Research on the International Baccalaureate

An Annotated Bibliography of Studies Published in 2024

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Introduction

This annotated bibliography aims to document scholarly work on the International Baccalaureate (IB) published during the 2024 calendar year. The report is intended for multiple audiences, including IB school leaders, coordinators, teachers, International Baccalaureate Organization (IBO) staff, and researchers in the field of international education.

The sources included in this annotated bibliography aim to be as comprehensive as possible of the works on the IB published in 2024. The source summaries are not meant to be in-depth discussions of background, methodological features, findings, or conclusions, and no assessments are provided regarding the rigor or validity of study findings.

Methodology

For this report, the search for works on IB published in 2024 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.

The sources were located using first-tier search terms such as "International Baccalaureate," "Primary Years Programme," "Middle Years Programme," "Diploma Programme," "Career-related Programme," and their respective acronyms. Other search terms used included "international education," "international mindedness," "learner profile," "theory of knowledge," "creativity, activity, service," and "extended essay."

Included in the annotated bibliography are scholarly works—empirical and non-empirical—of the following types: (1) IB-commissioned studies; (2) journal articles; (3) dissertations and theses; (4) book chapters; and (5) conference presentations. 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 2024 relating to the IB in this annotated bibliography, there may be some sources that have been overlooked.

Findings

A total of 116 pieces of scholarly work published in 2024 on the IB were identified (see Table 1). Of these, 19 relate to the Primary Years Programme (PYP), 11 to the Middle Years Programme (MYP), 53 to the Diploma Programme (DP), 1 to the Career-related Programme (CP), and 32 are cross-programme studies.

By study type, the majority are journal articles (70), followed by dissertations or theses (18), IB-commissioned studies (12), book chapters (12) and conference presentations (4).

Geographically, 29 of the studies relate to the IB Africa, Europe, Middle East region, 16 to the IB Americas region, 49 to the IB Asia-Pacific region, and 25 are cross-regional or global in scope.[1]

The most frequently addressed topics across the studies include curriculum and pedagogy (e.g., global citizenship education, curriculum development, assessment), equity and diversity (e.g., culturally responsive pedagogy, multilingualism, racial/ethnic disparities), and educational systems and policy (e.g., IB expansion, government regulations, education reform).

Table 1. IB-Related Studies Published in 2024

By IB Programme*		By Type of Study		By IB Region*	
Primary Years Programme (PYP)	19	IB-commissioned studies	12	Africa, Europe, Middle East	29
Middle Years Programme (MYP)	11	Journal articles	70	Americas	16
Diploma Programme (DP)	53	Dissertations and thesis	18	Asia-Pacific	49
Career-related Programme (CP)	1	Book chapters	12	Global	25
Cross-programme	32	Conference presentations	4		

* Due to overlaps in programme and regional focus, the number of studies in these categories exceeds the total.

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 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 keywords of its IB programme, central topics, and country of focus then a summary of its content.

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1 The higher source count for the IB Asia-Pacific region reflects the inclusion of 12 book chapters from an edited volume on IB in Asia and that nearly half of the journal articles focus on the region.

Primary Years Programme (PYP) Studies

Journal Articles

Aksoy, E., & Bozdoğan, D. (2024). IB-PYP curriculum and teachers' roles within IB-PYP. *Journal of Curriculum Studies*, *56*(3), 355–370.

Keywords: *PYP, curriculum development, teacher role, Turkey*

The purpose of this study was to compare the PYP curriculum and national curriculum, with a focus on teachers' roles, instructional and assessment practices. It employed a case study design and was carried out at an IB World School in Ankara, Turkey. Participants were PYP teachers who had also taught in the public system, and the study's data were collected through interviews and content analysis of curriculum documents. Results revealed notable differences between the two curricula, with the Turkish curriculum emphasizing national values and standardized assessments and the PYP promoting international-mindedness, transdisciplinary learning, and formative assessment. Teachers noted a shift in their roles from the public school to the PYP context, transitioning from being curriculum implementers focused on test scores to curriculum developers, collaborating more frequently, and using reflective practices to guide learning. The study recommended incorporating elements of the PYP's process-oriented approach to enhance teacher autonomy and adaptability in the Turkish educational system.

Albrent, J., & Nocon, H. (2024). Deficit beliefs and cultural responsiveness in a bilingual international school. *Journal of Research in International Education*, *23*(1), 60–74.

Keywords: *PYP, culturally responsive teaching, educator self-efficacy, Middle East*

This study explored PYP educators' beliefs about their Arabic-speaking students and their self-efficacy in culturally responsive instruction. Using a secondary data analysis design, the research was conducted at a private IB school in an undisclosed country in the Middle East. Data were derived from a previously conducted program evaluation and accreditation review at the school and included school documents, meeting minutes, transcripts from interviews and focus groups with teachers and administrators, and results from the Culturally Responsive Teaching Self-Efficacy (CRTSE) survey given to them. Results showed that while educators had high scores on the CRTSE, interview and focus groups revealed that they held deficit beliefs about students, attributing academic challenges to cultural and linguistic differences. Teachers noted difficulties in bridging

school and home cultures, often expecting students and families to conform to Western school values. The study recommended fostering critical reflection among educators, enhancing culturally responsive practices, and promoting cultural reciprocity with students' home cultures to better align school and community expectations.

Elim, E. H. S. Y. (2024). Promoting cognitive skills in AI-supported learning environments: The integration of Bloom's taxonomy. *Education 3-13,* Advanced online publication.

https://doi.org/10.1080/03004279.2024.2332469

Keywords: *PYP, AI-based curricula, Bloom's taxonomy, cognitive skills, Hong Kong*

The purpose of this study was to investigate how Bloom's Taxonomy could be applied to enhance student learning in AI-based curricula in PYP classrooms. The research employed an experimental design and was conducted in a Year 5 classroom at an IB school in Hong Kong. Participants included 25 students who engaged in learning activities using ChatGPT. Data for the study consisted of students' journals of their prompts, ChatGPT-generated responses, and reflections on the activity. Key findings showed that students predominantly used higher-order thinking skills, particularly "creating" and "evaluating," during their interactions with AI. However, the skill of "applying" was underutilized, suggesting a gap in connecting AI learning to broader contexts. The study concluded that scaffolding students' questioning and reflective skills is essential to fully harness the benefits of AI tools. It recommended incorporating structured questioning models, such as Bloom's Taxonomy, into AI-based curricula to enhance critical thinking and metacognitive skills.

Hegseth, W. M. (2024). Implementing along a continuum: Comparing the embedded agency of leaders and the coupling orientation of educational systems. *Journal of Education Policy, 39*(2), 123–142.

https://www.journals.uchicago.edu/doi/abs/10.1086/730993

Keywords: *PYP, Montessori, school leaders, policy implementation, Canada, United States*

This study explored how PYP and Montessori school leaders implement policies while balancing their school environments and classroom practices. The research utilized an ethnographic design and was conducted in four PYP and four Montessori schools in the United States and Canada. Participants included school leaders and data was collected through interviews, focus groups, observations, and policy document reviews. The study found that an educational system's "coupling orientation," or the degree of connection between different levels of the organization (environment, system, and classroom), significantly influenced how leaders managed relationships

between the broader community, system plans, and classroom practices. The study highlighted the importance of system knowledge for leaders to effectively manage policy implementation across organizational levels. It recommended that leaders be prepared and supported to address the specific implementation challenges associated with their system's coupling orientation.

Kaufmann, M., & Yakimowsk, M. E. (2024). Intercultural sensitivity: Lessons learned from leaders in International Baccalaureate public elementary schools. *Alabama Journal of Educational Leadership*, *11*, 47–60.

https://eric.ed.gov/?q=source%3a%22Alabama+Journal+of+Educational+Leadership%22&id=EJ1448485

Keywords: *PYP, intercultural sensitivity, school leaders, United States*

The purpose of this study was to assess the intercultural sensitivity of PYP school leaders. Using a quantitative design, the study was conducted in public PYP schools across nine states in the United States. Data were collected from 41 PYP school leaders using Chen and Starosta's Intercultural Sensitivity Scale (ISS), which measures five factors of sensitivity on a five-point Likert scale. Results revealed overall high levels of intercultural sensitivity among PYP school leaders, with a mean score of 4.22. The factor *respect for cultural differences* had the highest mean score (4.43), while *interaction confidence* had the lowest (3.92). Female leaders had a higher overall sensitivity mean score (4.30) compared to male leaders (3.99). No significant differences were found between novice and veteran leaders in their intercultural sensitivity levels. The study recommended professional development to improve PYP school leaders' interaction confidence and intercultural competence, along with expanded research to include other regions and participants.

