journal of Education*, 50(2), 241-260.

<https://doi.org/10.1080/0305764X.2019.1661972>

Keywords: cross-programme, teacher identity, IB school authorization, global

This study aims to understand how IB teachers experience the IB school authorization process and how IB institutionalization at their schools impacts their role-as-teacher identity. Focus group discussions with 14 teachers from different IB regions and across PYP, MYP and DP programmes reveal that the IB school authorization process has important effects on shaping and changing teacher identity.

Gardner-McTaggart, A. C. (2020). Washing the world in whiteness: International schools' policy. *Journal of Educational Administration and History*. Advance online publication

<https://doi.org/10.1080/00220620.2020.1844162>

Keywords: cross-programme, school leadership, interculturalism, diversity Austria, Germany, Switzerland

This study explores the topic of race, interculturalism and diversity among IB international school leaders in Austria, Germany and Switzerland. The study collected data from school observations as well as surveys and interviews with 6 IB international school leaders. Key findings include that school leadership engage in discourse around diversity, interculturalism, and anti-racism, but do not generally use their positions to bring awareness to nor address these issues at the school-level.

Fitzgerald, S. (2020). "There's only one pot of money it can come from": A Corpus-Based Analysis of the International Baccalaureate in Canada's Provinces. *Canadian Journal of Education*, 43(3), 862-890.

<https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4323>

Keywords: cross-programme, public opinion, discourse analysis, Canada

This study aims to establish how language and communication about the IB reflect and shape public opinion as well as impact public education at the provincial level in Canada. Using critical discourse analysis of 2,326 newspaper articles published between the years 1977 and 2016, the study finds that a common discourse that emerges concerns the cost of the IB in public schools and the use of provincial funds for public schools to fund resources needed for IB programmes.

Leek, J. (2020). From educational experiment to an alternative to the national programme. International Baccalaureate Programmes in Poland – policy and practice perspectives. *Compare: A Journal of Comparative and International Education*. Advance online publication.

<https://doi.org/10.1080/03057925.2020.1777842>

Keywords: cross programme, international school demand, Poland

This study documents the expansion of IB programmes in Poland. Main sources of data include content review of relevant policies and interviews with teachers and students in 9 IB schools. Findings include that IB expansion was facilitated by policies in the 1990s that established

international schools, based on increasing demand for international schools from the expatriate community as well as from local students and parents for expanded school choice.

Leek, J. (2020). Homo Sovieticus in policy versus teacher leadership in Polish international Baccalaureate practices. *International Journal of Leadership in Education*. Advance online publication.

<https://doi.org/10.1080/13603124.2020.1853245>

Keywords: cross-programme, leadership, teacher perspectives, Poland

This study explores teacher perspectives on leadership more broadly and in IB schools specifically in Poland. Data from interviews with 36 IB teachers in 9 public and private schools reveals that the IB school environments are quasi-incubators of teacher leadership, which can create challenges for teachers in national contexts where teacher leadership development is not a policy priority.

Lev, D. (2020). Community and sense of place in an international school context. *Studia Doctoralia Psychology and Educational Science*, 11(1), 121–131.

<https://doi.org/10.47040/sd/sdpsych.v11i2.117>

Keywords: cross-programme, place-based education, expatriate student, Romania

This study explores the connections between place-based education (PBE) and IB curriculum in the context of an IB school in Romania with a large expatriate student population. Data were collected from interviews with 22 middle and high school expatriate students, observations of classroom and school activities and staff interviews. Key findings include that students express a strong sense of belonging to their IB school, leading the researcher to conclude that PBE and IB programme curriculum are well-aligned and compatible.

Metli, A. & Lane, J. F. (2020). International mindedness: A revised conceptual framework. *Journal of Research in International Education*, 19(3), 202-219.

<https://doi.org/10.1177/1475240920976229>

Keywords: cross-programme, international mindedness, global

This study aims to put forth a revised framework for international mindedness. The paper provides a literature review of conceptualizations and frameworks for international mindedness, which

includes several empirical studies on the IB. The study concludes that intercultural competence and global engagement continue to be key attributes of international mindedness, but that multilingualism may be supportive of, but is not central to international mindedness.

Thier, M. & Beach, P. T. (2020). Still where, Not if, you're poor: International Baccalaureate opportunities to learn international-mindedness and proximity to U.S. Cities. *Journal of Advanced Academics*. Advance online publication

<https://doi.org/10.1177/1932202X20974024>

Keywords: cross-programme, international-mindedness, rural and remote schools, United States

This study explores the characteristics of schools in the United States that make education for international-mindedness available through IB's four-programme continuum. Analyses of data from IBO databases and from the National Center for Education Statistics' Common Core of Data for the 2017–2018 academic year, reveal that schools that serve high-poverty minority student populations and are in close proximity to cities are associated with IB programme availability.

