



Research on the International Baccalaureate

An Annotated Bibliography
of Studies Published in 2021

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Introduction

This annotated bibliography attempts to chronicle scholarly work on the International Baccalaureate (IB) published during the 2021 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 works on the IB published in 2021. 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 2021 focused on the academic and grey literature. 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 were 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; (5) conference presentations, and (6) reports.¹ 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 2021 relating to the IB in this annotated bibliography, there may be some sources that have been overlooked.

¹ Several annual conferences in 2021 were moved to a virtual setting the COVID-19 pandemic. Consequently, access to full conference proceedings or conference papers was limited. Where available, abstract-only sources from conference presentations are included in this annotated bibliography.

Findings

A total of 112 pieces of scholarly work published in 2021 on the IB were identified (see Table 1). Of these studies 12 relate to the Primary Years Programme (PYP), 15 works to the Middle Years Programme (MYP), 53 to the Diploma Programme (DP), 3 to the Career-related Programme (CP), and 32 are cross-programme studies.

By study type, the majority are journal articles (35) followed by book chapters (31), dissertations or theses (18), IB-commissioned studies (17), conference presentations (10), and reports (1).

Geographically, 19 of the studies relate to the IB Africa, Europe, Middle East region, 22 to the IB Americas region, 42 to the IB Asia-Pacific region, and 33 are global or cross-regional in scope.

The most frequently addressed topics across the studies concern international/global mindedness and Diploma Programme student enrollment characteristics and/or student outcomes.

Table 1. IB-Related Studies Published in 2021

By IB Programme*		By Type of Study		By IB Region*	
Primary Years Programme (PYP)	12	IB-commissioned studies	17	Africa, Europe, Middle East	19
Middle Years Programme (MYP)	15	Journal articles	35	Americas	22
Diploma Programme (DP)	53	Dissertations and thesis	18	Asia-Pacific	42
Career-related Programme (CP)	3	Book chapters	31	Global	33
Cross-programme	32	Conference presentations	10		
		Reports	1		

*Due to overlaps in source types, the number of studies in this category are more than the total number of studies.

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 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 a brief summary of its content.

Primary Years Programme (PYP) Studies

IB-Commissioned Studies

Tan, L. (2021). *Performance comparison between IB and non-IB school students on the International Schools' Assessment*. International Baccalaureate Organization.

<https://ibo.org/research/outcomes-research/myp-studies/performance-comparison-between-ib-and-non-ib-school-students-on-the-international-schools-assessment-2021/>

Keywords: *PYP, MYP, International Schools' Assessment, PISA, global*

This study had a three-fold purpose. The first was to compare the performance of IB students (PYP and MYP) to students in non-IB international schools on the International Schools' Assessment (ISA). The second purpose was to compare 9th and 10th grade MYP students' ISA average scores to the benchmark scores on the Programme for International Student Assessment (PISA). The study's third purpose was to examine whether differences in IB school performance on the ISA was associated with differences in how long schools have been authorized as IB schools. The study used a secondary data analysis design, conducted on the 2017-18 and 2018-19 ISA scores from 201 IB schools and 244 non-IB schools, as well as PISA data from 2015. Multilevel modelling analysis revealed that, overall, PYP and MYP students outperformed their non-IB peers in all areas assessed on the ISA at different grade levels. In addition, MYP students' ISA average scores were significantly higher than the global PISA average scores in all three areas assessed. Lastly, the study found that longer length of IB authorization was associated with better school performance on the ISA in four of the five areas.

Journal Articles

Akdogan, A. (2021). Researching effective school qualities and school culture in schools that apply International Baccalaureate Primary Years Programme (PYP) in Turkey. *HAYEF: Journal of Education*, 18(3), 539–557.

<https://doi.org/10.5152/hayef.2021.21029>

Keywords: *PYP, school culture, educator perceptions, Turkey*

This study focused on teacher and administrator perceptions of the PYP and the impact of PYP on school culture and effective schooling. The study used a mixed method research design among PYP authorized schools located in Turkey. Quantitative data were collected with surveys of 413 PYP teachers and administrators and qualitative data from interviews with a subsample of 5 PYP administrators and 10 teachers in 5 schools. Main findings included that a large majority of both

teachers and administrators report positive opinions of the PYP and that the PYP was being implemented with fidelity in their schools. Furthermore, most teachers and administrators held the view that the PYP helps to foster a positive school culture among staff, including shared values, collaboration and cooperation, and collegiality.

Gürkan, B. (2021). The effects of designing a transdisciplinary inquiry-based curriculum on pre-service teachers: A case of International Baccalaureate. *Education and Science*, 46(206), 407-440.

<https://www.proquest.com/openview/42184bd80574b5854de63fe4eabf74b9/1?pq-origsite=gscholar&cbl=1056401>

Keywords: *PYP, transdisciplinary inquiry-based instruction, curriculum design, International Baccalaureate Education Certificate, pre-service teachers, Turkey*

The purpose of this study was to examine the impact of a six-week experiment that introduced PYP pre-service teachers to transdisciplinary inquiry-based curriculum design. The study used a mixed method experimental research design with 15 pre-service teachers enrolled in the International Baccalaureate Education Certificate (IBEC) pre-service teacher education program at a university in Turkey. Quantitative data were collected from pre and post assessments of teachers' group skills, reflective thinking levels and curriculum design orientations. Qualitative data were collected through self- and group evaluation forms and from focus group discussions. Major findings included that there was an increase in teachers' group work skills, levels of reflective thinking and curriculum design orientations after participating in the experiment. Furthermore, although the participants reported a positive orientation towards student-centered and inquiry-based teaching and learning, they also reported experiencing challenges with some curriculum design elements such as planning, writing main ideas and organizing activities.

Roiha, A., & Sommier, M. (2021). Exploring teachers' perceptions and practices of intercultural education in an international school. *Intercultural Education*, 32(4), 446-463.

<https://doi.org/10.1080/14675986.2021.1893986>

Keywords: *PYP, intercultural education, teacher perceptions, teacher practice, Netherlands*

This study explored teachers views on and practices with intercultural education. The study employed a survey research design with 11 teachers in a PYP school located in the Netherlands. Data were collected from teacher surveys and classroom observations. The main finding of the study was that there were incongruities in PYP teacher's intercultural education beliefs and their

classroom practices. Teachers perceived intercultural understanding to be an important competency to develop in students. However, teachers also expressed uncertainty in their abilities to teach intercultural education. Observations of instruction showed that the teachers focused almost exclusively on teaching national cultures and traditions to develop student intercultural understandings, revealing teachers' limited understandings of intercultural education.

Sönmez, G., Gürkan, B., & Aksoy, N. C. (2021). Design and evaluation of an International Baccalaureate Educator Certificate (IBEC) programme as an alternative teacher education programme. *Novitas-ROYAL (Research on Youth and Language)*, 15(1), 1–16.

<https://novitasroyal.org/volume-15-issue-1-april-2021/?wpdmc=volume-15-issue-1>

Keywords: *PYP, International Baccalaureate Educator Certificate, evaluation, Turkey*

This study assessed the design and implementation of an International Baccalaureate Educator Certificate (IBEC) program for the PYP. The study used a case study research design, with a university located Turkey as the case. Data on the design stage of the IBEC program were collected from focus groups with 5 school administrators, 10 teachers, 10 students and 10 parents. Data on program implementation were collected from surveys of 70 in-service teachers who had participated in the IBEC program and received their certification. Findings from the design phase showed that participants expected the IBEC program to foster dispositions in PYP teachers including international mindedness, empathy, and reflectiveness. In addition, participants noted the importance of developing teacher capacities in areas such as the effective use of feedback, visuals, and authentic materials in instruction. Findings from the IBEC implementation evaluation found that the participating teachers viewed the main strengths of the program to be the course content and the quality of the faculty. Participants perceived the main weaknesses of the program to be a heavy workload and frequent and expected changes to the syllabi.

Dissertations and Theses

Clark, A.J. (2021). *International Baccalaureate teachers' perceptions of the professional learning community process* [Doctoral dissertation, University of St. Thomas].

<http://www.proquest.com/docview/2555644400/abstract/526A49B5B2AF413APQ/1>

Keywords: *PYP, teacher development, professional learning communities, United States*

The purpose of this study was to explore PYP teachers' perceptions of and experiences with a professional learning community (PLC), defined in the study as a "reoccurring collaborative effort among educators to enhance instructional practices" (p.11). The study used a case study research

design, with a public IB World School located in a large urban school district in the United States as the research site. Data were collected through online interviews with a sample of 6 veteran PYP teachers. Main findings of the study included that the PYP teachers generally held positive opinions of and experience with the PLC at their school, and attributed their own professional growth and that of their grade-level teams to participating in the PLC. In addition, the teachers viewed participating in the PLC as relevant to and necessary for supporting the IB programming. Lastly, the teachers express several areas of improvement for the PLC, including increased guidance from school leadership, targeted professional development and more planning time.

Hegseth, W. M. (2021). *Respect by design: How different educational systems interact with mutual respect in classrooms* [Doctoral dissertation, The University of Michigan].

<https://deepblue.lib.umich.edu/handle/2027.42/167937>

Keywords: *PYP, mutual respect, pedagogy, curriculum research, United States, Canada*

This study examined how the principle of “mutual respect” is understood in PYP and Montessori classrooms. The study used an ethnographic research design with four elementary schools, two in the United States and two in Canada, as the research sites. Two of the schools are IB schools, one a private and the other public. Data collection methods comprised classroom observations in grade 4-6 classrooms, interviews with teachers and administrators, focus groups with students and school document review. Key findings included that mutual respect is integral to and embedded in the core design for teaching and learning in both PYP and Montessori upper elementary classrooms. However, the study also found differences in how mutual respect is conceptualized. PYP teachers in the study viewed too much student autonomy as compromising other core dimensions of mutual respect, namely equality and equity. In contrast, Montessori teachers viewed robust autonomy for students as enabling equality and equity in the classroom.

Niles, W. (2021). *Teacher perspectives on implementing social-emotional learning curriculum at an International Baccalaureate elementary school* [Doctoral dissertation, Walden University].

<https://scholarworks.waldenu.edu/dissertations/11107/>

Keywords: *PYP, social emotional learning, teacher experience, United States*

This study explored PYP teachers' perspectives on and experiences with implementing a social emotional learning (SEL) curriculum. Using a qualitative research design, the study was carried out in an elementary school in the United States with 15 PYP teachers. Data were collected through interviews with teachers. The key finding of the study indicated that teachers experienced several

challenges with SEL implementation. These included inconsistent leadership guidance and structures for SEL implementation at the school, insufficient SEL professional development for teachers, reluctance to teach “sensitive” topics and abstract concepts in the SEL curriculum.

Preschern, J. (2021). *International Baccalaureate Primary Years teachers’ perceptions on educating student with dyslexia* [Doctoral dissertation, Saint John’s University].

https://scholar.stjohns.edu/theses_dissertations/286/

Keywords: *PYP, dyslexia, pedagogy, curriculum research, global*

The purpose of this study was to investigate PYP teachers’ understandings of and experiences with teaching students with dyslexia. The study used a survey research design and participants included 218 PYP teachers in 52 countries. Data were collected through an online survey and analyzed using descriptive and regression analysis. Findings of the study showed PYP teachers strongly supported practices that assist and accommodate students with dyslexia. Although most teachers reported that their school had a reading specialist training specifically to support students with dyslexia, about three-quarters teachers also reported that they themselves do not have sufficient training on how to best to serve and support their dyslexic students in the classroom. In addition, nearly all the teachers indicated that their school did not have high-quality instructional resources developed specifically to support students with dyslexia. Lastly, PYP teachers in this study perceived a lack of IB policies or guidelines specific to special education as an obstacle to adequately supporting students with dyslexia.

Book Chapters

Iwasawa, T. (2021). Generating student questions in an inquiry-based classroom: A case study of Primary Years Programmes. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 131-154). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch008>

Keywords: *PYP, student questioning skills, inquiry-based teaching and learning, Japan*

The purpose of this study was to understand PYP teachers’ practices promote student questioning in inquiry-based classrooms. Using a qualitative research design, the study was carried out in a school in Japan with 6 PYP teachers in grade 3-6 classrooms. Data were collected through interviews and multiple observations of teacher instruction during Unit of Inquiry lessons. Main findings included that the teachers in the study utilized various strategies to foster student questioning, and that most students in the observed classrooms posed questions. However,

students almost exclusively asked questions when they were prompted to do so by teachers, and the types of questions they posed were typically factual, and not ones that reflect genuine curiosity or higher-order thinking. The findings suggest the need for continued professional development for teachers around student questioning.

Mitchell, S. (2021). A bigger picture: Aligning game sense with curriculum standards. In R. L. Light & C. Curry (Eds.), *Game Sense for Coaching and Teaching: International Perspectives* (pp. 113-122). Routledge.

<https://doi.org/10.4324/9781003131557>

Keywords: *PYP, game-sense approaches, physical education, Australia, United States, United Kingdom and Singapore*

The purpose of this study was to examine the extent to which physical education (PE) curriculum standards are aligned with Game Sense—defined as athlete-centered approaches to team sports. The study used content analysis design and was carried out through reviews of the national PE standards of Australia, the United States, the United Kingdom and Singapore, as well as the PYP Personal, Social and Physical Education (PSPE) scope and sequence. The study found that the PE standards of the countries reviewed are well-aligned with those of Game Sense approaches. Furthermore, the study found that the tenets of Game Sense are encapsulated in the PYP PSPE, including classifying games according to their primary rules and tactical components, game modification, identifying strategies and tactics, and developing skills as a way of solving game-related problems.