Lunar, A., Mascuñana, C., & Bual, J. (2024). The effect of peer and self-assessment on the presentation skills of grade 5 students in an international school. *Technium Social Sciences Journal*, *60*(1), 46–56.

https://doi.org/10.47577/tssj.v60i1.11480

Keywords: *PYP, PYP exhibition, presentation skill, peer assessment, self-assessment, Kazakhstan*

This study assessed the effects of peer and self-assessment on the presentation skills of students during the PYP exhibition. Using a quasi-experimental pre-test/post-test research design, the study was conducted in an IB school in Kazakhstan. Data were collected from 45 Grade 5 students, who were assigned to control and experimental groups, and their presentation skills were evaluated using rubrics aligned with the PYP approaches to learning (ATL). Results revealed improvements

in presentation skills for both groups, with the experimental group, which engaged in peer and self-assessment, achieving notably higher performance post-intervention. Students in the experimental group specifically demonstrated improvements in articulation, engagement, teamwork, and coherence. The study recommended incorporating peer and self-assessment into PYP instructional practices to foster students' presentation skill development.

McCarthy, D. (2024). An experiential learning experience: Elementary teacher candidates' perceptions of mentoring a 5th grade social studies exhibition. *Journal of Education, 204*(2), 351–361.

https://doi.org/10.1177/00220574221126422

Keywords: *PYP, social studies education, teacher education, experiential learning, United States*

The purpose of this study was to examine elementary teacher candidates' perceptions of mentoring a 5th-grade PYP social studies exhibition. The research employed a case study design and was conducted at an IB World School in the United States. Participants included 19 teacher candidates enrolled in an elementary education methods course, and data were collected through self-reflections, class discussions, and an end-of-mentorship questionnaire. Key findings indicated that the teacher candidates identified PYP students' accomplishment, group cooperation, and student interest as key factors contributing to the success of their experiential learning experience. Additionally, the teacher candidates noted the mentorship experience within the PYP classroom provided valuable opportunities to observe student growth, with some noting that the experience positively changed their attitudes toward teaching social studies.

Palmer, N. (2024). Orienting practical global citizenship education in an International Baccalaureate international school. *Prospects*, Advanced online publication.

https://doi.org/10.1007/s11125-024-09692-x

Keywords: *PYP, global citizenship education, intercultural connectivity, Caucasus region*

The study explored how educators understand and implement global citizenship education within the context of the PYP. Using a grounded theory design, the study was carried out in an IB international school in an undisclosed country in the Caucasus region. Participants included an unspecified number of teachers, administrators, students, and parents, with data collected through interviews, document reviews, and observations. Results revealed that empathy emerged as a central concept in participants' understanding and enactment of global citizenship education. Teachers and administrators highlighted the importance of cultural interconnectivity and fostering

a shared understanding of global issues, emphasizing these as critical components of global citizenship education. The study concluded that the unique dynamics of international schools provide valuable opportunities to advance practical global citizenship education frameworks.

Sari, K. P., & Widhiatama, D. A. (2024). Investigating English teachers' strategies in implementing inquiry-based learning methods under the International Baccalaureate (IB) curriculum. *Journal of Innovation Research and Knowledge, 4*(3), 2011–2018.

https://bajangjournal.com/index.php/JIRK/article/view/9479

Keywords: *PYP, inquiry-based teaching, English language instruction, Indonesia*

This study explored the implementation of inquiry-based instructional strategies for teaching English in PYP classrooms. Using a case study design, the research was conducted in Grades 5 and 6 classrooms at an IB school in Indonesia. Research participants included an undisclosed number of PYP English teachers, and data were collected through interviews and class observations. Key findings highlighted the transformative role of inquiry-based learning strategies in enhancing student engagement, critical thinking, and creativity. Teachers benefited from professional development, which strengthened their readiness to implement inquiry-based approaches. The study recommended enhanced teacher training, effective resource allocation, and increased parent involvement to optimize inquiry-based practices at the school.

Zeng, S. A. (2024). Walking the talk? Exploring curriculum implementation in the International Baccalaureate in the Australian context. *Globalisation, Societies and Education.*, Advanced online publication.

https://doi.org/10.1080/14767724.2024.2358799

Keywords: *PYP, curriculum implementation, Concerns-Based Adoption Model, Australia*

This study examined how the PYP is being implemented in an Australian school. Using a qualitative research design, the study was conducted in a non-government school in Victoria, Australia. Six PYP teachers comprised the research participants, and data were collected through interviews, and their implementation practices. Results showed that five teachers had limited integration and relied on basic, task-oriented approaches to the curriculum. Only one teacher demonstrated more stability in implementation but little innovation. Challenges included limited professional development, difficulty aligning the PYP with local education policies, and a lack of reflection on curriculum application. The study recommended expanding professional development opportunities and aligning IB principles more closely with local educational contexts.

Zeng, S. A. (2024). Critical analysis of the International Baccalaureate Primary Years Programme curriculum development: Mapping the journey of International Baccalaureate education. *Cogent Education, 11*(1), Advanced online publication.

https://doi.org/10.1080/2331186X.2024.2429363

Keywords: *PYP, programme evolution, inquiry-based learning, international-mindedness, global*

This study analyzed the evolution of the PYP, focusing on its curriculum, educational philosophy, and cultural components. Using a content analysis design, the study reviewed PYP curriculum frameworks, pedagogical guidelines, and program standards. Results suggested that the PYP's development progressed through three phases: introductory, explanatory, and expectant. Early PYP documents emphasized theoretical frameworks, while later ones provided practical guidance for implementation. The PYP's transdisciplinary framework, inquiry-based learning, and focus on international-mindedness were identified as key features of the curriculum. The results also highlighted the PYP's educational philosophy shift from "intercultural understanding" to "international mindedness." Challenges included balancing PYP adaptability to diverse global settings while staying true to its core philosophy and providing adequate teacher support for its implementation. The study recommended continued refinement to make the PYP more practical and inclusive, while improving teacher professional development and assessment practices.

Zonca, B., & Ambrosy, J. (2024). Using teacher narratives to map policy effects in the Victorian Government International Baccalaureate Primary Years Programme (IB-PYP) context. *Qualitative Research Journal, 24*(4), 394–407.

https://doi.org/10.1108/QRJ-08-2023-0131

Keywords: *PYP, curriculum policy, Australia*

This study examined how teachers navigate the dual demands of the PYP curriculum framework and government-mandated policies. Using a narrative inquiry design, the research was conducted in two IB government schools in Victoria, Australia. Data were collected through interviews with two teachers and their journals. Findings showed that the teachers experienced tensions between the PYP's inquiry-based pedagogy and the accountability measures of state policies. One teacher found the policy environment restrictive, leading to feelings of disempowerment, while the other creatively reinterpreted policy to promote critical-political education. These contrasting responses highlighted the diverse ways teachers adapt to and contest policy expectations in their practices. The study recommended creating environments where teachers can critically engage with policy frameworks, encouraging innovation and alignment with the PYP's principles.

Dissertations and Theses

Elnashar, M. (2024). *Teachers' assessment and perceptions of the social and emotional competencies of Qatar primary school students: An explanatory sequential mixed methods study* [Doctoral dissertation, Fielding Graduate University].

https://www.proquest.com/docview/3052997570/abstract?parentSessionId=bSsgJ%2Fa5W
ZagzlMIxfbaXMHCkIqF%2BJj1nxySUYgbd2Y%3D&sourcetype=Dissertations%20&%20Theses

Keywords: *PYP, social and emotional learning, teacher ratings, Qatar*

This study compared PYP and non-PYP teachers' assessments of their students' social and emotional competencies (SEC). The study used a mixed methods design and was conducted in six public schools that do not offer the PYP and four private schools that offer the PYP in Qatar. Twelve teachers participated, and data were collected from a student SEC assessment and teacher interviews. The assessment results showed no significant differences in PYP and non-PYP teachers' ratings of their students' overall SEC. However, significant differences were found in SEC distribution. Non-PYP teachers rated 36% of their students in the in-need range, 30% in the typical range, and 34% in the strength range, while PYP teachers assigned 24% to the in-need, 64% to the typical, and 12% to the strength ranges. Interviews revealed that non-PYP teachers assessed students' SEC based on academic performance and expressed limited understanding of SEC. In contrast, PYP teachers used the IB approaches to learning (ATL), focused on students' self-management and interaction, and demonstrated a stronger foundational knowledge of SEC. The study concluded that teachers in both systems emphasized the importance of integrating SEC, involving parents in the process, and providing professional development for teachers.

Goguadze, V. (2024). *Acquisition of English by additional language learners in inquiry-based classrooms within International Baccalaureate Primary Years program schools* [Doctoral dissertation, University of San Diego].

https://digital.sandiego.edu/dissertations/1039

Keywords: *PYP, English as an Additional Language (EAL),* inquiry-based learning, *Argentina, China, Georgia, India, Iraq, Latvia, the Netherlands, Romania*

This study explored PYP *teachers'* use of inquiry-based instruction to support English as an Additional Language (EAL) learners in acquiring English language skills. The study used a mixed-methods design and was conducted in eight schools in Argentina, China, Georgia, India, Iraq, Latvia, the Netherlands, and Romania. Participants included PYP teachers, EAL teachers, and coordinators. Data were collected through surveys (with 64 participants) and interviews (with 17

participants). Results indicated that while PYP educators widely used inquiry-based approaches, their implementation for EAL instruction varied. Participants expressed challenges in integrating asset-based pedagogy, home language use, and translanguaging into their practices. Additionally, several teachers noted that they used the World-Class Instructional Design and Assessment (WIDA) framework instead of the PYP Language Scope and Sequence with EAL learners. The study concluded that there is a need for professional development opportunities and administrative support to strengthen EAL education in PYP schools.