IB-Commissioned Studies

Anderson, R.C., Beach, P.T., Jacovidis, J.N. & Chadwick, K.L. (2020). *Academic buoyancy and resilience for diverse students around the world*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/globalassets/publications/ib-research/policy/academic-resilience-policy-paper-en.pdf>

Keywords: cross-programme, academic resilience, students from diverse backgrounds, global

This IB-commissioned policy study examines the research on and best practices for developing academic buoyancy and resiliency skills in students from diverse backgrounds. Findings of the literature review show that promising practices to develop academic resilience are compatible with aspects of IB, such as the IB learner profile, Universal Design for Learning, and IB approaches to learning, in which learning from failure is an explicit instructional strategy.

Australian Council for Educational Research (ACER). (2020). *The relationship between teaching, learning and digital assessment*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/contentassets/318968269ae5441d8df5ae76542817a0/the-relationship-between-teaching-learning-and-digital-assessment---full-report-acer-2019.pdf>

Keywords: cross-programme, digital assessment, teaching and learning, global

This IB-commissioned study documents the growth of digital assessments and explores opportunities and approaches for IB programmes and stakeholders to integrate digital assessments into teaching and learning. The study includes a literature review, expert review of IB programme and subject guides and assessments, IB teacher surveys, and a focus group with IB staff. Key takeaways for the IB to consider include: to build in learning progressions in all IB programmes, to incorporate formative assessments into student grading, and to establish coherent policy for the incorporation of digital tools across learning, teaching and assessment.

Jacovidis, J.N., Anderson, R.C., Beach, P.T. & Chadwick, KL. (2020). *Growth mindset thinking and beliefs in teaching and learning*. Bethesda, MD, USA. International Baccalaureate Organization

<https://ibo.org/globalassets/publications/ib-research/policy/growth-mindset-policy-paper.pdf>

Keywords: cross-programme, growth mindset, global

This IB-commissioned policy research study examines the research on and best practices in growth mindset teaching and learning. Results show some evidence that, when implemented correctly, growth mindset interventions can have meaningful impacts on teachers, parents, and students. However, more research is needed on the effects of systematic growth mindset interventions. Recommendations to IB stakeholders are provided for strengthening and reinforcing growth mindset beliefs and thinking into IB programme curricula.

Slotta, J., Chao, J. & Tissenbaum, M. (2020). *Fostering computational thinking and design thinking in the IB Primary Years Programme, Middle Years Programme and Diploma Programme*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/contentassets/318968269ae5441d8df5ae76542817a0/ct-and-dt-full-report.pdf>

Keywords: cross-programme, design thinking, computational thinking, global

This IB-commissioned study examines the ways that computational thinking (CT) and design thinking (DT) are enacted within the IB programmes, as well as IB teachers' CT and DT understandings and integration in their teaching. Data from reviews of PYP, MYP and DP curriculum shows that several dimensions of DT and CT are integrated within the IB course materials. Surveys of IB teachers reveal that teachers from all three IB programmes report high level of familiarity with, and understanding of, DT and CT but express lack of confidence in how to integrate DT and CT into their teaching.

Dissertations and Theses

Hanley, N. (2020). *Empathy-based pedagogical approach to global citizenship education: Kazakhstani secondary school context* [Doctoral dissertation, University College London].

<https://discovery.ucl.ac.uk/id/eprint/10097678/>

Keywords: cross-programme, global citizenship education, empathy-based teaching, Kazakhstan

This dissertation uses a comparative case study design to examine the integration of empathy-based pedagogical approaches in global citizenship education in three secondary schools in Kazakhstan, including two IB schools. The study finds that the use of empathy-based pedagogy supports students to deepen their knowledge of and become emotionally engaged with global issues and to participate in critical discussions.

Olabisi, J. E. (2020). *The qualities that inform global literacy teaching in the U.S.* [Doctoral dissertation, University of Phoenix].

<https://search.proquest.com/openview/edafb9f38379e4306243d50d43a49026/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: cross-programme, global literacy instruction, teacher development, United States

This dissertation aims to capture the lived experiences of teachers of global literacy by conducting in-depth interviews with 8 PYP, MYP and DP teachers across 4 districts in the United States. Findings include that teachers had common experiences with teaching global literacy, including evolving from states of resistance and skepticism, to comfort and acceptance of a noble endeavor.

Özlem Keser, O. (2020). *International Baccalaureate teacher profile: Insights from a continuum school* [Master's thesis, İhsan Doğramacı Bilkent University].