Suhail, K. (2021). Re-defining and re-designing public education in Pakistan: The case of critical thinking. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 291-315). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch016>

Keywords: *PYP, teacher development, critical thinking, Pakistan*

The purpose of this study was to provide a critical review of public education in Pakistan in order to advocate for the embedding of critical thinking system wide. The study used a mixed method design, including discourse review of key education policies and reports and assessment of primary school teachers' critical thinking. Data for the latter phase of the study was collected through the administration of the Engagement, Maturity, and Innovativeness (EMI) Critical Thinking Disposition Assessment from 134 primary school teachers located in a large metropolitan city in

Pakistan. Key findings from the study included, that teachers generally scored low on the EMI assessment, suggesting that teachers in Pakistan may be ill-prepared to foster critical thinking in students. The study recommends reforming teacher education to develop teacher critical thinking and for policy makers in Pakistan to collaborate with the IB to do so.

Middle Years Programme (MYP) Studies

IB-Commissioned Studies

Tan, L. (2021). *Performance comparison between IB and non-IB school students on the International Schools' Assessment*. International Baccalaureate Organization.

<https://ibo.org/research/outcomes-research/myp-studies/performance-comparison-between-ib-and-non-ib-school-students-on-the-international-schools-assessment-2021/>

Keywords: *PYP, MYP, International Schools' Assessment, PISA, global*

This study had a three-fold purpose. The first was to compare the performance on the International Schools' Assessment (ISA) of IB students (PYP and MYP) to students in non-IB international schools. The second purpose was to compare 9th and 10th grade MYP students' ISA average scores to the benchmark scores on the Programme for International Student Assessment (PISA). The study's third purpose was to examine whether differences in IB school performance on the ISA was associated with differences in how long schools have been IB authorization. The study used a secondary data analysis design, using the 2017-18 and 2018-19 ISA scores from 201 IB schools and 244 non-IB schools, as well as PISA data from 2015. Multilevel modelling analysis revealed that, overall, PYP and MYP students outperformed their non-IB peers in all areas assessed on the ISA at different grade levels. In addition, MYP students' ISA average scores were significantly higher than the global PISA average scores in all three areas assessed. Finally, the study found that longer length of IB authorization was associated with better school performance in four of the five areas assessed on the ISA.

Nakamoto, J., Murphy, E., & Nemer McCullough, S. (2021). *School change: How does the IB Middle Years Programme implementation impact school climate?* International Baccalaureate Organization.

<https://ibo.org/research/outcomes-research/myp-studies/school-change-how-does-the-ib-middle-years-programme-implementation-impact-school-climate-2021/>

Keywords: *MYP, school climate, United States*

This study investigated whether perceptions of school climate changed after schools received IB authorization as MYP schools. The study utilized a secondary analysis research design and was carried out using data from the California Healthy Kids Survey (CHKS), administered from the school years 2003–2004 through 2019–2020. Study participants were grades 7 and 9 students from 43 MYP and 673 non-MYP schools in the United States. CHKS data were analyzed on eight

school climate outcomes: (1) perceived safety, (2) physical violence, (3) verbal harassment, (4) schoolwork, (5) caring relationships, (6) meaningful participation, (7) school connectedness, and (8) fairness. The study found no significant changes in students' reports on all eight dimensions of school climate after MYP authorization. Among the explanations provided for these findings included the nature of the study's research design and that the MYP was not designed to be a school climate intervention.

Journal Articles

Christoff, A. J. (2021). Global citizenship perceptions and practices within the International Baccalaureate Middle Years Programme. *The Journal of International Social Studies*, 11(1), 103–118.

<https://iajiss.org/index.php/iajiss/article/view/613>

Keywords: *MYP, global citizenship education, teacher perceptions, United States*

This study explored MYP teachers' views on and pedagogical approaches to global citizenship education (GCE). The study employed a multiple case study research design, with 3 MYP teachers of the Individuals and Societies (I & S) course in the United States serving as the research cases. Data were collected from teacher interviews and classroom observations, as well as content analyses of IB and teacher-created documents and materials. Main findings of the study were that teachers' views and understandings of GCE were well-aligned with those of the MYP, and that their understandings of GCE were additionally informed by district curricular policies and expectations and by teachers' personal backgrounds. However, the study also found inconsistencies between teachers' conceptual understandings and implementation of GCE concepts, such as multiple perspectives and adopting critical views, and that these inconsistencies were often due to district testing and accountability demands.

Christoff, A. (2021). "Using what you have" to teach for global citizenship. *Social Studies Research and Practice*, Advanced online publication.

<https://doi.org/10.1108/SSRP-09-2020-0046>

Keywords: *MYP, global citizenship education, social studies curriculum, proactive pedagogy, United States*

This study examined one MYP social studies teacher's approach to global citizenship education (GCE). The study used a single case study research design, with one MYP teacher located in the United States as the case. Data on the teacher's GCE philosophy and instructional practices were

collected through interviews, classroom observations and reviews of the teacher's instructional resources and materials. The study found that the MYP teacher in this study was fully committed to teaching for global citizenship and that the IB philosophy and framework was instrumental in shaping the teacher's constructions of GCE and instructional practices. Furthermore, the study attributed the teacher's success to adopting a proactive form of GCE, which included centering student choice and connecting the social studies content to students' lives

Dickson, A., Perry, L. B., & Ledger, S. (2021). Challenges of the International Baccalaureate Middle Years Programme: Insights for school leaders and policy makers. *Education Policy Analysis Archives*, 29(137).

<https://doi.org/10.14507/epaa.29.5630>

Keywords: *MYP, IB implementation, national curriculum, Australia*

This study examined the challenges that schools face with implementing the MYP. The study used a multiple case study design with 3 schools in Australia that had discontinued the MYP. Data were collected through interviews with 7 school leaders and 10 teachers. The study found that participants identified two main challenges with MYP implementation. The first was a lack of clarity around the MYP's philosophical underpinnings. The second was misalignment between the MYP and Australia's national curriculum.

Hutcheon, A. (2021). Impact of technology enhanced video feedback and peer evaluation on gymnastic performance in a Middle Years Program (MYP) International Baccalaureate physical education class. *ACPES Journal of Physical Education, Sport, and Health (AJPESH)*, 1(1), 1–13.

<https://journal.unnes.ac.id/sju/index.php/ajpesh/article/view/46294>

Keywords: *MYP, physical education, peer and video-based feedback, Singapore*

This study explored how the use of student peer feedback both verbal and video-enhanced, impacted students' perceptions of their gymnastics performance in a physical education class. The study used an action research design, within a MYP Physical Education class in a school located in Singapore. Participants in the study were 21 grade 6 students. Data were collected through video recordings of students' gymnastic moves, surveys of students' perceptions of the impact of the feedback on their gymnastic performance, and focus group discussions with the students. The study found that 12 of the 21 students perceived regular verbal peer feedback to be very beneficial for improving their gymnastics performance. In comparison, 16 of the 21 students felt the peer feedback with video recordings were very beneficial for improving their gymnastics performance,

as it allowed them to view their errors and offered more clarity around the mistakes they made. Furthermore, 18 of the students noted that the peer feedback with video recordings increased their confidence in gymnastics.

Kamaruddin, M., & Mohd Matore, M. E. E. (2021). Development and validation of psychometric properties of the 10 IB Learner Profile instrument (10IBLP-I): A combination of the Rasch and classical measurement model. *International Journal of Environmental Research and Public Health*, 18(12), 6455.

<https://doi.org/10.3390/ijerph18126455>

Keywords: *MYP, IB Learner Profile, assessment, validation study, Malaysia*

This study described the development of an instrument (10IBLP-I) for assessing IB Learner Profile attributes in students. The study utilized a survey research design, carried out through a pilot study administration of the 10IBLP-I to 150 MYP students in Malaysia and field study administration of the 10IBLP-I to 597 students in 10 MYP schools in Malaysia. Findings from the Rasch measurement model analysis and confirmatory factor analysis of the 10IBLP-I yielded a final total of 44 items with good psychometric properties for measuring all 10 IB Learner Profile attributes and for assessing the effectiveness of the MYP implementation in Malaysia.

Tocci, C., Ryan, A. M., Ensminger, D. C., Rismiati, C., & Moughania, A. B. (2021). Teaching for international mindedness in Chicago public schools International Baccalaureate humanities classes. *Social Studies Research and Practice*, Advanced online publication.

<https://doi.org/10.1108/SSRP-09-2020-0040>

Keywords: *MYP, international mindedness, IB Learner Profile, United States*

This study investigated how MYP teachers understand the IB Learner Profile and incorporate the Learner Profile into their practice as a way for fostering and developing students' international mindedness. The study used a mixed method research design in MYP schools in the Chicago public school district in the United States. Quantitative data were collected through surveys from 120 MYP humanities teachers and IB coordinators across the district. Qualitative data were gathered in one MYP school using administrator and coordinator interviews, teacher classroom observations and focus groups, and a review of curriculum materials. Findings from the district-wide survey showed that teachers generally report high familiarity with the student attributes of the Learner Profile and expressed high levels of confidence with integrating the Learner Profile into their instruction. However, findings from classroom observations revealed wide differences

in the ways teachers implemented the Learning Profile. The study concluded that these implementation differences were attributable in part to differences in teacher understandings of the purpose and attributes of the Learner Profile, teacher lack of conceptual understanding of international mindedness, and organizational factors such as a reliance on local resources and professional development.

Toker, Z. (2021). Teachers' reflective thoughts and perceptions about change in the process of adaptation to the international curriculum. *Education and Science*, 46(205), 93–112.

<http://egitimvebilim.ted.org.tr/index.php/EB/article/view/8940/3168>

Keywords: *MYP, teacher reflective practices, teacher perceptions, Turkey*

This study explored teachers' perceptions of and experiences with the first year of their school adopting and implementing the MYP. Using a case study research design, the study was carried out in one MYP school located in Turkey. Research participants included 16 teachers across the various subject areas, and data were collected through teacher interviews. Major findings of the study included that teachers engaged in reflective thinking around common themes, including elements of the MYP, opportunities and challenges with implementation, and areas for professional growth and opportunities.

Yamamoto, J., Eriguchi, A., & Eriguchi, K. (2021). A study on the visual representation of knowledge of IB teachers using visual narrative. *Asia Pacific Journal of Educational Research*, 4(2), 65-88.

<https://doi.org/10.30777/APJER.2021.4.2.04>

Keywords: *MYP, visual representation, teacher knowledge, Japan*

The purpose of this study was to understand how teachers in Japan conceptualize and visualize knowledge. The study utilized a visual narrative research design which was carried out with 6 teachers, 3 of which were MYP teachers. Data were collected through teacher constructed images of their representation of knowledge. The study found no clear distinction between the MYP and the non-MYP teachers' visual representations of knowledge. Furthermore, in both groups, there were instances of misalignment between the images of their own knowledge and their visualization of teaching and learning.

Dissertations and Theses

Gilfix, H. L. (2021). *A longitudinal examination of coping and subjective well-being among high school students in accelerated curricula* [Doctoral dissertation, University of South Florida].

<https://www.proquest.com/openview/d89dc7c2ba5e0d0fed0030ca47dc87c6/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: *MYP, academic stress, well-being, coping strategies, United States*

This study investigated how high school students who are enrolled in accelerated curriculum programs cope with the increased academic demands and stress they face and whether their coping strategies are connected to their overall well-being. The study used a secondary analysis design with archival data collected in 2017 and 2018 as part of a larger study funded by the Institute for Education Science. The research participants were 472 9th grade students enrolled in accelerated programs in 15 high schools in the United States. Of the sample, 171 were MYP students. The study found that student use of strategies such as turning to spirituality and family supports are predictive of positive measures of students' general well-being. In contrast students' use of social venting (i.e., talking with classmates and friends about what was bothering them) as a coping strategy was found to be negatively associated with students' well-being.

Hanks, C. E. (2021). *Predictors of goal attainment among high school students in accelerated academic curricula receiving school-based motivational interviewing intervention* [Doctoral dissertation, University of South Florida].

<https://www.proquest.com/openview/0c6e2ffee93314f3965f722fd1226a57/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: *MYP, academic stress, goal attainment, Motivation, Assessment, and Planning [MAP] intervention, United States*

The purpose of this study was to determine the efficacy of Motivation, Assessment, and Planning (MAP), a program that aims to support the well-being of students enrolled in accelerated high school curricular programs. The program uses MAP coaches who conduct motivational interviewing during meetings with students to help them create goals and action plans. The study used a secondary analysis design using archival data collected in 2017 and 2018 as part of a larger randomized control trial study funded by the Institute for Education Science. Research participants in this study were a sample of 114 9th grade students in accelerated programs, of which 19 were MYP students located in three districts in the United States. Analyses of the data using hierarchical linear modelling revealed that following their first meeting with a MAP coach, students generally

accomplished high levels of goal attainment. Additionally, higher levels of students' satisfaction with school and their sense of alliance with their MAP coach after their first meeting was found to significantly predict students' positive response to the MAP intervention.

Hennum, Ø. (2021). *The meaning of the term “holistic” in the International Baccalaureate Middle Years Program* [Master's thesis, Inland Norway University].