Howell, C. B. (2024). *The value of play in an International Baccalaureate Primary Years Program preschool classroom* [Master's thesis, Bethel University].

https://spark.bethel.edu/etd/1061

Keywords: *PYP, play-based learning, early childhood development, global*

This study explored the research and academic literature on the impacts and outcomes of play in PYP preschool classrooms. The study included a comprehensive literature review on play-based learning in preschool settings. Key findings highlighted the critical role of play in enhancing children's cognitive, social, and emotional development. Benefits included improved problem-solving skills, increased social competence, better emotional regulation, and stronger communication abilities. Play was also shown to foster creativity and motivation, with purposeful play strategies providing structured yet flexible learning opportunities tailored to individual needs. The study recommended integrating diverse play approaches and emphasized teacher professional development to enhance children's development and foster inquiry-based learning.

Nori, A. (2024). *Integrating Italian language learning with the International Baccalaureate Primary Years Programme: Case study: Bilingual European School of Milan* [Master's thesis, Tampere University of Applied Sciences].

http://www.theseus.fi/handle/10024/851419

Keywords: *PYP, Italian language learning, curriculum design, leadership practices, Italy*

The purpose of this study was to develop recommendations for integrating an Enhanced Italian Programme (EIP)—a language learning curriculum for non-Italian-speaking students—into the PYP. Using a case study design, the study was conducted at a school in Milan, Italy, that combines the PYP with the Italian national curriculum. Participants included the Head of the primary school, the PYP coordinator, the teacher responsible for the Enhanced English Programme (EEP) at the school, and teachers of students enrolled in the EIP. Data were collected through interviews,

classroom observations, and a researcher-maintained journal. Key findings highlighted that a well-structured curriculum and strong leadership practices are essential for integrating language programs into the PYP. The study identified a need to align the EIP with the PYP through a two-phase curriculum: the first phase focusing on basic Italian communication skills, and the second integrating language learning with PYP units of inquiry (UOI). Additionally, a core set of leadership practices emerged as critical for successfully integrating the EIP into the PYP curriculum, including transparent communication, effective resource management, and fostering teacher collaboration.

Reynolds, H. (2024). *A Delphi study to explore successful implementation of the International Baccalaureate Primary Years Programme from a principal's perspective* [Doctoral dissertation, University of Massachusetts Global].

https://digitalcommons.umassglobal.edu/edd_dissertations/555

Keywords: *PYP, programme implementation, leadership practice, United States*

This study aimed to understand school leaders' perspectives on essential and impactful practices for schools transitioning to implement the PYP. Using a Delphi mixed-methods design, the research was conducted in the United States in schools where principals met specific criteria, including a minimum of three years of experience as a practicing principal and at least three years of PYP implementation experience. The study involved 13 principals with data collected through three rounds of surveys. Results showed that principals identified five key elements critical to successful PYP implementation: (1) fostering the social, emotional, and physical wellbeing of students and teachers; (2) creating a clear, shared mission and vision aligned with IB philosophy; (3) enabling teacher collaboration through leadership support of time, flexibility, and resources; (4) implementing a coherent curriculum across all program years; and (5) ensuring funding and resources to sustain and develop the PYP. The study concluded that districts must fully invest in leadership, resource allocation, and stakeholder collaboration to successfully implement the PYP.

Sareen, A. (2024). *Education for the future: The integration of sustainability education and the Sustainable Development Goals in the International Baccalaureate Primary Years Program in Norway* [Master's thesis, University of Stavanger].

https://uis.brage.unit.no/uis-xmlui/handle/11250/3155251

Keywords: *PYP, sustainability education, UN Sustainable Development Goals, Norway*

This study examined how PYP educators perceive and integrate sustainability education, with a focus on incorporating the United Nations Sustainable Development Goals (SDGs) into the

curriculum. The study used a qualitative design and was carried out across 23 schools in Norway. Data were collected through interviews with 8 PYP coordinators and 2 PYP teachers, surveys from 12 PYP teachers, and the curriculum from 10 schools. Results showed that while the importance of sustainability education was recognized by the PYP educators, its implementation varied widely. Participants referenced the SDGs, with some schools embedding them into PYP units of inquiry, while others faced challenges due to time constraints, lack of systematic approaches, and insufficient institutional prioritization. The study also found that schools participating in the Eco-Schools Green Flag Award—an international accreditation program recognizing schools for their commitment to environmental education and sustainable practices—demonstrated more consistent integration of sustainability education. The study concluded that while the PYP framework is compatible with sustainability education, systematic support from the IB and the Norwegian Directorate for Education and Training could enhance implementation in schools.

Conference Presentations

Uyun, A. S., Syarifah, L. S., & Amelia, A. (2024). The implementation of Content Language Integrated Learning (CLIL) approach in International Baccalaureate (IB) curriculum in developing English students' competences. [Presentation paper]. In *The 8th Conference Series Learning Class: Religious Study, Language, and Education 46*, (pp. 23–33). Gunung Djati Conference Series.

https://conferences.uinsgd.ac.id/index.php/gdcs/article/view/2524

Keywords: *PYP, English language instruction, CLIL approach, Indonesia*

This conference paper summarized a study on the implementation of the content language integrated learning (CLIL) approach to English language instruction and its potential for improving English language competencies among PYP students. The study employed a qualitative descriptive research design and was conducted at a private IB school in Bandung, Indonesia. Data were collected through interviews, observations, and document analysis. Participants included school leaders, teachers, and students, selected through purposive sampling, although exact numbers were not specified. Findings highlighted three core strategies of CLIL implementation at the school that contributed to English language learning: contextual teaching and learning, which aligned English instruction with real-world applications; communicative language teaching, which emphasized using English as a tool for communication rather than as a learning objective; and the psycholinguistic paradigm, which integrated second-language acquisition theories into teaching practices. The authors concluded that these strategies collectively provided students with authentic and immersive language learning experiences across academic content areas.

Journal Articles

Clark, J. S., & Terrett, M. (2024). A qualitative case study of teachers' perceptions on a two-model system: Adhering to Chinese and International Baccalaureate mandated standards. *Journal of Research in International Education, 23*(1), 19–40.

https://doi.org/10.1177/14752409241242688

Keywords: *MYP, English language instruction, national standards, two-model system, China*

This study explored teacher perceptions of a two-model English department designed to balance national curriculum standards with those of the MYP. Using a qualitative case study design, the research was conducted in an international school in China. The study participants were 10 English teachers (5 from each model), and data were collected through interviews. Key findings showed that the two-model system was perceived by teachers as separate, reinforced by differences in organization and teaching approaches. Teachers identified differences in leadership and schedules as obstacles to collaboration. Teaching style differences also played a role, with Model-A focusing on grammar and vocabulary tied to national standards and Model-B emphasizing speaking, listening, and real-world tasks aligned with the MYP framework. Teachers further highlighted communication challenges, time constraints, and confusion among students and parents as significant issues with the two-model system. The study concluded that better planning and teacher professional development is needed to create a more unified English curriculum.

Ferguson, C. (2024). Interculturalism in student and teacher understandings of global citizenship education in three International Baccalaureate international schools. Journal of Research in International Education, 23(2), 152–171.

https://doi.org/10.1177/14752409241276293

Keywords: *MYP, global citizenship education, interculturalism, Finland, the Netherlands, Australia*

This study explored how global citizenship education is understood and experienced by MYP students and teachers in international schools. Using a phenomenological design the research was conducted at three schools in Finland, the Netherlands, and Australia. Data were collected through interviews with 3 school leaders, 5 teachers, and 14 students. Results showed that global citizenship was seen by participants as interculturalism, emphasizing attributes such as open-mindedness, adapting to others, and communicating across cultures. Students conceptualized

global citizenship as personal growth achieved through interpersonal interactions, while teachers and leaders emphasized the importance of promoting respect and mutual understanding of diverse cultures. However, the study identified a lack of critical engagement with interculturalism, particularly in addressing power dynamics and structural inequities. The study concluded that while IB schools effectively promote the relational aspects of global citizenship, there is a need for greater engagement with critical perspectives and human rights-based approaches.

Lee, J., & Ryu, Y. (2024). South Korean provincial government's introduction of the International Baccalaureate and its educational effects on middle school students: A grounded theory study. Journal of Research in International Education, 23(3), 224–243.

https://doi.org/10.1177/14752409241303184

Keywords: *MYP, public school implementation, South Korea*

The study examined the characteristics and effects of implementing the MYP in public school systems from the perspective of students. Using a grounded theory design, the research was conducted at three IB candidate schools located in Daegu, South Korea. Participants were 27 first-year MYP students, and data were collected through group interviews. The findings revealed that the MYP emphasized student-centered learning, inquiry-based approaches, and interdisciplinary subjects. Students reported improvements in academic achievement, critical thinking, writing, and information-searching skills. The study also found that the MYP fostered students' affective development, including communication skills, motivation, and a sense of global citizenship. Additionally, students noted improved relationships with peers, parents, and teachers. However, challenges such as adapting to the rigorous curriculum and assessments were also identified. The study concluded that the MYP provides significant academic, personal, and social benefits to students and emphasized the need for school support and student effort for success.