<http://repository.bilkent.edu.tr/handle/11693/53983>

Keywords: cross-programme, IB learner profile, teacher perception, Turkey

This master's thesis explores teacher perceptions of the IB Learner Profile and which of its attributes are most important for teachers to adopt themselves in their teaching. The study was conducted in an IB continuum school in Turkey. Questionnaire and interview data reveal that a majority of participating teachers ranked the highest being an *inquirer, open-minded, and reflective* as the attributes necessary for teachers to exhibit.

Urazbayeva, M. (2020). *The impact of collaborative lesson planning strategies on professional learning in the context of one International Baccalaureate school in Kazakhstan* [Master's thesis, Nazarbayev University].

<https://nur.nu.edu.kz/handle/123456789/4880>

Keywords: cross-programme, collaborative lesson planning, teacher development, Kazakhstan

This master's thesis explores the use of collaborative lesson planning (CLP) strategies and professional learning among PYP and MYP teachers in one school in Kazakhstan. Interview data collected from five teachers as well as observations of CLP meetings reveal that teachers perceive CLP to contribute significantly to their professional growth. Furthermore, the study finds that MYP teachers are more active participants in CLP compared to PYP teachers.

Book Chapters

Ida, Y. (2020). International Baccalaureate (IB) Program and students' educational opportunities in Japan. In S. Kommers & K. Bista (Eds.) *Inequalities in study abroad and student mobility* (pp. 86-96). Routledge.

<https://doi.org/10.4324/9780367855130>

Keywords: cross-programme, equity, access, Japan

This book chapter presents a study conducted with ten IB administrators, IB teachers and a university professor in Japan on their perceptions of the national and individual impact of IB education. Findings show that participants view IB education in general and the DP in particular as important to Japan's competitiveness in the global economy. However, participants perceive that there are individual constraints to DP access and completion, including student socioeconomic status, academic preparedness, learning disabilities, and English language proficiency. In addition, participants identify main barriers to the promotion of IB education in Japan as human, financial, and pedagogical resource constraints, including in-service teacher working conditions.

Lalwani, S., & Fox, J. (2020). Teacher education and the International Baccalaureate: Where is the evidence? In J. Fox, C. Alexander, & T. Aspland (Eds.), *Teacher education in globalised times: Local responses in action* (pp. 179–197). Springer.

https://doi.org/10.1007/978-981-15-4124-7_10

Keywords: cross-programme, globalization, teacher education, global

This book chapter provides the results of a systematic literature review on research that supports and informs IB programmes and pre-service and in-service teacher education courses. The review shows a gap in peer-reviewed literature in the evidence base that has potential for informing best pre-service and in-service IB teacher training offerings.

Conference Presentations

Gutmann, L. & Pecheone, R. L. (2020, April). *Opportunities and challenges in measuring teaching that supports socio-emotional learning*. [Paper presentation abstract]. American Educational Research Association (AERA) 2020 Conference, San Francisco, CA, United States.

https://convention2.allacademic.com/one/aera/aera20/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1574078&PHPSESSID=amccfihi3p2oo0r6as3plhqo9t

Keywords: cross-programme, social-emotional learning, assessment, Taiwan

This conference paper abstract highlights a multi-year initiative in an IB school in Taiwan to design and develop a customized teacher development assessment system that incorporates aspects of socio-emotional learning to improve instructional practices.

Lee, M. (2020, April). *Institutionalization of International Baccalaureate Programs in Korea: What's missing (and misleading) in policy conversations?* [Paper presentation abstract]. American Educational Research Association (AERA) 2020 Conference, San Francisco, CA, United States.

https://convention2.allacademic.com/one/aera/aera20/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1574507&PHPSESSID=8sf6lpu7q94dfs14ta49ctrh77

Keywords: cross-programme, public education reform, critical discourse analysis, Korea

This conference paper abstract focuses on policy discourse and the implementation of IB in the public school system of Korea. Using critical discourse analysis of government policy texts, press releases and media coverage over a five-year period, the study presents key findings on reform challenges and equity issues in the process of institutionalizing IB programmes in the country.

Luschei, T. F. & Castaneda, A.L. (2020, April). *Comparative education and the training of teachers in International Baccalaureate schools.* [Paper presentation abstract]. American Educational Research Association (AERA) 2020 Conference, San Francisco, CA, United States.

https://convention2.allacademic.com/one/aera/aera20/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1574685&PHPSESSID=hcs1cek98jiq4udgahi08duet8

Keywords: cross-programme, comparative education, IB teacher training, United States

This conference paper abstract highlights how a key conceptual tenet in field of comparative education—that global processes are adapted and transformed when enacted in local contexts—is parallel to the process by which IB programmes are introduced and implemented in the United States. The authors also provide recommendations for integrating comparative education approaches and theories in IB teacher training in the United States.