<https://brage.inn.no/inn-xmlui/handle/11250/2753785>

Keywords: *MYP, holistic education, curriculum framework, global*

The purpose of this study was to examine how the core principles of holistic education are represented in the MYP curriculum framework. Using a content analysis research design, the study mapped the MYP curricular framework *From Principles to Practice* against principles of holistic education found in the literature. A key finding of the study was that there were overlaps and departures in holistic education principles found in the literature and the MYP curriculum. Concepts found in both the MYP curriculum, and the literature included education of the whole child and international mindedness. Areas of departure included spirituality, which this study found to be a holistic education principle, as well as social change and human rights, which were less represented in the MYP curriculum.

Book Chapters

Yasuda, A. (2021). An explanatory comparison of Japanese secondary English textbooks and IB English textbooks. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 80-97). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch005>

Keywords: *MYP, DP, English textbooks, vocabulary, readability, reading tasks, Japan*

This study compared IB secondary school English textbooks and national English textbooks in Japan. Using a content analysis research design, the study examined various language features of the reading texts and of the reading tasks and questions of the MYP Phase 3, MYP Phase 4, and DP English B textbooks and high school English textbooks from each grade level in Japan. Major findings included that text length was consistent across the Japanese textbooks while text lengths were varied in the MYP and DP textbooks. Additionally, the type of texts was varied in the MYP and DP textbooks, while the Japanese textbooks consisted of mostly expository texts. Lastly, about half of the reading tasks in the MYP and DP textbooks required student use of higher order thinking skills, compared to the 70% of Japanese textbooks which only required lower order thinking skills.

Conference Presentations

Swainson, J., & Cardinal, J. (2021, July 14-15). Implementing an inquiry-based approach to learning in the middle years arts classroom. [Presentation paper]. In MusicoGuia (Ed.). *Conference Proceedings CIVAE 2021*. Third Interdisciplinary and Virtual Conference on Arts in Education, CIVAE 2021 (pp. 29-33). MusicoGuia.

<https://www.civae.org/conference-proceedings-2021/>

Keywords: *MYP, arts education inquiry-based learning, global*

The study summarized in this conference paper provided an overview of inquiry-based learning and how its principles are embodied in the MYP philosophy and curricular frameworks. The paper demonstrated how MYP Arts offers opportunities for teachers to engage in inquiry-based classroom activities. In addition, paper provided examples of art-based activities that support students to build their inquiry skills.

Diploma Programme (DP) Studies

IB-Commissioned Studies

Double, K., Hopfenbeck, T., & McGrane, J. (2021). *Predictors of academic outcomes in the International Baccalaureate Diploma Programme*. International Baccalaureate Organization.

<https://ibo.org/research/outcomes-research/diploma-studies/predictors-of-academic-outcomes-in-the-international-baccalaureate-diploma-programme-2021/>

Keywords: *DP, academic outcomes, global*

The purpose of this study was to determine student and school factors that best predict DP students' academic performance. The study used a secondary analysis research design, carried out with student survey and DP examination data maintained by the International Baccalaureate Organization for the school years 2016 through 2018. The student sample consisted of 4,858 students from 99 schools in 36 countries. Additional data were collected and analyzed from surveys of DP coordinators at 91 schools. The study found that DP students' self-reported grades were the strongest predictor of their actual academic performance. Other strong student-level predictors of academic performance were time spent studying and preparing for exams. At the school level, the best predictors of student achievement included schools' assessment practices and the number of DP teachers at the school.

Duxbury, V., Westlake, C., Joice, W., & Jones, E. (2021). *International Baccalaureate students studying at UK higher education institutions: How do they perform in comparison with A level students?* International Baccalaureate Organization.

<https://ibo.org/research/outcomes-research/diploma-studies/uk-higher-education-outcomes/>

Keywords: *DP, postsecondary outcomes, United Kingdom*

This study compared the higher education enrollment, persistence, completion as well as post-higher education activities of IB diploma holders and students with advanced level (A level) qualifications in the United Kingdom. The study employed a secondary data analysis design, using datasets maintained by International Baccalaureate Organization and by the UK Higher Education Statistics Agency. Study participants were 61,325 IB diploma and 1,231,480 A level graduates who were first year full-time university students during the academic years 2013–14 through 2018–19. The researchers used propensity score matching to create comparable groups of IB diploma and A level holders for the analyses and odds ratio analysis to compare the outcomes of the two

groups. Key findings of the study included that IB Diploma holders were more likely than A level holders to (1) enroll at top ranked higher education institutions, (2) persist to the second year of their university studies or leave after obtaining their intended degree or credential and (3) graduate with honors. Furthermore, after graduating from a higher education institution, IB Diploma holders were less likely than A level holders to be employed but more likely to be engaged in further study.

Gándara, F., Reeves, A., & Schmenner, D. (2021). *Global mindedness in International Baccalaureate schools*. International Baccalaureate Organization.

<https://www.ibo.org/research/outcomes-research/diploma-studies/global-mindedness-in-ib-schools-2021/>

Keywords: *DP, CP, global mindedness, Australia, Germany, Japan, Mexico, Spain, United States*

This study aimed to assess levels of global mindedness among DP and CP students in Australia, Germany, Japan, Mexico, Spain and the United States and to compare IB students' global mindedness levels to national-level benchmarks. The study utilized a survey research design, employing previously collected country-level young adult data from the World Values Survey (WVS) and from a researcher-developed survey of 3,414 DP and CP students in 79 schools across the six countries. The researchers conducted correlation and multilevel regression analyses to determine the factors associated with levels of global mindedness among the IB students. Key findings of the study included that in all six countries, DP and CP students' levels of global mindedness were higher than their peers from the WVS national benchmark group, and these differences were statistically significant in all countries except Japan. Furthermore, in all six countries, students' gender was associated with their levels of global mindedness, with male students on average showing lower levels of global mindedness than their female, non-binary and gender non-conforming peers. Finally, higher levels of global mindedness were associated with second year IB students, and with students who intended to study and/or move abroad, pursue careers that involve travel, and obtain a graduate degree.

McGrane, J., El Masri, Y., Kayton, H., Woore, R., & Double, K. (2021). *Is science lost in translation? Language effects in the International Baccalaureate Diploma Programme science assessments*. International Baccalaureate Organization.

<https://ibo.org/research/assessment-research/research-studies/is-science-lost-in-translation-language-effects-in-the-dp-science-assessments/>

Keywords: *DP, science exams, language translation, linguistic characteristics, global*

The purpose of this study was to determine the extent to which differences in student performance on DP Science exams that exist based on the language of the exam (i.e., English, French or Spanish) are connected to translation issues or the linguistic characteristics and cognitive demands of the exams. The study used a three-stage, mixed method research design, which included various quantitative analyses of student achievement data from all three language versions of the 2019 DP Physics, Chemistry and Biology standard levels (SL) and higher levels (HL) exams, and qualitative evaluations of a subset of exam questions by ten bilingual expert reviewers. Major findings of the study included that there were systematic differences between the English, French and Spanish versions in the cognitive demand (the difficulty or easiness) of questions in all three DP Science subject exams, both SL and HL, across the three language versions of the exams. In addition, findings from the bilingual expert review ruled out translation issues as a major cause of student exam performance difference and concluded that IB translation processes generally produced highly comparable exam questions across the English, French and Spanish versions.

RTI International. (2021). *Educational aspirations of International Baccalaureate Diploma Programme students*. International Baccalaureate Organization.

<https://ibo.org/research/outcomes-research/diploma-studies/educational-aspirations-of-international-baccalaureate-diploma-programme-students-2021/>

Keywords: *DP, postsecondary aspirations, global*

The purpose of this study was to investigate the individual and school-level factors that shape DP students' postsecondary educational aspirations and whether students' aspirations change over the course of their time in the DP. The study used a survey research design, which included secondary analysis of survey data collected by IB from 699 students from 91 schools in 32 countries at the start and conclusion of their participation in DP (from 2016 to 2018). In addition, the study collected school-level data from a researcher-developed IB coordinator survey. Researchers used both descriptive analysis and multilevel modelling to investigate students' educational aspirations. Key findings of study included that large majorities of students reported

high aspirations to obtain a postsecondary degree at both the beginning and the end of their participation in the DP, including obtaining at least a bachelor's degree (97% and 98%) and at least a master's degree (80% and 81%). In addition, most students aspired to enroll in a very good or top-ranked higher education institution. However this percentage of students declined from 74% at the start of the DP to 61% at the conclusion of the DP. Further analyses found that students' pre-DP degree and top-tier university enrollment aspirations were influenced by their prior academic abilities and achievement and family background characteristics, such as parental academic expectations and father's level of education, and school-level characteristics such as proportion of DP teachers at the school.

Journal Articles

Gonzalez Ben, A. (2021). Universal tropes and salvation hopes: Making up “international” music students in the International Baccalaureate Diploma Programme. *Teachers College Record*, 123(7), 1–28.

<https://doi.org/10.1177/0161468121112300707>

Keywords: *DP, music education, student attributes, Euro-American centrism, global*

The purpose of this study was to explore the types of student attributes and characteristics that the DP Music curriculum aims to foster and develop. The study employed a content analysis research design, reviewing core IB documentation and DP Music curricular guides. Main conclusions were that the DP Music curriculum, does not develop attributes and values presumed to be neutral, inclusive, and universal, such as being an independent thinker, internationally minded, and committed to creating a better world. Instead, the DP Music curriculum promotes ways of being and thinking that are exclusively from Euro-American traditions.

Bittencourt, T. (2021). The promise of mobility in a context of constraint: The International Baccalaureate in a low-income public school in Ecuador. *Compare: A Journal of Comparative and International Education*, Advanced online publication.

<https://doi.org/10.1080/03057925.2021.1941774>

Keywords: *DP, student experience, postsecondary aspirations, Ecuador*

This study, part of a larger study, focused on student experiences with the DP. Using an ethnographic research design, the study was carried out in one low-income public DP school located in Ecuador. Data were collected through interviews with 15 DP students. Findings highlighted the unintended effects of DP implementation at the school on students enrolled in the

programme. The lack of recognition of the IB Diploma as a valid credential for admissions into higher education institutions in Ecuador, prompted students to view the DP strictly as a means of gaining acceptance into universities overseas. Students were forced to navigate the challenging application process of universities abroad on their own, due to the lack of postsecondary counseling at the school. Lastly, the study found these, and other conditions led DP students at the school to experience feelings of frustration with and disengagement from the programme.

Chernoff, K. F. (2021). Tensions with international mindedness: Teaching in the International Baccalaureate program. *Social Studies Research and Practice*, Advanced online publication.

<https://doi.org/10.1108/SSRP-05-2021-0011>

Keywords: *DP, international mindedness, history curriculum, Hong Kong, Western Europe*

This study, part of a larger study, explored teacher perceptions of and experiences with implementing international mindedness within the DP History curriculum. The study used a case study design with one DP history teacher located in Hong Kong, and two DP teachers located in western Europe. Data were collected through teacher interviews. The study found that each teacher reported enjoying teaching in the IB and believed the DP History curriculum presented opportunities for embedding international mindedness. However, teachers also reported experiencing difficulties and tensions with the actual implementation of international mindedness due largely in part to the predominance of European and American narratives in the curriculum.

Chu, M. M. C., Labarez, E. H. L., Reños, L. G., Velasco, J. R. C., & Robledo, D. A. R. (2021). Out of the classroom: IB students' experiences and tips on the use of home-based biology experiments for internal assessment. *Universe International Journal of Interdisciplinary Research*, 1(11), 82–87.

<http://www.doi-ds.org/doi/10.2021-39594468/UIJIR>

Keywords: *DP, science education, home-based experiments, remote learning, Philippines*

This study described students' experiences with home-based science experiments during the COVID-19 pandemic. The study used a qualitative research design and was carried out with three DP Biology students in a private school in the Philippines. Data were collected through online interviews. The study found that students generally were able to successfully design and implement science experiments using their home kitchens as laboratories and common household and food items. A challenge students identified with implementing home-based science experiments, included difficulties accessing literature related to the topic of their experiment.

Dulfer, N., & Akhlaghi Koopaei, F. (2021). Moving from feedback to feedforward in IBDP classrooms. *Journal of Research in International Education, 20*(2), 101-113.

<https://doi.org/10.1177/14752409211032528>

Keywords: *DP, feedback practices, feedforward practices, Hong Kong, Australia*

This study, part of a larger study on DP teacher differentiation practices, explored DP teacher perceptions and use of feedforward practices—defined as feedback that provides strategies useful for student progressing in their learning. The study used a mixed method research design, carried out with a total 18 DP teachers, 8 of whom were in 2 schools in Hong Kong and 10 in 3 schools in Australia. Data for the study were collected through teacher surveys, classroom observations and post observation interviews. Major findings included that the DP teachers valued the use of feedforward practices in instruction. Although teachers reported support for feedforward practices, findings from the survey and classroom observations revealed that most teachers use feedforward practices infrequently.

Grose, N. J., & Sanchez, J. E. (2021). 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, postsecondary aspirations, United States*

This study aimed to understand students' perceptions of and experiences with the DP and the role the programme plays in fulfilling their postsecondary aspirations. The study used a survey research design and was carried out in one high school located in the western United States. Data were collected through surveys from 92 DP students. The study found that generally, students held positive opinions and high expectations of the DP, including that the programme was critical for their postsecondary readiness. The study also found that a majority of DP student intended to enroll in a four-year high education institution, however, Hispanic students reported aspiring to enroll in a community college at high rates then their non-Hispanic peers. Additionally, the study revealed that female DP students reported feelings of stress and being overwhelmed at higher rates than their male peers.