Naufal, M. S., Sukari, S., Sugiyat, S., & Zuhri, M. H. K. (2024). The learning management of Islamic education in the International Baccalaureate Middle Years Programme curriculum at Al-Firdaus Junior High School in Sukoharjo. *At Turots: Jurnal Pendidikan Islam, 6*(2), 70–87.

https://journal.stitmadani.ac.id/index.php/JPI/article/view/719

Keywords: *MYP, Islamic education, curriculum development, Indonesia*

This study explored how Islamic education is integrated into the MYP curriculum. The study used a qualitative research design and was carried out in a junior high school in Indonesia. Research participants included two Islamic education teachers, the principal, and the head of curriculum.

Data were collected with interviews, observations, and document review. Findings showed that Islamic education teaching practices in MYP classrooms followed IB standards through three stages: planning, implementation, and evaluation. During the planning stage, teachers prepared lesson materials, teaching methods, and assessments that met IB requirements, including the use of unit planners and the IB learner profile. The implementation phase included introductory, main, and closing activities, utilizing interactive teaching methods, technology, and student-centered approaches. Evaluations included diagnostic, formative, and summative assessments, with a focus on student-led projects. The study concluded that integrating Islamic values into the MYP has the potential to enhance the educational experience of impacted students.

Norman, T. D. (2024). Using GarageBand for Mac in the International Baccalaureate Middle Years Programme. *Journal of General Music Education, 37*(2), 47–50.

https://doi.org/10.1177/27527646231214473

Keywords: *MYP, music education, GarageBand, Australia*

The purpose of this study was to explore the use of GarageBand for Mac—a software for music composition—to teach the musical element of texture in the MYP. Using a case study design, the study was carried out in a music classroom at an MYP school in Australia. Participants were an unspecified number of MYP students. Their music composition unit assessments, which demonstrated their understanding and application of musical texture using GarageBand, comprised the data for the study. Key findings highlighted that GarageBand for Mac engaged students effectively, with the activity emphasizing creativity, coherence, and distinct musical styles. Students reflected on their work to meet the MYP assessment objectives. The study concluded that integrating technology like GarageBand into MYP music classes provides equitable and engaging learning opportunities that align with the IB's focus on critical and creative thinking.

Walker, V., & Bunnell, T. (2024). Becoming a new type of teacher: The case of experienced British-trained educators transitioning to the International Baccalaureate Middle Years Programme abroad. *Journal of Research in International Education, 23*(2), 191–204.

https://doi.org/10.1177/14752409241275745

Keywords: *MYP, teacher identity, GCSE, curriculum transitions, Europe*

The purpose of this study was to explore the experiences of teachers transitioning from teaching the General Certificate of Secondary Education (GCSE) to the MYP. Using a qualitative research design, the study was conducted at two IB World Schools in an undisclosed country in Europe.

Research participants were six teachers who had previously taught the GCSE and had at least three years' experience teaching the MYP. Key results of the study showed that teachers initially felt overwhelmed and unprepared when adapting to the MYP's student-centered and concept-based framework, which was very different from the content-focused and exam-driven GCSE. Over time, teachers reported a sense of "re-skilling" and professional growth, citing increased autonomy, collaboration, and a broader understanding of teaching and learning. However, teachers noted challenges with the transition, including managing the MYP's assessment requirements and adapting to its conceptual learning approach. The study concluded that transitions to the MYP require significant identity shifts for teachers and highlighted the importance of professional development and collaborative support to aid this process.

Wulandari, R., Shohib, M. W., & Othman, A. (2024). The implementation of the International Baccalaureate Curriculum of the Industry Era 4.0. *Journal of Islamic Education, 9*(1), 141–165.

https://doi.org/10.52615/jie.v9i1.342

Keywords: *MYP, Islamic education, curriculum implementation, Indonesia*

This study explored how the MYP is implemented in a private Islamic school. Using a phenomenological design, the study was conducted in an IB school in Indonesia. Participants included an unspecified number of school leaders and teachers, with data collected through interviews and observations. The findings revealed that the MYP curriculum was adapted effectively to the local context, by integrating Islamic values with international educational standards. Teachers faced challenges such as language barriers and the need for administrative alignment but overcame these through training and collaborative practices. School staff perceived the MYP's impact to be fostering students' self-reflection and global awareness.

Dissertations and Theses

Lima, R. K. (2024). Harmony or discord? The intersection of religious beliefs and international mindedness [Doctoral dissertation, DePaul University].

https://www.proquest.com/docview/3066657039/abstract?parentSessionId=M9PBNGW50t Cgvkk7q5WCRjUCCPd0%2BB%2Fmnmj2rc%2Ffq3c%3D&sourcetype=Dissertations%20&%20 Theses

Keywords: *MYP, international mindedness, religious beliefs, United States*

This study examined how the religious beliefs of early-career IB teachers influence their perceptions and implementation of international mindedness. Using a phenomenological research

design, the study was conducted in eight IB schools in Chicago, Illinois, in the United States. Participants included eight MYP teachers from diverse religious backgrounds, each with 1 to 5 years of IB teaching experience. Data were collected through surveys, a focus group interview, and follow-up one-on-one interviews. The study found that teachers' religious beliefs significantly impacted how they understood and applied the concept of international mindedness. Teachers with a strict adherence to their religious beliefs often faced challenges reconciling their views with the principles of international mindedness. As a result of this tension, these teachers sometimes employed selective teaching practices or experienced discomfort with certain curriculum topics. In contrast, teachers less tied to religious beliefs were more likely to support and actively promote international mindedness. The study concluded that balancing religious beliefs with the promotion of international mindedness requires systematic support for teachers, including professional development and resources to address this intersection.

Swineheart, J. (2024). *Culture, society and person: A Habermasian lens upon students' lifeworlds in the International Baccalaureate Middle Years Programme* [Doctoral dissertation, Nottingham Trent University].

https://irep.ntu.ac.uk/id/eprint/51842/

Keywords: *MYP, student identity, student learning skills, Hong Kong*

The purpose of this study was to explore how MYP students experience the components of their learning lifeworlds—defined as the cultural, social, and personal environments that shape who they are and who they become as learners and individuals. Using Habermas's theory of communicative action as its framework and an ethnographic case study as its research design, the study was conducted in an international school in Hong Kong. Participants included 136 MYP students in Grades 6 and 10, representing the beginning and end of the MYP. Data were collected through surveys completed by all 136 participants and interviews with 12 students. Key findings revealed that MYP students actively monitored and developed their approaches to learning skills in both traditional subject areas and project-based learning contexts. This underscores the importance of providing diverse learning experiences to support students in learning, practicing, and reflecting on these skills. The researcher concluded that the findings could guide policy and curriculum development in MYP international schools, specifically those seeking to enhance student voice and approaches to learning skills.

Book Chapters

Lee, M., Wright, E., & Walker, A. (2024). Why offer the IB Middle Years Programme (MYP)? A comparison between schools in Asia-Pacific and other regions. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 123–137). Routledge.

https://doi.org/10.4324/9781003399698-11

Keywords: *MYP, adoption decisions, IB coordinators, global*

This study explored the factors influencing schools' decisions to adopt the MYP and whether these factors differed between the Asia-Pacific region and other regions. The research employed a secondary data analysis design using archival data from the IB Global Centre's 2008 MYP transition project questionnaire. Data were drawn from survey responses submitted by 228 IB coordinators representing 175 schools across 54 countries. The findings revealed that the primary reasons for adopting the MYP were its pedagogy, holistic approach, and overall philosophy. Respondents also highlighted the perceived quality of education, including academic rigor, interdisciplinary teaching, quality assurance, and the programme's potential to support teacher professional development. A comparison of responses from the Asia-Pacific region and other regions revealed three key differences in factors influencing MYP adoption. IB coordinators in the Asia-Pacific region placed greater emphasis on enhancing marketing, providing MYP certificates, and externally validating school-based assessments. The researchers concluded that these differences reflect regional and school-specific contexts, as many IB schools in the Asia-Pacific region are private and operate in a competitive international education market.

Conference Presentations

Shelton, S. A., & Brooks, T. (2024, April 11-14). *Reciprocating care and vulnerability in English Language Arts classrooms through a pedagogy of tenderness*. [Presentation abstract]. American Educational Research Association (AERA) Annual Conference, Philadelphia, PA, United States.

https://convention2.allacademic.com/one/aera/aera24/index.php?cmd=Online+Program+View+Paper&selected_paper_id=2107417&PHPSESSID=p435n4hpr3qvipbh72an79dh3g

Keywords: *MYP, English Language Arts, pedagogical approaches, United States*

The study summarized in this conference paper abstract examined the use of a "pedagogy of tenderness"—a classroom practice that prioritizes the humanity of both teachers and students by

encouraging meaningful dialogue and nurturing supportive relationships while upholding rigorous academic standards. Using a qualitative research design, the study was conducted in two MYP English Language Arts (ELA) classrooms in the United States. Data collection included observations of classroom interactions during social justice-themed lessons. Results included that this approach fostered accountability, attentive listening, and open discussions on sensitive topics among students. The authors concluded that the pedagogical approach disrupted conventional authority dynamics, encouraged critical thinking on complex issues, and cultivated an empathetic and inclusive learning environment.