Huckle, J. (2021). Multilingualism and the International Baccalaureate Diploma Programme (IBDP): An analysis of language learning in the IBDP in light of the ‘multilingual turn.’ *Journal of Research in International Education*, 20(3), 263-280.

<https://journals.sagepub.com/doi/full/10.1177/14752409211059267>

Keywords: *DP, language education, multilingualism, global*

The purpose of this study was to assess the extent to which the DP has undertaken a multilingual turn—described as a fundamental shift toward understanding language and language learning in ways that consider the characteristics of bilingual and multilingual speakers. The study employed a content analysis research design, carried out on core IB policies and curriculum guides. The major finding and conclusion of the study was that the approaches to language learning in the DP do not reflect a shift to multilingualism but instead are reinforced by a monolingual bias.

Law, E. (2021). A critical study into the extent that co-operative learning promotes a greater confidence and a more accurate rendering of syntax in unseen translations for Year 12 IB Higher Latinists. *The Journal of Classics Teaching*, 1(9), 1-9.

<https://doi.org/10.1017/S2058631021000404>

Keywords: *DP, IB Latin, cooperative learning, United Kingdom*

The purpose of this study was to investigate changes in DP students’ attitudes toward and experiences with understanding and translating unseen passages in Latin prior to and after the introduction of a cooperative learning activity. The study used survey research design, with eight students enrolled in a DP Latin Higher Level class in a school in the United Kingdom. Data were collected through surveys administered to students prior to and after the cooperative learning activity, and through classroom observations. The study found that prior to the cooperative learning activity students reported low levels of confidence in their ability to translate unseen Latin text. In addition, students identified grammar and syntax as the most challenging aspects of translating unseen Latin passages. Findings after the implementation of the cooperative learning activity included average increases in students’ reported confidence levels, which students attributed to the opportunity to share ideas on how to tackle the translation task. Furthermore, the study found that the overall accuracy of students’ translations increased after the cooperative learning activity.

Maire, Q., & Windle, J. (2021). The contribution of the International Baccalaureate Diploma to educational inequalities: Reinventing historical logics of curriculum stratification in a comprehensive system. *Educational Review*, Advance online publication.

<https://doi.org/10.1080/00131911.2021.1905609>

Keywords: *DP, IB participation, social inequities, postsecondary enrollment, Australia*

The purpose of this study was to explore patterns of DP access and participation in Australia. The study used a secondary data analysis research design, using four archival data sets: (1) the 2018 Australian Curriculum, Assessment and Reporting national school database; (2) the 2009 and 2015 Longitudinal Study of Australian Youth data; (3) the 2018 annual statistical report on tertiary applications and offers in the state of Victoria; and (4) data from a 2015 researcher-created survey of grade 12 IB Diploma students from two public schools and eight private schools. Analysis of the school database showed that the DP is a niche curriculum that contributes to within school segmentation of curriculum and of students. In 2018, 72 schools offered the DP, representing 3% of all schools with a grade 12. In addition, DP schools were overwhelmingly private, while nationwide private schools accounted for less than half of schools with a grade 12. Furthermore, four of five private DP schools also offered the regular state high school completion certificate. The study also found that DP schools are socio-economically restrictive; 85% of students enrolled in the schools that offer the DP hail from upper- or upper middle-class backgrounds compared to 64% of students in non-IB private schools, and 53% across all secondary schools. Lastly, higher education admissions data showed that DP graduates were more successful in securing offers from top-tier universities compared to their non-DP peers.

Maryono, G. D., Purnawarman, P., & Sukyadi, D. (2021). Teachers' conceptions of English assessment in International Baccalaureate curriculum – Secondary Level. *ELT Forum: Journal of English Language Teaching*, 10(3), 185–197.

<https://journal.unnes.ac.id/sju/index.php/elt/article/view/48595>

Keywords: *DP, English language and literature, assessment, teacher perceptions, Indonesia*

The purpose of this study was to explore teacher perspectives and experiences with DP English assessments. Using a mixed method research design, the study was conducted in six DP schools located in Indonesia. A total of eight DP English teachers comprised the study's participants. Data were collected through surveys and interviews. The study found that teachers generally held positive views of the DP English assessments, including that they are important for improving teaching and student learning, as well as for school accountability purposes. Additionally, teachers

felt that the assessments reflected the DP English curriculum learning objectives well. Challenges encountered by teachers with the DP English assessments included implementing methods of assessments that are personalized and authentic.

McIntosh, S., & Hayden, M. (2021). Disrupting conventional conceptions of parental engagement: Insights from international schools. *Research in Comparative and International Education*, Advanced online publication.

<https://doi.org/10.1177/17454999211038423>

Keywords: *DP, parental engagement, staff perceptions, global*

This study, which was a part of a larger study on the impact of the Creativity, Activity, Service (CAS) on students and communities, focused on staff perceptions of parental engagement. The study used a qualitative research design and was carried out within 19 IB schools located across 12 countries. Participants in this study were 29 CAS or DP coordinators, and data were collected through interviews. The study revealed that parent/school relationships took different forms based on whether parental and school goals were aligned. When parents and schools had shared goals, parents' roles were largely peripheral. However, in circumstances when parental and school goals diverged, the balance of power tipped toward the parents, and parents assumed more prominent roles in shaping schools' agendas.

Metli, A. (2021). Assessment of international-mindedness in the International Baccalaureate Diploma Programme schools: A comparative study in different school contexts in Turkey. *International Education Journal: Comparative Perspectives*, 20(1), 20–40.

<https://openjournals.library.usyd.edu.au/index.php/IEJ/article/view/14410>

Keywords: *DP, international mindedness, intercultural understanding and global engagement Turkey*

This study explored the development of DP students' understandings of international mindedness. Using a nonexperimental research design, the study was conducted in three IB schools in Turkey, two of which were IB continuum schools and the other a DP school. Data were collected using the Intercultural Development Inventory and Global-Citizenship Scale and were given to DP students once in the 11th grade and again in 12th grade. The study found no significant change in the level of students' intercultural understanding and global engagement from 11th to 12th grade.

Metli, A., & Akiş, D. (2021). Concurrency of learning: Strategies and challenges of promoting coherence in the core in the International Baccalaureate Diploma Programme (IBDP). *International Journal of Educational Reform*, Advanced online publication.

<https://doi.org/10.1177/10567879211064873>

Keywords: *DP, concurrency of learning, Theory of Knowledge, Creativity, Activity and Service, Extended Essay, Turkey*

This study explored evidence of concurrency of learning—defined as curriculum that allows students to study multiple subjects simultaneously in a balanced way—in the Theory of Knowledge (TOK), Creativity, Activity and Service (CAS) and Extended Essay (EE). The study used a mixed method research design within 15 IB schools located in Turkey. Quantitative data were gathered from surveys administered to 40 DP coordinators, CAS, TOK and EE supervisors, teachers, and administrators. Qualitative data were collected through focus group discussions with a sub-sample of DP coordinators and administrators. The study found that both survey and focus group participants generally understood and supported the concept of concurrency of learning and viewed it as central to the design of IB curriculum. Although participants understood concurrency of learning conceptually, they were not able to provide evidence of concurrency of learning in the TOK, CAS and EE as implemented at the respective schools. However, the study found that through the focus group discussions, participants were able to brainstorm ideas of potential strategies to foster greater concurrency between the three core DP components.

Metli, A., & Özcan, O. (2021). Relationship between achievement performances of university entrance examination and International Baccalaureate Diploma Program: A case from Turkey. *International Journal of Educational Reform*, 30(3), 255–266.

<https://doi.org/10.1177/10567879211015944>

Keywords: *DP, academic achievement, university entrance exams, Turkey*

This study investigated the relationship between student performance of DP examination and university exams in Turkey. The study used a secondary data analysis research design on DP and university entrance scores of students from a private school in Turkey. Correlation and regression analyses were performed on the examination scores from all 283 students who graduated from the school between 2012 and 2019. The major finding of the study was that there was no significant relationship between students DP exam scores and their university entrance exam rank scores. Furthermore, student DP exam scores were not found to be strong predictors of students' university entrance exams scores.

Newell, G. E., Thanos, T. S., & Seymour, M. (2021). Composing literary arguments in an 11th grade International Baccalaureate classroom: How classroom instructional conversations shape modes of participation. *Literacy in Composition Studies*, 8(2), 81–108.

<https://doi.org/10.21623/1.8.2.5>

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

This study explored approaches for teaching literature-related argumentative writing and student engagement with those approaches. The study employed an ethnographic and discourse analytic case study research design conducted within an 11th grade DP English literature classroom in the United States. Data were collected through classroom observations, analysis of sample student writing assignments, teacher interviews and interviews with two students. Key findings from the study included that the teacher and students conceptualized literacy and argumentative writing as inherently social. The participating teacher was found to have created a classroom environment which fostered openness to the diversity of student perspectives, and in which students engaged in literacy practices that were reflective of their socio-cultural backgrounds.

Parish, K. (2021). An embedded human rights logic? A comparative study of International Baccalaureate schools in different contexts. *PROSPECTS*.

<https://doi.org/10.1007/s11125-021-09565-7>

Keywords: *DP, human rights education, school learning community, Poland, Norway*

This study explored how DP students experience and follow school policies and practices that embed global human rights. The study employed a mixed method comparative case study design within a private IB school in Norway and public IB school in Poland. Data were collected through surveys of students that contained the Scale of Human Rights Attitudes and Behavioural Intentions, the Scale of Ethno-cultural Empathy and the All Humanity Scale. Additional data were collected through interviews with a subsample of DP students and with DP coordinators. The study findings indicated that DP students in Norway scored significantly higher on measures of human rights competence compared to students in Poland, suggesting that the school context in Norway promotes greater student adherence to principles of global human rights.

Park, J-W., & Hong, W-P. (2021). Internationalisation in action: Exploring the voices of IB DP graduates studying in local universities in South Korea. *Educational Review*, Advanced online publication.

<https://doi.org/10.1080/00131911.2021.1939657>

Keywords: *DP, alumni perceptions, South Korea*

This study explored the perceptions of DP alumni in South Korea about the DP curriculum. The study used a qualitative research design, with 13 DP alumni and current university students as participants. Data were collected through interviews. Major findings of the study revealed that DP alumni in South Korea had ambivalent sentiments about the DP curriculum and their experience in the programme. Furthermore, alumni perceptions were connected to the context in which they received their IB Diploma (i.e., in Korea or overseas).

Prakasha, G.S., Hemalathaa, K.Y., Tamizh, P., Bhavna, B., & Kenneth, A. (2021). Online test anxiety and exam performance of International Baccalaureate Diploma Programme students under e-proctored exams amid COVID-19. *Problems of Education in the 21st Century*, 79(6), 942-955.

<https://doi.org/10.33225/pec/21.79.942>

Keywords: *DP, online tests, STEM, test anxiety, academic performance, India*

This study examined the effects of online test anxiety on students' performance in science, technology, engineering, and mathematics (STEM) subjects in the DP. Using a survey research design, the study was carried out with 200 DP students in India. Data were collected through an administration of the Online Test Anxiety Inventory to participating students. Findings of the study indicated a moderate and negative correlation between levels of students' online text anxiety and STEM performance. Additionally, the study found significant differences between first and second year DP students' online test anxiety levels, with first year DP students exhibiting higher levels of anxiety.

Dissertations and Theses

Allen, L.D. (2021). *Is IB for me? Minority student enrollment decision in an International Baccalaureate program* [Doctoral dissertation, Florida State University].

<http://www.proquest.com/docview/2546960495/abstract/4E26538DB2834187PQ/1>

Keywords: *DP, minority students, postsecondary preparation decision making, United States*

This study aimed to explore how students and families from underrepresented racial and ethnic groups make decisions about participating in the DP. Using a phenomenological research design, the study collected data in one school in the United States through focus groups with 12 students who applied and were accepted to the DP and students who chose not to apply to the DP. In addition, the researcher conducted interviews with six parents. Four key themes—workload and stress, social relationships, family influence, and access to information—emerged from the data analysis by which underrepresented minority students and families understood and made decisions about DP participation.

Bird, L. D. (2021). *To what degree are market-based international schools offering the IB Diploma Programme providing a good education?* [Doctoral dissertation, University of Bath].

<https://researchportal.bath.ac.uk/en/studentTheses/to-what-degree-are-market-based-international-schools-offering-th>

Keywords: *DP, principles of a good education, Biesta model, global*

The purpose of this study was to assess the extent to which the theoretical underpinnings of the DP are aligned with the Biesta model—a framework for a good education composed of three principles: 1) qualification, 2) socialization, and 3) subjectification. The study used a mixed method research design that included a review of the literature on the Biesta framework, content analysis of foundational DP documentation, surveys of 89 DP teachers, administrators and coordinators in 13 countries, and interviews with a subsample of DP teachers, administrators, and coordinators. Findings showed that overall, the DP is aligned with the Biesta model of a good education. With respect to the principles of qualifications and socialization, the study found the DP to be well aligned by design and in practice, in that it prepares students academically and socially for postsecondary success. The Biesta model principle of subjectification was found to be enacted in the DP in various ways including opportunities for students to exercise agency and critical thinking.

Lai, K. (2021). *Comparing action-oriented language in the assessment of EFL writing: An action research for combining the first-year instruction of the national curriculum and the International Baccalaureate (IB) Diploma Program in a Finnish high school* [Master's thesis, University of Helsinki].