Diploma Programme (DP) Studies

IB-Commissioned Studies

Hillman, K., Edwards, D., & Clarke, L. (2024). *Australian university outcomes: A national study comparing International Baccalaureate Diploma Programme and non-Diploma Programme students*. International Baccalaureate Organization.

https://ibo.org/research/outcomes-research/diploma-studies/australian-university-outcome-2024/

Keywords: *DP, university admissions, persistence and completion rates, Australia*

The purpose of this study was to compare the postsecondary outcomes of DP and non-DP students in Australia. Utilizing secondary data analysis, the study was conducted using national-level administrative data from all students who applied to and entered universities in Australia between 2013 and 2018. A total of 8,010 DP students and 622,093 non-DP students comprised the research participants. The data analyzed included university applications, acceptance, persistence, and course completion rates. Data were also examined by gender and socioeconomic status (SES). The study found that, compared to non-DP students, DP students had significantly higher rates of university admission offers (about 10 percentage points higher), persistence into the second year (about 4 percentage points higher), and completion of a bachelor's degree within four, six, and nine years of matriculation (about 5, 10, and 12 percentage points higher, respectively). Moreover, completion rates for DP students from medium- and low-SES backgrounds were notably high and generally comparable to their high-SES peers—a pattern not observed among non-DP students. The authors recommended that the DP's benefits could extend to broader student groups, particularly those from medium- and lower-SES backgrounds and advocated for expanding access to the DP in Australia.

Leake, J., & Townsend, M. (2024). *Postsecondary outcomes of IB Diploma Programme graduates in the United States*. International Baccalaureate Organization.

https://ibo.org/research/outcomes-research/diploma-studies/postsecondary-outcomes-of-dp-graduates-in-the-united-states/

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

This study examined the postsecondary enrollment, persistence, and graduation rates of DP students in the United States. The research employed a secondary data analysis design, using records from the National Student Clearinghouse on the 2016 cohort of high school graduates.

The study included 51,609 DP students, categorized as IB diploma recipients, IB diploma non-recipients, and DP course students. Comparative analyses were conducted against the national population of high school graduates. Results showed that DP students overall, and IB diploma earners specifically, consistently outperformed their peers nationally across all postsecondary outcomes examined. Compared to the national postsecondary enrollment rate of 64%, overall DP students achieved an enrollment rate of 74%, and diploma recipients achieved an 80% enrollment rate. This pattern extended to the type of postsecondary institutions students attended, with 43% of the national population enrolled in four-year colleges, compared to 65% of all DP students and 76% of diploma recipients. Additionally, DP students had higher persistence rates of 88% overall and 94% among diploma recipients, compared to a national average of 72%. Furthermore, four- and six-year graduation rates were higher for DP students overall (64% and 86%, respectively) and for diploma recipients (76% and 94%, respectively), compared to graduates nationwide (49% and 68%, respectively).

Wang, X., & Penn, T. (2024). *Study of the IB schoolwide adoption initiative: Insights from U.S. schools adopting DP Language A courses for all their students*. International Baccalaureate Organization.

https://ibo.org/research/outcomes-research/diploma-studies/study-of-the-international-baccalaureate-schoolwide-adoption-initiative-insights-from-us-schools-adopting-dp-language-a-courses-for-all-of-their-students-2024/

Keywords: *DP, student access, school-wide adoption, Language A courses, United States*

This study explored the successes and challenges of increasing student participation in the DP through a pilot of schoolwide implementation of DP Language A coursework. Using a mixed-methods design, the study was conducted in the United States in 54 schools participating in the pilot. Data were collected through surveys of 135 school heads and DP coordinators. The study found that the most influential factors in increasing student participation included school and district leadership engagement, teacher collaboration, and student access support. Additionally, effective practices for facilitating the implementation of schoolwide adoption included IB-provided training and individualized check-ins with IB staff. However, barriers such as limited time for planning, student perceptions of DP rigor, and budgetary constraints hindered growth in student participation. The study recommended continued support for leadership engagement, professional development, and resource allocation to sustain and expand the schoolwide adoption initiative.

Journal Articles

Beech, J., Del Monte, P., & Guevara, J. (2024). Opening access to privilege: The enactment of the IB in public schools in Costa Rica and Peru. *Globalisation, Societies and Education*, *22*(4), 678–691.

https://doi.org/10.1080/14767724.2022.2138274

Keywords: *DP, public school systems, equity, Costa Rica, Peru*

This study examined the introduction of the DP in public school systems, focusing on implications for socio-economic inequalities. It employed a mixed-methods multiple case study design and was conducted in six public schools in Costa Rica and Peru (three per country). Data were collected through interviews with 40 stakeholders (officials, principals, and teachers), focus groups with students, observations of 18 classes and activities, analysis of 12 documents, and surveys administered to 1,121 students. Results showed that in both countries, the introduction of the DP was framed as promoting equity by offering a previously elite educational program to students from non-privileged backgrounds. In Costa Rica, private philanthropic efforts initiated the DP expansion, which was later taken over by the government, adding measures like an extra academic year and selective admissions to support student success. In Peru, the DP was integrated into the Colegios de Alto Rendimiento (COAR) system, featuring intensive boarding school experiences and highly regulated curricula aimed at preparing the country's future leaders. In both countries, students faced challenges related to wellbeing, lack of cultural knowledge, and socioeconomic barriers in accessing higher education. The study concluded that while the DP initiatives provided relative privilege to some students, their potential to reduce structural inequalities was limited.

Daniels, H., Lakin, T., & Reynolds, J. (2024). Racial/ethnic differences in accelerated credit and inequalities in college completion. *Social Currents, 11*(2), 138–158.

https://doi.org/10.1177/23294965231193333

Keywords: *DP, accelerated credit, racial/ethnic disparities, college completion, United States*

The purpose of this study was to investigate the role of accelerated credit programs, including the DP, Advanced Placement (AP), and dual enrollment (DE), in perpetuating or mitigating racial/ethnic disparities in college completion rates. The study used a secondary analysis design and employed longitudinal data from a public university in Florida, United States. Participants included seven cohorts of first-time college students, totaling 21,494, who graduated from public high schools in the state between 2007 and 2013. Results showed significant racial/ethnic differences in both the amount and type of accelerated credit earned by students. White students

consistently earned more AP credits, Black students relied more on DE credits, and Asian students led in DP credit attainment. AP credits were found to have the strongest positive association with college completion, followed by DP and DE credits. The study concluded that while accelerated credit programs contribute to improving college outcomes, disparities in access to and types of credit highlight ongoing inequities in educational opportunities.

Dulfer, N., Nakajima, Y., McKernan, A., & Chatelier, S. (2024). Decentring the West in the International Baccalaureate Diploma Programme: Towards a framework for critical reflection on curriculum and teaching. *Educational Review,* Advanced online publication.

https://doi.org/10.1080/00131911.2024.2432254

Keywords: *DP, curriculum demands, cultural diversity, Western dominance, Hong Kong*

This study explored ways the DP curriculum could reduce Western-centric biases and integrate diverse cultural perspectives. Using a qualitative research design, the study was conducted in two international schools in Hong Kong. Research participants included five DP teachers, each observed during three classroom lessons and interviewed about their teaching practices. Key findings revealed that while teachers attempted to include multiple cultural perspectives in their lessons, their efforts were often constrained by DP assessment requirements and the dominance of Western ways of thinking in the DP curriculum. For example, some teachers integrated local texts and artifacts to encourage critical reflection on cultural diversity, yet their efforts were limited in effectiveness due to the curricular demands of the DP. The study recommended a more inclusive DP curricular framework that values local cultures, encourages critical thinking, and moves beyond the superficial inclusion of non-Western content.

Gibson, C. (2024). The importance of ethics in leading an International Baccalaureate School in China. *Management in Education,* Advanced online publication.

https://doi.org/10.1177/08920206241260958

Keywords: *DP, ethics, school leadership, China*

This study examined ethical and cultural challenges faced by leaders and teachers in DP schools. The study used a mixed-methods design and was conducted at an international school in China. Participants included seven school leaders and teachers who participated in semi-structured interviews and 24 teachers who completed surveys. Results revealed that participants considered cultural awareness, emotional intelligence, and ethical integrity crucial for effective leadership in a multicultural school environment. Survey data indicated that most teachers agreed the school

successfully balanced local cultural values with those of its UK-based mother school. Leaders emphasized that empathy and fairness were essential for navigating conflicting expectations among diverse stakeholders. The study concluded that aligning leadership approaches with ethical principles is vital for fostering effective decision-making in DP contexts in China.

Leek, J., Rojek, M., Dobińska, G., & Kosiorek, M. (2024). Navigating the power of time in classroom practices: Teachers' and students' perspectives. *Educational Review,* Advanced online publication.