<https://helda.helsinki.fi/handle/10138/327351>

Keywords: *DP, language instruction, EFL, instruction and assessment practices, Finland,*

The purpose of this study was to assess the degree to which action-oriented pedagogical approaches for language instruction, as recommended in the Common European Framework of Reference for Languages (CEFR), are reflected in the instructional and assessment practices of the DP and the Finnish National Curriculum (FNC). The study used a mixed method case study research design, with one school in Finland as the research site. Data were collected through observations of the classroom instruction and assessment practices of six English as a Foreign Language (EFL) teachers in DP classrooms and classes that used the FNC. Additional data sources included teacher interviews and 159 students' exam and essay scores. Main findings of the study included that the FNC assessment practices are closer aligned to the CEFR than IB, but that both generally engage in outdated practices, such as an overemphasis on language mastery over action-oriented language use. Additionally, the study found that EFL instruction in the IB classrooms did not engage in a wide range of communicative activities in course and exam assessment, which are embedded in CEFR benchmarks.

Moore, D. (2021). *Multiple case study on gifted African American males enrolled in an International Baccalaureate Program* [Doctoral dissertation, Northcentral University].

<http://www.proquest.com/docview/2555160329/abstract/A74FEDB50E5E43BFPQ/1>

Keywords: *DP, participation barriers, African American males, inequity, United States*

This study explored teacher views on causes of African American male underrepresentation in the DP and strategies to ameliorate the situation. The study used a multiple case study research design with two urban DP schools in the United States as the research sites. Data for the study were collected through interviews and a focus group with 10 IB teachers. Major findings were that teachers perceived low family engagement with the school as well as the absence of diversity training for teachers as key conditions that contribute to low participation of African American males in the DP. Furthermore, the study found that teachers in the study reported that in their schools, teachers generally recommend African American males for admission into the DP at lower rates than any other student group.

O’Kane, P. (2021). *Playing the game: An examination of student athletes’ in-season and out-of-season achievement* [Doctoral dissertation, Lehigh University].

<https://www.proquest.com/openview/82cd66d3c8c65ab90452513a6fbf8715/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: *DP, athletes, academic achievement, United States*

This study compared the academic performance of high school student athletes during the times in the school year when they participate in sports and the times when they do not. The study used a secondary analysis research design, with the first and second quarter grade point averages (GPA) of 235 students, of which 84 were DP students, enrolled in two public schools in the United States. Key findings of the study showed significant differences in the student athletes’ academic performance, with students generally achieving higher GPAs during the quarter when they played sports. Additionally, the study found 11th grade DP athletes struggled academically during their first quarter, which coincides with sports participation, compared to their non-athlete 11th grade DP peers. This finding suggests that the initial transition to the DP while playing school sports could have potentially negative effects on students’ academic performance.

Book Chapters

Akatsuka, Y. (2021). A pedagogical approach to foster critical thinking skills in Japanese EFL learners: Focusing on the International Baccalaureate's pedagogical framework. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 37-56). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch003>

Keywords: *DP, critical thinking, English as a Foreign Language, Japan*

The purpose of this study was to explore effective instructional approaches for fostering and developing student critical thinking skills in English as a Foreign Language (EFL) classrooms in Japan. The study involved a literature review on the emergence of critical thinking in Japan’s education reforms, critical thinking theory and instructional approaches, and a document review of Japan’s national curriculum, and key IB and DP curricular frameworks. Among the study’s key findings were that the national curriculum of Japan contains an insufficient number of pedagogical approaches for effectively fostering critical thinking in students. The study concludes that an integrated approach to critical thinking development in EFL classrooms is needed, one that embodies the approaches of the DP.

Hatch, J. M. (2021). Be(com)ing and the international teacher: Tales from the front lines. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 234-258). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch013>

Keywords: *DP, teacher development, internationalization, global*

This study focused on understanding how secondary school teachers become “international” and the ways this process effects teacher praxis. Using a qualitative research design, the study was carried out with 13 international secondary school teachers, 8 of whom were DP teachers, representing all continents except South America. Data were collected through interviews and teacher journaling. The study found that the reasons that teachers entered international education varied and while most of the teachers in this study came from western educational and pedagogical backgrounds, their educations were not grounded in the student-centered pedagogical models that are prevalent in international schools. Teachers also noted that being an international teacher requires that one be globally aware.

Kim, J. H., & Lee, S. K. (2021). Factors implementing the adoption of IB in South Korea. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 114-130). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch007>

Keywords: *DP, educator perceptions, South Korea*

This study investigated administrator and teacher perceptions and experiences with implementing the DP. The study utilized a case study research design and was carried out in two private schools in South Korea. Participants were two DP coordinators, and four DP teachers and data were gathered through interviews. The study found that participants identified the main factor that facilitated DP implementation was the widespread recognition and acceptance of IB programmes as high quality and internationally validated. Among the aspects participants identified as barriers to DP implementation were a range of local contextual and socio-cultural beliefs and practices that are not well-aligned with core IB practices, such as inquiry-based, individualized and differentiated teaching and learning.

Kinoshita, R. T., & Datta, S. (2021). Possibilities for “proactive, interactive deep learning” in Japan's new national curriculum evident from an analysis of IBDP's Theory of Knowledge. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 177-193). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch010>

Keywords: *DP, TOK, deep learning, Japan*

This study investigated the efforts of teachers in non-IB schools to integrate into their instruction teaching and learning objectives aligned with the Theory of Knowledge (TOK). The study used a mixed method research design which included a comparative content analysis of Japan's new national curriculum guidelines and the TOK, and a case study carried out in two schools, one public the other private, in Japan. Participants of the case study were five teachers, one each from social studies, science, Japanese, physical education, and integrated studies. Data were collected through classroom observation and interviews. Findings from the content analysis revealed that conceptualizations of “proactive learning” and “interactive deep learning” found in the national curriculum were generally well-aligned with TOK objectives. Main findings from the case study included that those teachers who implemented elements of both the new government curriculum and TOK that relate to proactive, interactive, and deep learning provided more opportunities for student and teacher reflection.

Maire, Q. (2021). Academic power and the IB Diploma in Australia. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 195-220). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_9

Keywords: *DP, postsecondary aspirations, postsecondary admission, Australia*

The purpose of this study was to assess the academic worth of secondary school diplomas by comparing the postsecondary aspirations and subsequent postsecondary admissions of students with IB Diplomas and state certificates. The study utilized a secondary analysis research design and was carried with archival 2006-07 school leaver datasets from one state in Australia. Main findings of the study included that IB Diploma graduates compared to state certificate graduates were more likely to aspire to admission into top-tier higher education institutions. Furthermore, IB Diploma graduates were more likely to gain admission to their higher education institution of choice compared to their state certificate peers.

Maire, Q. (2021). Credential stratification in a unified market: The history of the IB Diploma in Australia. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 283-304). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_12

Keywords: *DP, secondary schooling history, secondary school credentials, Australia*

The purpose of this study was to document how the IB Diploma came to be a distinct secondary school credential in Australia and the impact of the credentialization. The study employed a review of the literature on the history and evolution of higher education admissions criteria, secondary schooling and credential markets, secondary school completion rates, and the introduction and expansion of the DP in Australia. Among the key findings of the study was that the expansion and growth of the DP and the growing acceptance of the IB Diploma as a credential for higher education admissions has contributed to the social stratification in the power that families have in the secondary school credential market in Australia.

Maire, Q. (2021). Families, credential choice and the IB Diploma in Australia. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 153-172). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_7

Keywords: *DP, family resources, gender, student choice, Australia*

This study aimed to understand the student demographic patterns in DP enrollment and IB Diploma attainment in Australia. The study used a review of the scholarly and the empirical research literature on DP enrollment and IB Diploma attainment in one state in Australia. Key findings included that IB Diploma earners were predominately female, from private schools, and from schools in urban locations. Furthermore, the study found that the main reason that families choose to enroll their child in the DP programme was a perception of the IB Diploma's competitive advantage for admissions to top-tier high education institutions.

Maire, Q. (2021). Mass schooling, academic competition and the international history of the IB Diploma. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 245-282). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_11

Keywords: *DP, IB Diploma history, credential markets, academic competition, global*

The purpose of this study was to trace the expansion of the IB Diploma as a domestic secondary school credential worldwide. The study used a synthesis of the scholarly literature which included studies on the origins and diffusion of IB in Western countries and the IB Diploma's emergence as an international examination for university entrance. Among the study's key findings was that IB origin stories that attribute the emergence and diffusion of the IB Diploma solely to global class needs, are flawed. The study concluded instead that increasing competition for academic distinction within secondary school credential markets produced by families in higher social strata has been the most important factor shaping the history of the IB Diploma.

Maire, Q. (2021). Resource concentration, social segregation and academic power in IB Diploma schools in Australia. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 133-152). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_6

Keywords: *DP, school resources, disadvantaged students, inequity, Australia*

This study provided a comparison of the various characteristics of DP and non-DP schools in Australia. The study employed a secondary analysis research design, carried out through the analysis of data from the Australian Curriculum, Assessment and Reporting Authority and from DP school websites. Key findings included that compared to non-DP schools, DP schools in Australia generally enroll smaller portions of students from socio-economically and academically disadvantaged backgrounds and have access to greater human and economic resources.

Maire, Q. (2021). The definition of recognised academic competence in credential markets. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 81-107). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_4

Keywords: *DP, curriculum and assessment demands, secondary school credentials, Australia*

The purpose of this study was to investigate and compare the curriculum and assessment demands of IB Diploma and the secondary school certificate in one state in Australia. The study used a mixed method research design, carried out through content analysis of key curricular documents of the DP and the Victorian Certificate of Education (VCE) as well as secondary analysis of archival data from IB and the Australian Curriculum, Assessment and Reporting Authority. The study found that compared to the VCE, the DP was more academically and socially exclusive because it had higher cognitive and cultural demands, offered limited curriculum variety and relied more heavily on external examinations.

Maire, Q. (2021). The IB Diploma and the nation-state: Positional competition and academic distinction. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 53-80). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_3

Keywords: *DP, credential market, student recruitment, global*

This study aimed to compare the DP school and student body characteristics in a sample of countries located in North America, South America, Europe, East and Southeast Asia and Oceania. The study used a review of the scholarly literature on the expansion of the DP and student enrollment patterns in countries in each region of focus. The study found key similarities and differences in the way the DP is embedded in national school systems, ranging from being predominantly in the public school system in the United States and Canada, to the private school system in England, Argentina and Australia. Within the private school systems, DP school characteristics varied from being international schools such as in China or domestic schools such as in Spain. Additionally, where the DP is found mostly in international private schools, there was variation in the portions of foreign students they serve, as found in Sweden, Germany and Hong Kong.

Maire, Q. (2021). The IB Diploma from globalisation to credential theory. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 29-51). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_2

Keywords: *DP, globalization, credential theory, credential markets, global*

The purpose of this study was to develop an alternate theory for explaining the global expansion of the DP. The study employed a review of the scholarly literature and theory on credential markets as well as the statistical reviews of DP school expansion, DP student characteristics, DP examination taking patterns, and IB Diploma and Certificate earners. A central conclusion of the study was that the DP should be understood less as a curriculum and more as a secondary school credential, and that the expansion of the DP be examined and understood within the specific national education contexts and structures.

Maire, Q. (2021). The institutionalisation of high school credential value. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 221-244). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_10

Keywords: *DP, market valuation, postsecondary admissions, Australia*

This study examines the processes and mechanisms that are used to assign value and worth to secondary school credentials such as the IB Diploma for use in higher education admissions in Australia. The study conducted a review of the scholarly literature on credential valuing and the processes by which DP student performance is converted to a higher education admission ranking. A key conclusion of the study was that the conversion of DP scores into higher education admissions points creates for the families that choose to enroll their children in the DP, a high degree of certainty that the IB Diploma will be recognized by all higher education institutions

Maire, Q. (2021). The socio-academic structure of the Australian credential market. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 173-194). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_8

Keywords: *DP, student socio-economic background, inequity, Australia*

The purpose of this study was to investigate the socio-economic and academic backgrounds of IB Diploma and state certificate earners in Australia. The study used a secondary analysis research design carried out through the analysis of data from the Longitudinal Survey of Australian Youth, the National Assessment Program in Literacy and Numeracy and the Programme for International Student Assessment (PISA). Key findings of the study included that IB Diploma earners, compared to state certificate earners hail from more privileged socio-economic backgrounds, both within schools that offer the DP and across schools that do not offer the DP. Additionally, IB Diploma earners generally demonstrated higher levels of academic achievement than their state certificate earning peers.

Maire, Q. (2021). Urban schooling, private schooling and the IB Diploma in Australia. In *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* (pp. 109-131). International Study of City Youth Education (Vol. 4). Springer.

https://doi.org/10.1007/978-3-030-80169-4_5

Keywords: *DP, private schools, urban schools, social inequality, Australia*

The purpose of this study was to investigate the characteristics of schools offering the DP in Australia. The study utilized a secondary data analysis design, examining school and student characteristic data retrieved from the Australian Curriculum, Assessment and Reporting Authority. Key findings from the study included that relatively few schools in Australia offer the DP. Of the schools that do offer the DP the majority are private schools in urban locations and are domestic, not international schools. Furthermore, most schools that confer the IB Diploma also offer the state-based high school certificate.

Rentoule, D. P. (2021). The consistency dilemma: Creative professionalism and pedagogical alignment in IB Dual Language Diploma Programs in Japan. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 215-233). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch012>

Keywords: *DP, Dual Language Diploma Program, teacher development, Japan*

This study explored the possibilities and challenges of implementing the IB Dual Language Program in Japan. The study employs a review of the scholarly literature including on curriculum design and delivery characteristics in Japan, and of prior empirical research on inquiry-based teaching in IB schools in Japan. The study concluded that teachers in Japan would likely experience challenges when shifting from school-directed curriculum design and implementation inherent in the national curriculum to the more teacher-driven approaches embedded in the IB Dual Language Program. Suggestions for improving teachers and administrator preparation to implement IB Dual Language Programs in Japan included professional development focused on exercising creative professionalism.

Shubha, K. (2021). Sink or swim?: Navigating academic language at international schools – Life-vest support for language and learning in IB programs. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 57-79). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch004>

Keywords: *DP, English language and learning, IB Support Programmes, Hong Kong*

This study explored the challenges encountered by DP students of English as an academic language in Hong Kong. The study provided descriptions of fictionalized male and female DP students in Hong Kong to illustrate the obstacles encountered with English language learning and situates the students' experiences within the scholarly literature on functional linguistics and language and learning theory. The study concludes that IB Support Programmes are important resources for providing needed scaffolds and supports for students of English as an academic language.

Vollmer, C. (2021). Implementing Theory of Knowledge in a non-IB immersion context: Benefits, challenges, and solutions. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 1-17). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch001>

Keywords: *DP, Theory of Knowledge (TOK), non-DP schools, Japan*

This study examined the implementation of the Theory of Knowledge (TOK) within a non-DP high school immersion course in Japan. The study provided overviews of the IB in Japan, the TOK curricular elements, critiques of the TOK particularly in non-Western contexts and description of the TOK implementation in the non-DP course. The study found that among the advantages of implementing the TOK in non-DP contexts was that it provided opportunities for developing students' critical thinking skills. However, the study also found that implementing the TOK in non-DP contexts without modification presented challenges with respect to assessment, language issues, and a lack of students' prior experience with opportunities to engage in critical thinking.

Yasuda, A. (2021). An explanatory comparison of Japanese secondary English textbooks and IB English textbooks. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 80-97). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch005>

Keywords: *MYP, DP, English textbooks, vocabulary, readability, reading tasks, Japan*

This study compared IB secondary school English textbooks and national English textbooks in Japan. Using a content analysis research design, the study examined various language features of the reading texts and of the reading tasks and questions of the MYP Phase 3, MYP Phase 4, and DP English B textbooks and high school English textbooks from each grade level in Japan. Major findings included that text length was consistent across the Japanese textbooks while text lengths were varied in the MYP and DP textbooks. Additionally, the type of texts was varied in the MYP and DP textbooks, while the Japanese textbooks consisted mostly of expository texts. Lastly, about half of the reading tasks in the MYP and DP textbooks required student high order thinking skills, compared to the 70% of Japanese textbooks that only required lower order thinking skills.

Conference Presentations

Chae, N. (2021, April 8-12). *School counselors' experiences of gatekeeping with underrepresented students in International Baccalaureate Diploma Programs*. [Presentation abstract]. American Educational Research Association (AERA) 2021 Annual Conference.

https://convention2.allacademic.com/one/aera/aera21/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1682286&PHPSESSID=gmh7eqlae67vaf5cmc4p5338lj

Keywords: *DP, school counselors, underrepresented students, equity, United States*

The study summarized in this conference presentation abstract investigated the role that high school counselors play as gatekeepers of underrepresented minority student participation in the DP. The study used a phenomenological research design and collected data through counselor interviews and focus groups and through reviews of school-based documents that established the criteria for student participation in the DP. The study's findings generated themes for understanding counselors' gatekeeping roles in the DP, their work with underrepresented students and families and implications for school counseling practice.

Duff, G. (2021, July 14-15). At the intersection between languages and the arts: Multimodality in the language and literature syllabus of the International Baccalaureate Diploma Programme. [Presentation paper]. In MusicoGuia (Ed.). *Conference Proceedings CIVAE 2021*. Third Interdisciplinary and Virtual Conference on Arts in Education, CIVAE 2021 (pp. 295-299). MusicoGuia.

<http://civae.org/wp-content/uploads/2021/09/CIVAE2021.pdf>

Keywords: *DP, language and literature, arts education, multimodal texts, global*

This conference paper summarizes a study that explores the ways in which the concepts of a "text" and "literacy" have evolved in the DP language and literacy course. The study used a content analysis design with language and literacy syllabi from 2002, 2011 and 2019. Analyses focused on tracing course aims that identified the range of texts that students are expected to engage with, and the types of skills students are expected to develop from interacting with these texts. Main findings included that the 2019 syllabus had greater emphasis on student use of multimodal texts compared to the 2002 and 2011 syllabi. Additionally, the 2019 syllabus unlike the previous syllabi articulates the development of student multimodal skills. Lastly, the evolution of the definition of text to be inclusive of the pictorial and multimodal was evident in the 2011 language and literacy and reinforced in the 2019 syllabus.

Gonzalez Ben, A. (2021, April 8-12). *The production of "international" music students in the International Baccalaureate Diploma Program*. [Presentation abstract]. American Educational Research Association (AERA) 2021 Annual Conference.

https://convention2.allacademic.com/one/aera/aera21/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1689138&PHPSESSID=gmh7eq1ae67vaf5cmc4p5338lj

Keywords: *DP, music education, Euro-American traditions, global*

The study summarized in this conference presentation abstract examined how the DP Music curriculum broadly aimed to develop students' independent thinking, international mindedness and a commitment to better humanity. The study used a content analysis research design of the music curriculum. Findings from the analysis included that the music curriculum, rather than foster skills and dispositions in students that are presumed to be universal, in fact further establish entrenched Euro-American ways of being and thinking.

Spenser, K., Hopfenbeck, T. N., McGrane, J. A., & El Masri, Y. (2021, April 8-12). *A cross-sectional comparison of students' critical thinking in the International Baccalaureate with national programs*. [Presentation abstract]. American Educational Research Association (AERA) 2021 Annual Conference.

https://convention2.allacademic.com/one/aera/aera21/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1688456&PHPSESSID=gmh7eq1ae67vaf5cmc4p5338lj

Keywords: *DP, student critical thinking skills, Australia, Norway*

The study summarized in this conference presentation abstract compared the critical thinking skills of DP students and their non-DP peers. Data were collected from 282 DP and 284 non-DP students from schools located in Australia and Norway. The study found that after controlling for several student background characteristics, DP students exhibited significantly higher critical thinking skill levels than their non-IB peers.

Thanos, T., & Newell, G. E. (2021, April 8-12). *Constructing personhood and race within dialogic literary argumentation in the poetry of Langston Hughes*. [Presentation abstract]. American Educational Research Association (AERA) 2021 Annual Conference.

https://convention2.allacademic.com/one/aera/aera21/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1684994&PHPSESSID=gmh7eqlae67vaf5cmc4p5338lj

Keywords: *DP, English language arts, Dialogic Literary Argumentation, United States*

The study described in this conference presentation abstract explored how a DP English teacher and students used dialogic literary argumentation and the poetry of Langston Hughes to examine issues of race. The study participants included an 11th grade DP English HL teacher and 26 students in an urban high school in the United States, and data were gathered through classroom observations. The study found that classroom discussions about Langston Hughes' life and his poetry led students and teachers to discuss what it means to be human and its consequences.

Thier, M. (2021, April 8-12). *A global set of dispositions? Applying discrete-choice method to measure global citizenship dispositions of secondary-school students in two nations* [Presentation abstract]. American Educational Research Association (AERA) 2021 Annual Conference.

https://convention2.allacademic.com/one/aera/aera21/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1859144&PHPSESSID=gmh7eqlae67vaf5cmc4p5338lj

Keywords: *DP, global citizenship education, assessment, global*

The purpose of the study described in this conference presentation abstract was to develop a psychometrically sound measure of global citizenship education (GCE) that could classify and expand GCE practices for the secondary school level. The study used a mixed method research design.

Career-related Programme (CP) Studies

IB-Commissioned Studies

Duxbury, V. Westlake, C., Jones, E., & Joice, W. (2021). *International Baccalaureate Career-related Programme students studying at UK higher education institutions: How do they perform in comparison with BTEC students?* International Baccalaureate Organization.

<https://ibo.org/research/outcomes-research/cp-studies/cp-students-studying-at-uk-higher-education-institutions/>

Keywords: *CP, postsecondary outcomes, United Kingdom*

This study compared the higher education course of study, completion and post-higher education activities of high school graduates in the United Kingdom with an IB Career-related Programme (CP) qualification and those with a Business and Technology Education Council (BTEC) qualification. The study employed a secondary data analysis research design, using datasets maintained by IB and by the UK Higher Education Statistics Agency. Study participants were 535 CP students and approximately 88,000 BTEC students who were first year university students enrolled full-time during the academic years 2014–15 through 2018–19. The researcher used descriptive analyses to explore and compare higher education outcomes of interest for the study. Key findings of the study included that BTEC students enrolled in a STEM course of study at slightly higher rates (43%) than their CP counterparts (39%). In addition, a slightly higher percentage of CP students (11%) left higher education after their first year without earning a degree compared to BTEC students (9%). However, of the students who graduated, a higher percentage of CP students (70%) earned a first or upper second class honours compared to their BTEC peers (66%). Furthermore, 15 months post-graduation, about equal percentages of CP students (74%) and BTEC students (75%) were employed. However, a larger proportion of CP students (11%) compared to BTEC graduates (6%) were engaged in post-undergraduate studies.

Gándara, F., Reeves, A., & Schmenner, D. (2021). *Global mindedness in International Baccalaureate schools*. International Baccalaureate Organization.

<https://www.ibo.org/research/outcomes-research/diploma-studies/global-mindedness-in-ib-schools-2021/>

Keywords: *DP, CP, global mindedness, Australia, Germany, Japan, Mexico, Spain and United States*

This study aimed to assess levels of global mindedness among DP and CP students in Australia, Germany, Japan, Mexico, Spain and the United States and to compare IB student global

mindfulness levels to national-level benchmarks. The study utilized a survey research design, employing previously collected country-level young adult data from the World Values Survey (WVS) and from a researcher-developed survey of 3,414 DP and CP students in 79 schools in the six countries. The researchers conducted correlation and multilevel regression analyses to determine the factors associated with student levels of global mindedness. Key findings of the study included that in all countries except Japan, DP and CP students' levels of global mindedness were higher than their peers from the WVS national benchmark group. In addition, the study found no significant differences in all six countries in IB students' level of global mindedness based on the number of standard level (SL) or higher level (HL) courses they completed. Furthermore, in all six countries, DP and CP students' gender was associated with their levels of global mindedness, with male students on average showing lower levels of global mindedness than their female, non-binary and gender non-conforming peers. Finally, higher levels of global mindedness in all six countries were associated with DP and CP students who intend to study and/or move abroad, pursue careers that involve travel, and aspire to earn a graduate degree.

Hopfenbeck, T. N., Johnston, S-K., Cresswell, C., Double, K., & McGrane, J. (2021). *An evaluation of the IB Career-related Programme implementation in the county of Kent, UK*. International Baccalaureate Organization.

<https://www.ibo.org/research/outcomes-research/cp-studies/evaluation-of-ib-career-related-programme-implementation-in-the-county-of-kent-uk-2021/>

Keywords: *CP, program evaluation, United Kingdom*

This study evaluated the implementation and perceived impact of the IB Career-related Programme (CP) in 31 schools in Kent County, United Kingdom. The study used a mixed method design, which included reviews of IB documentation, secondary analysis of DP exam performance and school registration data, interviews with CP students, staff and key stakeholders involved in the initial CP design and implementation and surveys of CP students, teachers and IB coordinators. The study's subjects were 235 survey participants, 67 interview participants from 10 schools and 379 CP students from 18 schools from whom school register data were analyzed. The main findings of the study included that among the contributing factors to the success of CP implementation was local community support, the building of a support network between and among schools and school leadership, overall school-level commitment and buy-in. Furthermore, both students and teachers generally reported positive and beneficial experiences with participating in the CP. For students, the benefits of CP included building their self-esteem and encouraging them to pursue to postsecondary education. For teachers, reported CP benefits included opportunities for professional development and fostering a culture of collaboration and innovation at the school.

Cross-programme Studies

IB-Commissioned Studies

Girgla, A., Good, L., Krstic, S., McGinley, B., Richardson, S., Sniedze-Gregory, S. & Star, J. (2021). *Developing a teachers' assessment literacy and design competence framework*. International Baccalaureate Organization.

<https://ibo.org/research/curriculum-research/cross-programme/developing-a-teachers-assessment-literacy-and-design-competence-framework-2021/>

Keywords: *Cross-programme, educator assessment literacy, assessment competencies and practices, global*

This study investigated educator assessment literacy levels in order to create an IB assessment literacy framework that could be used to shape IB curriculum and programme review and the design of professional development. The study used a mixed method design that included: (1) a review and synthesis of the academic and grey literature published since 2015 relevant to assessment literacy in the context of IB, (2) content analysis of a total of 179 IB programme and subject guides, teaching support materials, and workshop materials; (3) focus group discussions with select IBO staff, and (4) drafting of a framework which summarized core competencies and practices needed for developing IB educator assessment literacy. The key findings of the literature review were that assessment literacy is a multidimensional construct that comprises three core areas of competencies—the conceptual (or different methods of assessment), the praxeological (or the practice of conducting assessment) and socio-emotional (or the social practice of assessment). The content analysis of IB documents and resources yielded a total of 3,643 instances in which assessment literacy related content appeared, a majority (79%) of which appeared in DP and MYP documentation. The draft assessment literacy framework developed by the researchers suggested seven core assessment competencies and practices for IB educators.