Keywords: *DP, time management, student-centered practices, IGCSE, Poland*

This study explored how time influences curriculum delivery and classroom practices in accelerated high school programs, such as the DP and the IGCSE. Using a qualitative research design, the study was conducted in 21 schools in Poland, of which 9 offered the DP. Participants included 42 teachers and 32 students, with data collected through classroom observations and interviews. Results revealed that time played a crucial role in shaping the structure and flow of the observed lessons. Teachers and students adopted various strategies to cope with time constraints; teachers relied on tools like timers to stay on schedule, while students often multitasked to manage their heavy workloads. The study also identified "rhythmic time"—a pattern of repetitive classroom routines that provided stability through a predictable structure for both students and teachers. However, the rigidity of schedules and the demands of assessments often disrupted this stability, limiting flexibility and reducing opportunities for deeper learning and overall wellbeing. The study underscores the importance of adopting more flexible time management strategies and student-centered approaches to better balance these demands.

Lucero, A., Mitteis, M. R., & Bermúdez, B. (2024). Spotlights and shadows: Linguistic and cultural (in)visibility among transnational students in an International Baccalaureate school. *Diaspora, Indigenous, and Minority Education,* Advanced online publication.

Keywords: *DP, transnational students, diversity, representation, United States*

This study explored how transnational students—those with cultural and language ties to more than one country—view their linguistic and cultural identities as visible or invisible in a high school offering the DP. The research employed a qualitative case study design and was conducted at a public IB high school in the Pacific Northwest region of the United States. Research participants

included 33 students from diverse linguistic and cultural backgrounds, and data were collected through virtual interviews. Key findings revealed that while the IB high school highlighted multilingualism, these efforts often emphasized mainstream languages (e.g., Spanish) at the expense of others (e.g., Arabic). Students also observed that English learners and certain cultural practices were not adequately included in the school environment. Additionally, the school's cultural events were seen as superficial and disconnected from the daily curriculum. The study recommended integrating linguistic and cultural diversity more deeply into the curriculum and school activities to address gaps in visibility and support for transnational students.

Lyons, J., & Tarc, P. (2024). How might IB classroom pedagogy 'make a better world?' (Toward) illuminating a promising IBDP teacher praxis. *Globalisation, Societies and Education, 22*(4), 605–624.

https://doi.org/10.1080/14767724.2022.2142764

Keywords: *DP, pedagogy, global citizenship, critical education, global*

This study explored how DP classroom pedagogy can contribute to the IB's mission of creating a better world. The study utilized a retrospective and reflective research approach based on the researchers' experiences teaching DP courses in elite international schools. Data were drawn from the researchers' reflections on teaching practices. Key findings emphasized the transformative potential of the DP's "critical-relational pedagogy," which fosters learner autonomy, teacher-student authenticity, and democratic dialogue. The study highlighted the importance of relational classroom cultures in developing critical thinking, ethical awareness, and global citizenship. It also found tension between the DP's progressive pedagogy and the privileged backgrounds of students, which can contribute to existing social inequalities. Recommendations included genuine teacher-student and student-student relationships and classroom practices that address privilege.

Manik, N., Pasaribu, A., & Manik, S. (2024.). The implementation of International Baccalaureate (IB) curriculum in writing at grade eleven of SMA Singapore School Medan. *Journal of English Language Teaching, Literatures, Applied Linguistic (JELTLAL), 2*(2), 38-41.

https://merwinspy.org/journal/index.php/jeltlal/article/view/150

Keywords: *DP, writing skills, English as a Foreign Language, Indonesia*

This study explored the effectiveness of implementing the DP writing curriculum in enhancing the writing skills of English as a Foreign Language (EFL) students. The study used a mixed-method design and was conducted in an international school in Medan, Indonesia. Study participants

included 15 EFL students in the 11th grade, and data collection included pre- and post-test writing assessments and semi-structured interviews. The findings revealed clear improvements in students' writing skills over time. In the pre-test, students achieved a mean score of 43.75. Following the first intervention cycle, the mean score increased to 48.6. During the second cycle, the mean score further improved to 60.5. By the post-test, students reached a mean score of 75.8. The study revealed that integrating news media and using guided practice methods contributed to the improvement of students' writing skills by providing engaging, real-world content and structured support, which boosted students' confidence, and idea expression.

Paurowski, M., Glassmeyer, D., Kim, J., & Id-Deen, L. (2024). Struggling as part of success: International Baccalaureate students' productive struggle is strongly correlated to mathematical achievement. *International Journal of Mathematical Education in Science and Technology*, Advanced online publication.

https://doi.org/10.1080/0020739X.2023.2296583

Keywords: *DP, productive struggle, mathematics achievement, United States*

This study examined the relationship between DP students' productive struggle—the process of working through challenging tasks—and their mathematical achievement. The study employed a quantitative design and was conducted at a public IB school in the United States. Participants included 68 students in a standard level DP mathematics course. Data were collected through classroom observations and from formative and summative assessments. Findings showed a positive correlation between students' level of productive struggle and their mathematical achievement. Questions with higher cognitive demands were more likely to elicit productive struggle, which was linked to better performance on both types of assessments. The study concluded that consistent implementation of productive struggle in DP mathematics classrooms supports conceptual understanding and achievement.

Sibarani, D. P. (2024). Evaluation of the Creativity Activity Service (CAS) program at a private International Baccalaureate school using Stakes evaluation model. *Polyglot: Jurnal Ilmiah*, *20*(1), 1–22.

http://dx.doi.org/10.19166/pji.v20i1.6611

Keywords: *DP, creativity, activity, service (CAS), program evaluation, Indonesia*

The purpose of this study was to evaluate the implementation and outcomes of the creativity, activity, service (CAS) program within a school. The research employed a qualitative evaluation

design and was conducted at a private IB World School in Indonesia. Data were collected through a review of key documents, interviews with CAS coordinators, teachers, and students, and observations of CAS program activities. Key findings highlighted that the CAS program provided significant benefits, including fostering students' awareness of their strengths and potential, creativity, and global citizenship mindsets. Challenges included balancing the time required for CAS activities with the demands of DP academic coursework and other school priorities. The study recommended enhancing support for CAS advisors, integrating feedback mechanisms, and fostering collaborations with external organizations to strengthen CAS outcomes.

Shum, K. Z., Suldo, S. M., Shaunessy-Dedrick, E., & O'Brennan, L. M. (2024). A qualitative exploration of the facilitators and barriers of cognitive engagement among ninth-grade students in accelerated curricula. *Journal of Advanced Academics, 35*(1), 89–124.

https://doi.org/10.1177/1932202X231223760

Keywords: *DP, cognitive engagement, accelerated curricula, Advanced Placement, United States*

The purpose of this study was to identify factors that facilitate or hinder cognitive engagement among students enrolled in accelerated high school curricula, including pre-IB and Advanced Placement (AP) courses. Cognitive engagement is defined as students' willingness to self-motivate, use self-regulation skills, and find relevance in their learning to achieve academic goals. Using a qualitative design the study was conducted in two high schools in the United States. Participants were 12 students enrolled in an AP or IB Inquiry Skills course, and data were collected through interviews. Results indicated that facilitators of cognitive engagement included student mindsets, teacher support, parental involvement, school connectedness, and technology. Barriers included negative academic experiences, distractions, and a lack of support or relevance in classroom learning. The study concluded that strong teacher-student relationships, including student voice, and incorporating real-world applications into the curriculum are essential for enhancing cognitive engagement among students enrolled in accelerated high school curricula.

Thornton, M. E. (2024). Using social justice leadership theory to contextualize detracking in the COVID-19 era. *Journal of Cases in Educational Leadership, 27*(2), 49–59.

https://doi.org/10.1177/15554589231202937

Keywords: *DP, IB-for-all model, detracking, equity, United States*

This study explored the challenges and outcomes of implementing an IB-for-all model as part of detracking reforms in a public high school. Using a mixed-methods design, the study was

conducted in a high school in the United States. Data were collected through interviews with school leaders, teachers, and community members, as well as from school demographic and policy documents. The findings showed that detracking reforms increased access to IB programs for historically marginalized students. These efforts successfully reduced racial differences in individual course enrollment and led to broader participation in the DP. However, the COVID-19 pandemic disrupted progress, creating significant disparities in student preparedness. The study recommended fostering faculty collaboration and prioritizing equity-focused professional development to address post-pandemic challenges while maintaining inclusive IB practices.

Tsao, J., Li, Y. C., & Hameed, S. A. (2024). The impacts of International Baccalaureate expansion on professional cultures and assessments in Hong Kong, Taiwan, and Singapore. *Cambridge Journal of Education, 54*(1), 19–35.

Keywords: *DP, school culture, assessment, Hong Kong, Singapore, Taiwan*

The purpose of this study was to explore how the rapid growth of the DP has influenced school cultures and assessment practices. The research used a case study approach and was conducted in 15 IB schools across Hong Kong, Singapore, and Taiwan. Participants included 43 teachers, DP coordinators, and school leaders, with data gathered through interviews. Findings revealed that unclear DP policies, such as inconsistent guidance from the IB and a heavy reliance on voluntary teacher efforts for professional development and grading, posed challenges for educators. Teachers noted that DP assessments often focused on high stakes testing, which increased stress and created a gap between assessments and the programme's broader educational goals. The study concluded that while the DP encourages innovative teaching and global engagement, addressing policy uncertainties and inequalities in implementation is essential for long-term success.