Balica, M. (2021). *Supporting wellbeing in a digital environment: Evidence-based opportunities for innovation in learning and teaching during school closures related to the COVID-19 pandemic and beyond*. International Baccalaureate Organization.

<https://ibo.org/research/policy-research/supporting-student-wellbeing-in-a-digital-learning-environment-2021/>

Keywords: *Cross-programme, student well-being, digital learning, COVID-19, global*

This study synthesized the evidence on conditions and practices that foster or inhibit student well-being and learning in digital classrooms. The study's research design entailed a review of 60 scholarly articles on the dimensions of and challenges to student well-being in digital learning environments, and effective practices for nurturing student well-being. Main findings of the review included that the most prevalent challenges to student well-being were feelings of social isolation, disengagement from learning, and underdeveloped self-regulation skills. The review also yielded nine promising practices in digital learning contexts that have the potential for mitigating challenges to student well-being. Examples strategies included the use of peer tutoring for overcoming students' sense of isolation, integrating gamified learning for promoting student engagement, and developing students' metacognitive skills for building self-regulation skills.

Balica, M. (2021). *What is well-being?* International Baccalaureate Organization.

<https://ibo.org/research/policy-research/what-is-well-being/>

Keywords: *Cross-programme, student well-being, global*

This study aimed to provide an overview of well-being for IB stakeholders. A review of the scholarly literature on student and school well-being comprised the study's research design. The researcher investigated conceptual frameworks for defining well-being, common myths related to school and student well-being, factors that influence student well-being, and policy and practices for fostering and promoting student well-being. The literature review unveiled a conceptual model that posits five pillars that undergird well-being: positive emotions, engagement, relationships, meaning, and achievement (or PERMA). In addition, the review dispelled widespread myths about student well-being, including that it solely entails feelings of joy, that it is a fixed state and that it cannot be measured. Furthermore, the review identified factors posited to influence student well-being which operate at the micro-level (e.g., family, peers, teachers and school environments); at the meso level (e.g., community, culture, services and opportunities) and at the macro level (e.g., national and global conditions). Lastly, the review put forth policy guidelines for implementing whole school approaches for fostering and nurturing student well-being.

Ecctis. (2021). *Interdisciplinary learning in the International Baccalaureate*. International Baccalaureate Organization.

<https://ibo.org/research/curriculum-research/cross-programme/interdisciplinary-learning-in-the-international-baccalaureate-2021/>

Keywords: *Cross-programme, interdisciplinary learning, IB curriculum, global*

This study investigated practices that promote the integration of interdisciplinary learning into K-12 education and assessed the extent to which IB programmes engage in these practices. The study employed a review of the scholarly literature on practices for embedding interdisciplinary learning and a content analysis of relevant IB programme documents. Findings from the literature review showed a lack of consensus around definitions of interdisciplinary learning, that interdisciplinary learning is tied to constructivist pedagogical approaches, that interdisciplinarity and approaches to teaching and learning are more reflective of real-world conditions; and that the benefits of interdisciplinary learning for students are realized through curriculum design and teacher practice. The review also yielded a set of 18 promising practices for embedding interdisciplinary learning that the researchers used as benchmarks against which to review IB curriculum and practices. The IB audit found that over half of the identified promising practices were currently embedded across the four IB programmes, with PYP and MYP demonstrating clearer and more widespread integration of subjects across their respective curriculum.

Beach, P. T., Anderson, R. C., Jacovidis, J. N., & Chadwick, K. L. (2021). *Making the abstract explicit: The role of metacognition in teaching and learning*. International Baccalaureate Organization.

<https://ibo.org/research/policy-research/metacognition/>

Keywords: *Cross-programme, metacognition, K-12 education, global*

This study provided an overview of metacognition in the context of K-12 teaching and learning. The study reviewed 28 sources published between 2000 and 2020 and focused on the research base on metacognitive knowledge, skills, and experiences and on promising strategies for developing and strengthening students' metacognitive skills. Core findings from the research review included that metacognition is among the most influential factors in student learning and the implementation of practices aimed at developing students' metacognitive competencies are associated with improved student academic outcomes. Lastly, the study offers IB stakeholders recommended strategies for developing student metacognition.

Jacovidis, J. N., Chadwick, K. L., & Beach, P. T. (2021). *Exploring the practices for and effects of open book assessment: Final report*. International Baccalaureate Organization.

<https://ibo.org/research/assessment-research/research-studies/what-is-good-practice-for-open-book-assessment/>

Keywords: *Cross-programme, open book assessment, reference aids, high stake assessments, classroom assessment, global*

This study investigated the use and impact of open book exams (OBEs) and other forms of student assessment resources aids and explored implications for IB assessment policy and practices. The study employed a mixed method research design that included a review of the scholarly and grey literature on resources aids; content analysis of relevant IB documentation, and interviews and surveys of IB staff. Key findings from the literature review were that the research base on OBEs is very limited and that evidence that does exist on impacts of OBEs use on student performance is inconclusive. Results of the audit of IB documentation revealed that IB assessment policies and practices would require little modification for the integration of OBEs. Lastly, findings from the IB staff interviews and surveys revealed generally positive perceptions of the use of OBEs and reference aids. However, due to the paucity of research on OBEs and reference aids, the researchers recommended that additional research be conducted in order to better understand the possible ways for the IB to incorporate OBEs and reference aids.

Jacovidis, J., Todd, J., Chadwick, K., & Beach, P. (2021). *Metacognitive skills in IB curricula* [Executive summary]. International Baccalaureate Organization.

<https://ibo.org/research/curriculum-research/cross-programme/metacognitive-skills-in-ib-curricula-2021/>

Keywords: *Cross-programme, metacognition best practices, IB curriculum, global*

This study investigated the extent to which best practices for metacognition teaching and learning are addressed within and across IB programmes. The study employed a mixed method content analysis research design that included a review of the literature on best practices in the integration of metacognition, a comparative scan of practices in the integration of metacognitive skills in six organizations with programmes similar to the IB, and a review of IB curriculum documents to assess alignment of best practices in metacognitive skills integration in each of the IB programmes. Key findings were that IB performed moderately well against the effective practices in metacognition integration highlighted in the literature and employed by similar organizations. The study assigned IB the highest ratings in metacognition policy and guidelines, curriculum, and instruction, and learning environment standards, and the lowest rating for standards for

assessment and feedback. Within the individual IB programmes, the PYP was found to have the most wide-ranging coverage of metacognition, while the MYP, DP and CP performed moderately well on standards associated with policy and guidelines and performed very well with respect to standards for assessment and feedback on metacognition.

National Recognition Information Centre for the United Kingdom (UK NARIC). (2021). *Audit of the IB approaches to teaching*. International Baccalaureate Organization.

<https://ibo.org/research/curriculum-research/cross-programme/audit-of-the-ib-approaches-to-teaching-2021/>

Keywords: *Cross-programme, Approaches to Teaching, pedagogical frameworks, global*

The purpose of this study was to provide an assessment of the IB Approaches to Teaching (ATT)—the set of six pedagogical principles that inform teaching across all IB programmes. The study used a content analysis research design, consisting of an analysis of the ATT against seven alternate pedagogic frameworks; and an audit of IB programmes for evidence of integration of two ATT principles—*inquiry*, and *teamwork and collaboration*. Key findings included that the ATT and the individual principles are grounded in sound pedagogical evidence. In addition, the study found that the ATT principles generally and the principle of *inquiry*, in specific, are embedded well into the curricular documentation of all the IB programmes either directly or indirectly.

Journal Articles

Dugonjic-Rodwin, L. (2021). Field theory and education: A case study of the International Baccalaureate. *International Studies in Sociology of Education*, 30(3), 325–348.

<https://doi.org/10.1080/09620214.2021.1886595>

Keywords: *Cross-programme, field theory, international education, Switzerland, United States*

The purpose of this study was to explore and interrogate IB for conceptualizing the global field of international education. The study employed a mixed method design, including a review of the literature and central IB policy and curricular documentation, interviews with 12 IB teachers located at private IB schools in Switzerland and in the United States. Result of the study included that the IB is a key actor, regulator and data supplier in the field of international education.

Hoon, T. S., Kutty, G. K. R., Piaw, C. Y., & Cheah, K. S. L. (2021). Focus group discourse on a model of pedagogical leadership in a private Malaysian International Baccalaureate (IB). *Education Leaders*, 9(1), 53-68.

<https://ejournal.um.edu.my/index.php/PEMIMPIN/issue/view/1883>

Keywords: *Cross-programme pedagogical leadership model, school leader perceptions, Malaysia*

This study, which was the second phase of a study that generated a model of instructional leadership, focused on soliciting critical evaluations of the instructional leadership model for a private IB school in Malaysia. Using a qualitative research design, the study was carried out with interviews with 21 educators from the school. Findings from the study revealed that participants had mostly positive assessments of the pedagogical leadership model. This included the perceptions that the model effectively integrated western (IB) and eastern (Confucius) philosophy, and that it contained characteristics that would allow leaders to support teacher instruction and student achievement.

Jaafar, S. B., Bodolica, V., & Spraggon, M. (2021). Understanding the International Baccalaureate as an emerging field of research: A systematic literature review using bibliographic coupling. *Educational Review*, Advance online publication.

<https://doi.org/10.1080/00131911.2021.1924122>

Keywords: *Cross-programme, IB research, systematic review, global*

The purpose of this study was to map out and summarize the research conducted on the IB from 1967 through 2018. The study used a bibliometric and systematic literature review that yielded a total of 295 studies for synthesis and analysis. Findings from the synthesis of sources yielded three main categories of research that have been conducted on the IB, expanding the IB brand, IB student outcomes and IB's international identity.

Lee, M., Kim, H., & Wright, E. (2021). The influx of International Baccalaureate (IB) programmes into local education systems in Hong Kong, Singapore, and South Korea. *Educational Review*, Advance online publication.

<https://doi.org/10.1080/00131911.2021.1891023>

Keywords: *Cross-programme, IB implementation, national education contexts, Hong Kong, Singapore, South Korea*

The purpose of this study was to compare the introduction and expansion of the IB in Hong Kong, Singapore, and South Korea. The study used a document analysis design of policy texts and media reports over the past 15 years to unveil the motivations and justifications of local policy makers for introducing and implementing IB within local education systems. Main findings included that in all three countries, the IB has received substantial recognition and legitimacy. The international elements embedded in the IB such as the international credential for higher education admissions, and IB values such as international mindedness are highly regarded. Differences emerged in the institutionalization of IB based on each country's needs.

Tarc, P. (2021). Transnational governing for the pedagogical ideals of K-12 international education: Contrasting PISA and IB. *Educational Review*, Advanced online publication.

<https://doi.org/10.1080/00131911.2021.1965095>

Keywords: *cross-programme, international mindedness, global competence, PISA, global*

This study explored and compared the ways in which the ideals of international education are set and advanced by IB and the Organization for Economic Cooperation and Development (OECD) through its global competence measure on the Programme for International Student Assessment (PISA). The study used a document analysis research design, which included a literature review of the history and evolution of each organization, and content analysis of key policy documentation. The major findings of the study included that the IB and OCED have distinct ways that they advance international education, with the IB employing an indirect and malleable approach through the provision of curricula oriented to international mindedness. In contrast, the OCED, through its global competence measure on PISA is characterized as taking a more radical and problematic approach.

Dissertations and Theses

Condon, D. J. (2021). *An investigation of international mindedness in two IB World Schools* [Doctoral dissertation, University of Minnesota].

<http://www.proquest.com/pqdtglobal/docview/2502222085/abstract/9FB9B676F940444APQ/3>

Keywords: *Cross-programme, international mindedness, Japan, United States*

This study explored how local school contexts influence the ways international mindedness is understood and implemented. The study used a comparative case study research design in two IB continuum schools, one in Japan and the other in the United States. Data were collected from in person and online focus groups with students, teachers, administrators, and parents, from classroom and school-wide observations, and from analyses of school and IB documents. The study found that conceptualizations of international mindedness at the two schools were very similar. In both settings, IB stakeholders agreed that international mindedness embodied values such as empathy, respect, and open-mindedness and skills such as communication, collaboration, and adaptability. Differences between the two schools emerged in the perceptions of how international mindedness was implemented. In the school in the United States, which had a less demographically diverse student body, the IB curriculum was central to the implementation of international mindedness. In contrast, at the school in Japan, which had students from diverse national backgrounds, international mindedness was seen to be primarily developed through the opportunities for students to interact with students from other cultures.

Eleftherakis, C. F. (2021). *Examining international-mindedness in the International Baccalaureate theatre program* [Doctoral dissertation, University of Hawaii at Manoa].

<http://www.proquest.com/docview/2562250473/abstract/6372D4EF52D34AB7PQ/1>

Keywords: *Cross-programme, international mindedness, theatre arts education, global*

The purpose of this study was to understand how the concept of international mindedness is reflected in the DP Theatre course and assessments. Using a content analysis research design, the study examined the DP Theatre Guide for evidence of international mindedness manifestation. Among the study's main findings is that the DP Theatre program generally exhibits alignment with the IB's foundational understandings of international mindedness. However, the study also found inconsistencies in the DP Theatre program's course content and assessment objectives and certain international mindedness criteria as articulated by IB.

Fail, S. (2021). *A grounded theory inquiry into parent school choice motivation and how schools can better market themselves* [Doctoral dissertation, Gardner-Webb University].

<https://digitalcommons.gardner-webb.edu/education-dissertations/56>

Keywords: *Cross-programme, parental choice, school marketing, United States*

This study aimed to understand factors that contribute to parents choosing a school for their child and how parental decision making can inform school branding and marketing. The study used a grounded theory research design, with five IB authorized schools, two elementary, two middle and one high school, located in the United States serving as the research sites. Data were collected and analyzed from surveys received from 310 parents and from focus groups conducted with 26 parents. The study found that most often, parents learned about the school directly from the school, either from the school's website or through social media. Additionally, parents generally selected the school because they perceived IB to have a rigorous academic program, quality teaching staff and offer a competitive advantage for their child. Lastly, parents participating in the study provided a number of recommendations for school marketing and branding including prominently featuring the IB logo alongside the school logo and emphasizing the academic performance levels of its students.

Olayeye, R. (2021). *Women in leadership roles within private International Baccalaureate (IB) schools in Florida* [Doctoral dissertation, St. Thomas University].

<http://www.proquest.com/pqdtglobal/docview/2530045322/abstract/2E7889543D3B44F8PQ/1>

Keywords: *Cross-programme, school leadership, gender and leadership, United States*

This study explored the leadership styles of women in IB school leadership roles, as well as their perceptions of their roles. Using a phenomenological research design, the study included six women IB private school leaders located in the United States as research participants. Data were collected through surveys and interviews. The study found that all six female IB school leaders reported primarily espousing a visionary leading style, which entails promoting a vision to staff and mobilizing them towards that vision. In addition, all but one of the leaders reported to adopt a democratic approach to leading. Furthermore, the leaders noted the importance of women leaders serving as mentors for female staff who aspire to be school leaders to help address the gender pipeline issues in school leadership.

Petringa, N. (2021). *Science literacy for English Language Learners: A qualitative study of teacher practices in European private international schools* [Doctoral dissertation, University of Ottawa].

<https://doi.org/10.20381/ruor-26719>

Keywords: *Cross-programme, science instruction, English Language Learners, Portugal, Spain, Switzerland, Belgium*

The purpose of this study was to investigate science teachers' practices in support of English Language Learners (ELLs) needs in their classrooms. The study used a qualitative research design, in six private schools located in Portugal, Spain, Switzerland, and Belgium, all of which offer one or more IB programmes. Participants were ten grade 7-12 science teachers from whom data were collected through interviews, observations and reviews of instructional materials. Main findings of the study included that teachers generally were knowledgeable about ELL students' needs in science and exhibited strong commitment to making science accessible for ELLs. With respect to their instructional practices, the study found that teachers generally employed multimodal approaches, including the use of technology to support ELL needs in the sciences. Lastly, teachers in the study identified additional resources that are needed for teachers to effectively integrate science literacy for ELL students, including administrator support for ELLs, targeted professional development, and opportunities to collaborate and co-teach with ELL support teachers.

Soto, R. (2021). *Professional development and the International Baccalaureate programme: A case study on the impact of professional development offered by the International Baccalaureate Programme on teacher pedagogical practices* [Doctoral dissertation, Saint John's University].

https://scholar.stjohns.edu/theses_dissertations/270

Keywords: *Cross-programme, professional development, teacher perceptions, global*

This study explored teachers' views on IB professional development (PD) and its perceived impact on student learning. The study used an intrinsic case study research design, in three schools located in the United States that were at the early stages of implementing the PYP, MYP and DP. Participants were 21 IB teachers and administrators that had participated in IB PD. Data were collected from interviews with administrators and IB coordinators, focus group discussions with teachers and reviews of school and PD documentation. Key findings were that most teachers reported that IB PD transformed their thinking and instructional practices, including increasing their capacities to implement student-centering learning strategies. However, some experienced teachers expressed having difficulties making the transitioning to IB pedagogical approaches.

Book Chapters

Chakrabarty, S. (2021). Preparing for the 4th Industrial Revolution: Innovative approaches to teaching and learning for Education 4.0. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 155-176). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch009>

Keywords: *Cross-programme, Confucianism, high order thinking, China*

This study documented the implementation of various learning strategies in an IB continuum school in China. The study provides a review of the literature on Confucianism, and various non-traditional pedagogical approaches for fostering higher order thinking skills in students. In addition, the study offers various “case studies” of ways the school implemented activities expected to develop various higher order thinking skill-development for students.

Gardner-McTaggart, A. (2021). Arendt, IB leadership, and global citizenship education: Privilege and action in dark times. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 342-367). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch018>

Keywords: *Cross-programme, school leadership, global citizenship education, global*

This study, part of a broader study on IB school leadership, investigated the role of IB school leadership in promoting global citizenship education (GCE). The study utilized a qualitative research design, carried out through the collection of data from surveys and observations of and interviews with six leaders of IB international schools located in Austria, Germany and Switzerland. Key findings of the study included that although the school leaders viewed themselves as important in fostering GCE, IB international schools continue to face challenges with overcoming Eurocentric culture embedded in all aspects of schooling, including in staffing.

Hornberg, S. (2021). Agents of privatization: International Baccalaureate schools as transnational educational spaces in national education systems. In A. Wilmers & S. Jornitz (Eds.), *International Perspectives on School Settings, Education Policy and Digital Strategies: A Transatlantic Discourse in Education Research* (pp. 310–320). Verlag Barbara Budrich.

<https://doi.org/10.2307/j.ctv1gbrzf4.22>

Keywords: *Cross-programme, privatization of education, globalization, global*

The focus of this study was to investigate the role of the IB and its associated educational services, products and credentials within public education sectors. The study provided a review of the literature on the emergence and expansion of the IB worldwide, the rise of IB programming in state-run schools, and conceptualizations of transnational educational spaces. A major conclusion of the study was that the IB can be viewed as an agent of privatization within public education.

Inugai Dixon, C. A. (2021). Towards a holistic education: Synergizing a traditional model of transmission with inquiry and SEE learning. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 99-113). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch006>

Keywords: *Cross-programme, holistic education, social emotional and ethical (SEE) learning, Japan*

This study explored the extent to which current teaching and learning approaches in Japan are responsive to developing student skills and attributes necessary for a globalized world. The study provided a review of the literature on the history and purposes of education, the impact of globalization on education, and examples of holistic and social-emotional and ethical (SEE) learning educational approaches implemented in a sample of schools in Japan. A key conclusion of the study was the need to further develop students' higher-order thinking skills and for an expansion of IB programming into Japan's educational system as a means for doing so.

Kang, H.S., & Na, K.Y. (2021). A re-evaluation of backward design in goal setting, assessment and instruction planning in International Baccalaureate. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 18-36). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch002>

Keywords: *Cross-programme, Backward Design, South Korea*

This study examined the connection between IB curriculum and Backward Design, a prevalent pedagogical approach used by teachers in South Korea. The study provides a broad review of the literature on Backward Design and IB instructional approaches. The study found several areas of overlap between Backward Design and core IB instructional approaches including the use of essential questions, authentic performance task-based assessments, inquiry-based learning, and unit design approaches.

Kidson, P. (2021). Structural challenges implementing International Baccalaureate Programmes in Australia. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 194-213). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch011>

Keywords: *Cross-programme, principal perceptions, Australia*

This study, part of a larger study on principal leadership in IB schools, explored principal perceptions of the different governance, curriculum and administrative structures in which schools implement IB across the states and territories in Australia. The study used a mixed method research design, comprised of interviews with 7 IB school principals and surveys collected from 50 IB principals. Findings included that principals viewed the IB curriculum and pedagogical frameworks to be of high value. However, the principals identified a number of challenges with IB implementation including tensions surrounding meeting local, state, national and IB requirements, the recurrent costs associated with IB programming, and the requirements to provide additional language instruction.

Palmer, N. (2021). Navigating international mindedness. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 259-271). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch014>

Keywords: *Cross-programme, international mindedness, educator and student perceptions, Azerbaijan*

The purpose of this study was to explore educator and student conceptual understandings of international mindedness (IM). Using grounded theory research design, the study was carried out in an international IB continuum school located in Azerbaijan. The research participants included a sample of 31 administrators, teachers, and students, and data were collected from them through individual interviews. Five themes emerged that embodied participants' understandings of international mindedness. The first was skepticism towards IM as a concept and toward its usefulness. The second theme was connection, or principles of interconnectedness and interdependency. The third was authentication or engagement with real-world issues. The fourth theme was long-term thinking or sustainability. Lastly, the fifth theme of participants' understanding of IM was empathy.

Takagi, S. (2021). Impact analysis of overseas school visits on undergraduate IB Educator Certificate program candidates. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 272-290). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch015>

Keywords: *Cross-programme, IB Educator Certificate (IBEC), international mindedness, Japan*

This study examined the impact of local and overseas IB school visits on IB Educator Certificate (IBEC) programme students' understandings of international mindedness (IM). The study employed a survey research design and was carried out within an IBEC programme in Japan. Data were collected through surveys given to seven pre-service teachers who participated in overseas IB school visits and interviews with two teachers, one who participated in the overseas school visit and one who only visited IB schools in Japan. Findings from the survey included that IBEC student teachers reported developing deeper understandings of core principles of IM including cultural awareness as a result of participating in the overseas school visits. Findings from the interviews suggest differences in IBEC student awareness of cultural differences.

Tilke, A., & Barrett, Y. L. (2021). Lifting the mantle of invisibility: IB school libraries and their contribution to teaching and learning. In D. Coulson, S. Datta and M. J. Davies (Eds.), *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 316-341). IGI Global.

<https://doi.org/10.4018/978-1-7998-5107-3.ch017>

Keywords: *Cross-programme, school librarians, IB Ideal Libraries, Asia-Pacific region*

This study explored IB school librarians' view of their role and of their use of *Ideal Libraries: A Guide for Schools*—a research report commissioned by the IB in 2018. The study utilized a survey research design, conducted through the distribution of an open-ended survey through the librarian IB's professional online networking site. Participants of the study were 20 IB librarians from the Asia Pacific region who responded to the survey. Findings included that the IB librarians reported using the *Ideal Libraries* document and perceived that the document was useful for clarifying librarians' roles to the school community, in particular to administrators. Additionally, the study found that IB librarians described playing multifaceted roles.

Conference Presentations

Luschei, T. F., & Castanedam A. N. (2021, April 8-12). *Comparative education and the training of teachers in International Baccalaureate schools*. [Presentation abstract]. American Educational Research Association (AERA) 2021 Annual Conference.

https://convention2.allacademic.com/one/aera/aera21/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1681029&PHPSESSID=gmh7eqlae67vaf5cmc4p5338lj

Keywords: *Cross-programme, comparative education, teacher preparation, United States*

The purpose of the study highlighted in this conference presentation abstract was to demonstrate how a key tenet in the 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 study uses content analyses of key IB documentation to find evidence of the links between comparative education and IB.

Richardson, S., & Krstic, S. (2021, August 16-20). *Evidencing creativity and curiosity in IB schools*. [Presentation paper]. Australian Council for Educational Research (ACER) 2021 Research Conference.

https://doi.org/10.37517/978-1-74286-638-3_7

Keywords: *Cross-programme, creativity and curiosity, frameworks, global*

The study highlighted in this conference paper described the process of developing an IB conceptual framework for defining and assessing student creativity and curiosity. The process entailed developing methods for recording student achievement and demonstrating ways that student work exhibits creativity or curiosity.

Wright, E., & Lee, M. (2021, April 8-12). *University preparation in Hong Kong: Is the International Baccalaureate the "Cadillac of college-prep programs"?* [Presentation abstract]. American Educational Research Association (AERA) 2021 Annual Conference.

https://convention2.allacademic.com/one/aera/aera21/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1682990&PHPSESSID=gmh7eqlae67vaf5cmc4p5338lj

Keywords: *DP, IB dispositions, alumni perceptions, Hong Kong*

The study described in this conference presentation abstract focused on DP alumni from Hong Kong assessments of how well their DP education prepared them for higher education in top tier universities. The study utilized a survey research design with data collected from surveys of 734 alumni and interviews with a subsample of 42 alumni. Findings of the study were that DP alumni compared to their non-DP peers, perceived that they had developed higher levels of creativity, critical thinking, cultural sensitivity, global-mindedness, leadership, and time management skills. Additionally, DP alumni felt that they were well-prepared for a higher education, however they noted incongruences between their DP and university experiences in Hong Kong.

Reports

Lantero, L., Finocchietti, C., Gitto, E., & Garner, A. (2021). *Foreign schools in Italy and Italian schools abroad: Legislation, characteristics, and recognition of qualifications*. CIMEA.

http://www.cimea.it/files/fileusers/4671_DOC_CIMEA_135_Foreign%20schools%20in%20Italy.pdf

Keywords: *Cross-programme, international schools, secondary school credentials, Italy*

The study in this report used a document review design to identifying foreign schools, including IB schools located in Italy, the various policies and legislations under which they are regulated, and the student qualifications they confer. Additionally, the study identified Italian or Italian-language schools outside of Italy and their respective governing legislation. The results of the analyses allowed the study to further classify the schools into two main categories, international schools whose qualifications are legally recognized in Italy versus whose qualifications have no legal value.