Whaley, R. (2024). Professional learning in the International Baccalaureate Diploma Programme. Journal of Research in International Education, 23(2), 172–190.

Keywords: *DP, teacher professional development, teacher learning, Africa, Asia*

This study examined the professional learning experiences of DP teachers. Using a phenomenological research design, the study was conducted within the context of five international schools in unspecified countries in Africa and Asia. Participants included seven

experienced DP teachers from six nationalities who taught across all six subject groups in the DP. Data were collected through interviews. The findings revealed that while IB teacher workshops helped teachers understand curriculum and assessment practices, they were insufficient for fostering deep, sustained learning. Participants highlighted the importance of collaborative learning, mentoring, and classroom practice in building expertise. Becoming IB examiners was also identified as a valuable form of professional development. Challenges included variability in workshop quality, limited time for collaboration, and inconsistent institutional support. The study recommended a holistic approach to professional learning, combining individual reflection, collaborative opportunities, and institutional systems to support teachers.

Wright, E. (2024). The proliferation of international schools: Implications for educational stratification. *Compare: A Journal of Comparative and International Education*, Advanced online publication.

https://doi.org/10.1080/03057925.2024.2322647

Keywords*: DP, global education, international schools, education disparities, China*

This study examined the implications of the rapid growth of international schools offering the DP for educational opportunities. Using a qualitative research design, the study was conducted in five private international schools in China. Participants included 5 headteachers, 25 teachers, 50 DP students, and 25 parents, and data were collected through interviews, school visits, and a student survey. The findings revealed that IB international schools provided significant advantages for local middle-class families, offering pathways to global higher education and fostering cosmopolitan identities for students. However, participants also reflected on challenges such as potential difficulties in reintegrating into local job markets and the reinforcement of social inequalities due to the exclusivity of these schools. The study concluded that while IB schools play a role in preparing students for global citizenship, they may also contribute to educational disparities and require closer examination of their broader societal impacts.

Yan, L. (2024). Comparative analysis of international school education evaluation systems: A case study of the IB and A-Level. *Education and Teaching Research, 2024*(3), 9–15.

http://fspress.net/list_69/713.html

Keywords*: DP, A-Levels, curriculum comparison, student perspectives, China*

This study aimed to compare the DP and A-Level assessment systems and student experiences. Using a comparative case study approach, the research was conducted in schools in China that

adopted the DP and A-Level curricula. Data were collected from an undisclosed number of students, teachers, and parents through questionnaires, interviews, and observations. Key findings revealed that the DP curriculum emphasizes a holistic approach and interdisciplinary learning, while the A-Level curriculum prioritizes subject depth. The study also found that the DP assessment system combines internal and external evaluations, fostering balanced skill development, whereas A-Level assessments rely heavily on final examinations, focusing on academic rigor. Furthermore, DP students reported higher motivation and broader learning experiences, while A-Level students noted deeper subject knowledge but experienced greater levels of academic pressure. The study recommended that both curriculum systems adopt more flexible curricula and assessments to reduce students' stress.

Yusoff, N. H. (2024). Challenges and tensions in enacting culturally responsive pedagogy: A case study in teaching International Baccalaureate Diploma Visual Arts at an Islamic school in Australia. *Journal of Research in International Education, 23*(3), 270–282.

https://doi.org/10.1177/14752409241302908

Keywords*: DP, visual arts instruction, culturally responsive pedagogy, Islamic education, Australia*

Using a case study design, this study explored the challenges and tensions of implementing culturally responsive pedagogy within a DP Visual Arts class at an Islamic secondary school in Australia. Participants included the DP Visual Arts teacher and the students in the class. Data were collected through classroom observations, analysis of lesson plans and reflective journal entries. The findings highlighted two main challenges: balancing the Islamic concept of *adab* (etiquette) with delivering content that might be culturally inappropriate and managing student access to online information that sometimes conflicted with the school's principles. The study also demonstrated that technology-based cooperative learning strategies, such as Google Classroom, supported culturally responsive teaching by providing alternative ways to engage students while adhering to Islamic principles. The study concluded that culturally responsive pedagogy requires teachers to balance rigorous curriculum demands with the cultural and religious needs of students, highlighting the importance of professional development in inclusive and culturally sensitive teaching strategies.

Zhang, S. (2024). Liberal arts education and the International Baccalaureate: Elite pathways amid the massification of degrees. *International Journal of Education Humanities and Social Science, 7*(6), 91–110.

https://ijehss.com/link6.php?id=836

Keywords*: DP, liberal arts education, mass education, global*

This study explored how liberal arts education and the DP serve as educational models for addressing the limitations of mass education. Using a qualitative research design, the study analyzed the global implementation of the DP and its alignment with liberal arts education principles. Research data were drawn from a review of studies on the DP and student outcomes. Key findings included the DP's emphasis on inquiry-based learning, global perspectives, and interdisciplinary study. DP graduates were found to outperform their peers in university acceptance rates and leadership roles, benefiting from skills such as critical thinking, global awareness, and adaptability. However, the study identified challenges related to accessibility, as the DP remains costly and predominantly available in elite institutions, which perpetuates social hierarchies. The study recommended increasing the DP's accessibility through expanded public school partnerships, financial aid, and curricular reforms.

Zhang, S. (2024). Student perceptions and experiences in the International Baccalaureate: A comparative analysis of Japan and China. *International Journal of Education Humanities and Social Science, 7*(5), 327–347.

https://ijehss.com//link6.php?id=803

Keywords*: DP, alumni experiences and perceptions, China, Japan*

This study aimed to explore and compare DP alumni perceptions of and experiences in the DP. Using a qualitative research design, the study was conducted in Japan and China. Data were collected from 25 Chinese and 21 Japanese university students through interviews. Key findings revealed that parental influence and aspirations for international mobility were primary motivations for pursuing the DP among most Chinese and Japanese participants. The results also showed that Chinese students faced considerable language challenges in the DP compared to their Japanese counterparts, who often had more exposure to international environments. Academic stress was a common challenge for most Japanese and Chinese students. The DP was perceived by both groups to prepare students well for higher education, but a few Chinese alumni were dissatisfied with the DP pedagogy for preparing for STEM fields of study. In terms of university enrollment decisions, Chinese participants preferred universities in North America, while Japanese

participants largely chose to remain in Japan. The study recommended enhancing the cultural adaptability of the IB curriculum to better meet local needs and increasing institutional support for students transitioning to higher education.

Dissertations and Theses

Bernal, L. (2024). *Breaking the mould Third Culture Kids in international schools in Denmark: Transnational upbringing and the expression and perception of emotions* [Doctoral dissertation, University of Southern Denmark].

https://portal.findresearcher.sdu.dk/en/publications/breaking-the-mould-third-culture-kids-in-international-schools-in

Keywords: *DP, Third Culture Kids, linguistic-emotional behavior, Denmark*

This study explored how DP students who are Third Culture Kids (TCKs) use their language skills to understand and express emotions. TCKs are defined as students who grow up in multilingual, internationally mobile households. The study used a mixed-methods design and was conducted in three international schools in Denmark. The study included 276 DP students, and data were collected through surveys and interviews. Results showed that TCKs' personal backgrounds influenced how they use language to express emotions, with a preference for using English to express anger and love and for code-switching between languages based on emotions. Additionally, this study highlighted the significant role of English and international schools in shaping TCKs' emotional and language experiences. The study recommended further research on TCKs' language use in expressing emotions and emphasized the importance of international schools in shaping their cultural and social development.

Ciacoi, D. K. (2024). Stories of teacher professional identities: Perceptions of International Baccalaureate Diploma Programme teachers before and during the COVID-19 pandemic [Doctoral dissertation, University of Glasgow].

https://theses.gla.ac.uk/84723/

Keywords: *DP,* teacher professional identify*, COVID-19 pandemic*

This study explored how DP teachers' perceptions of their professional identities were affected by the COVID-19 pandemic. Using a narrative inquiry design, the research was conducted at an IB school in an undisclosed country. The participants included four DP teachers, and data were collected through three rounds of interviews with each participant. Results revealed that while teachers retained core aspects of their professional identities, they experienced shifts in how they

perceived their roles before, during, and shortly after the transition back to in-person teaching following the pandemic. These shifts included adapting to technology-mediated teaching, changes in professional collaboration, rebalancing work-life boundaries, adjusting to increased professional demands, and rethinking student-centered teaching approaches. The study concluded that the pandemic caused short-term changes rather than permanent shifts in teacher professional identities, demonstrating that teacher identities can adapt while remaining grounded.

Fathi, S. (2024). *Opportunities and challenges of a concept-based approach in online education: A case study in secondary international education* [Master's thesis, Tampere University of Applied Sciences].

https://www.theseus.fi/handle/10024/852909

Keywords: *DP, concept-based learning, online teaching and learning, global*

The purpose of this study was to identify the challenges and opportunities DP teachers face in implementing concept-based teaching and learning approaches in DP courses delivered online. Using a case study methodology, the research was conducted within a global education institution that offers online DP courses. The study participants included 18 DP online course teachers, and data were collected through surveys. Key findings revealed that while teachers generally valued the benefits of concept-based approaches—such as fostering deeper understanding, critical thinking, and real-world application—discrepancies existed between their beliefs and instructional practices. Teachers emphasized the importance of strategies and resources that promote conceptual understanding but acknowledged limitations in online tools and opportunities for student engagement. Additionally, teachers identified online course assessment practices as a critical area for improvement, highlighting the need for better alignment between assessments and the goals of concept-based learning. The study concluded that professional development, collaborative planning, and resource sharing are essential to support educators in transitioning from traditional to concept-based methods in online settings.

Frazer, T. (2024). *Examination of college counselors' perceptions regarding the relationship between dual enrollment, Advanced Placement, and International Baccalaureate programs and transfer of credits* [Doctoral dissertation, University of La Verne].

https://www.proquest.com/docview/3142590212/abstract/DA9438D805894FBAPQ/1

Keywords: *DP, university credit transfer, dual enrollment, Advanced Placement, United States*

This study examined college counselors' perspectives on the transfer of credits from the DP, dual enrollment programs (DE), and Advanced Placement (AP), with a focus on their impact on at-promise groups—defined as student subgroups vulnerable to educational failure but capable of success with appropriate support. Using a phenomenological design, the study was conducted across eight community colleges in Southern California, United States. Participants included eight college counselors, and data were collected through semi-structured interviews. Results revealed that community college counselors experienced inconsistencies in training and policies regarding credit transfer, challenges in aligning feeder school and college policies, and variations in how credits are recognized across the DP, DE, and AP programs. DE was perceived as more equitable for at-promise groups and offered better alignment with California colleges, while AP credits were considered more transferable across higher education institutions in the United States. Counselors viewed DP credits as advantageous for international education but noted they were rarely encountered at community colleges. The study concluded that consistent communication and alignment between high schools, community colleges, and 4-year universities are necessary to improve credit transfer processes and equity for students.

Jay Barron, C. D. (2024). *Promoting equitable recommendations for the International Baccalaureate Program at an Arkansas high school* [Doctoral dissertation, Arizona State University].

https://hdl.handle.net/2286/R.2.N.198204

Keywords: *DP, referral processes, equity, United States*

This study examined the effectiveness of a researcher-designed and implemented professional development workshop for high school staff in adopting equitable practices for referring students to the DP program. Employing a mixed-methods research design, the study was conducted at a high school in Arkansas in the United States. The workshop aimed to help staff members identify their preconceptions about the DP and either build on correct prior knowledge or replace misconceptions with accurate and detailed information. Participants included 41 teachers, counselors, and administrators. Data were collected through pre- and post-workshop surveys and

post-workshop interviews. Results revealed that the workshop significantly improved participants' self-efficacy and attitudes toward the DP, with notable increases in their ability to communicate the program's tenets, potential outcomes, and referral processes. Additionally, school staff expressed greater confidence in identifying and recommending students, particularly those from underrepresented groups. The study recommended that schools adopt clear and straightforward communication strategies to ensure that faculty, students, and families understand the DP's opportunities and referral processes. Furthermore, it emphasized the importance of fostering vertical alignment across educational levels—from elementary through high school—to provide consistent and equitable messaging about IB programs and access for all students.

Rasmussen, E. (2024). *Forgotten learners: An examination of the experiences of English Language Learners in Advanced Placement and International Baccalaureate social studies courses* [Doctoral dissertation, University of South Florida].

https://digitalcommons.usf.edu/etd/10236

Keywords: *DP, English Language Learners, social studies, United States*

This study examined the experiences of English Language Learner (ELL) students in DP and Advanced Placement (AP) social studies courses to understand the impact of advanced coursework on their educational pathways. Using a phenomenological design, the research was conducted at a Title I high school in Central Florida, United States that offers both DP and AP courses. Participants included four recent ELL graduates of the school, all of whom had taken the IB History of the Americas course, and three who had also taken AP social studies courses. Data were collected through two rounds of interviews. Results revealed that DP and AP social studies coursework positively influenced participants' global mindsets and post-secondary academic success. However, participants reported a lack of representation of ELLs and people of color in the DP and AP curriculum, which limited their connection to the content. They also highlighted challenges in navigating high academic demands and insufficient accommodations for ELLs in these courses. Additionally, the study found that family and cultural background emerged as a critical support mechanism for ELLs, while English for Speakers of Other Languages (ESOL) and gifted programming played less significant roles. The study concluded that DP and AP social studies programs need to become more inclusive and representative to better support ELLs. Recommendations included extending testing time for ELLs on DP and AP exams and revising social studies curricula to reflect diverse perspectives

Scheidegger, C. (2024). *"I really don't know where I'm going to end up. But I'm very open to living in different countries." A qualitative study of the role of multilingualism in student transitions from a Norwegian international school to higher education* [Master's thesis, University of Oslo].

https://www.duo.uio.no/handle/10852/112836

Keywords: *DP, multilingualism, higher education transition, Norway*

This study explored how DP students' multilingual educational experiences influence their decisions about higher education. Using a qualitative research design, the study was conducted at an international IB school in Norway. Participants included six DP students, the DP coordinator, and an IBO staff member. Data were collected through interviews with students and staff, as well as language portraits—a visual method in which participants use drawings and symbols to represent their languages and how these relate to their identities and experiences. Additionally, data were gathered through an analysis of the school's language policies. The study found that students' personal and cultural experiences, including their language backgrounds, played a significant role in shaping their decisions about higher education. Mobility and multilingualism made students more open to different cultures and helped them feel connected to a global community. School language policies and the value placed on certain languages also influenced students' choices, with English viewed as the primary global language and a key to future education and career opportunities. The study concluded that international schools should better support students' multilingual identities and expand opportunities for language learning to reflect the variety of languages students use and encounter.

Schongalla, S. A. (2024). *Teachers' feedback literacy practices at an International Baccalaureate Diploma Program in Turkey* [Doctoral dissertation, Walden University].

https://scholarworks.waldenu.edu/dissertations/16674

Keywords: *DP, feedback skills, teacher practices, Turkey*

This study examined the feedback practices of DP teachers to identify ways to support students' diverse learning needs. The study used a qualitative design and was conducted at a private high school in Turkey. Thirteen DP teachers participated, and data were collected through interviews focusing on their feedback approaches and experiences. Key findings revealed that the DP teachers' feedback practices were primarily shaped by summative assessment demands, often relied on one-way communication from teacher to student, and lacked sufficient integration of formative strategies to actively engage students in the feedback process. Based on the findings,

the researchers developed a professional development workshop aimed at enhancing teachers' feedback skills, particularly in helping students interpret and use feedback effectively.

Book Chapters

Lee, M., Wright, E., & Walker, A. (2024). Comparing promised and conferred capitals between IBDP and other international programmes. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 156–169). Routledge.

https://doi.org/10.4324/9781003399698-13

Keywords: *DP, social and cultural capital, A-levels, Advanced Placement, China*

This study examined key differences between the DP and other international programmes in terms of the "promised capitals" they offer and how they prepare students for global higher education. "Promised capitals" refer to the anticipated benefits or returns on investment expected by students and their families. The study used a qualitative design and was conducted in Shenzhen, China, across eight international high schools offering A-levels, Advanced Placement (AP), or the DP. Data were collected through interviews with 5 counsellors, 20 teachers, 16 parents, and 60 students. The findings revealed that international schools in the study offered varying promised capitals and positioning for global higher education. A-level schools emphasized British-style education with academic rigor, AP schools focused on U.S. cultural norms, and the DP prioritized global awareness and intercultural understanding for diverse international contexts. A-level and AP schools provided guidance specific to their national systems, while DP schools offered broader advice for global university destinations. However, the study also found that promised capitals were not always fully realized. A-levels and AP were viewed as nationally bound, and the DP faced inconsistent recognition from less globalized universities. Additionally, schools with predominantly China-educated staff offered less social capital for international university applications compared to traditional international schools with more Western-educated staff.

Lee, M., Wright, E., & Walker, A. (2024). IBDP student emergent identities. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 49–60). Routledge.

https://doi.org/10.4324/9781003399698-5

Keywords: *DP, student identities, global middle class, Hong Kong*

This study explored DP alumni's emerging identities and how their IB schooling provided a pathway to joining the "global middle class," characterized by cosmopolitan worldviews and careers. The

research employed a qualitative design and was conducted at two elite universities in Hong Kong. Data were collected through interviews with 42 DP alumni undergraduates. Results revealed that DP alumni perceived themselves as having strong cosmopolitan sensibilities, particularly in global-mindedness and cultural sensitivity, which they felt distinguished them from their local, non-DP university peers. They attributed these dispositions to both the diverse environments of their IB schools and the DP curriculum's emphasis on global issues and cultural diversity. Additionally, participants reported greater involvement in extracurricular activities, particularly those with a global focus, and credited their sustained interest to their experiences with creativity, activity, service (CAS). Participants also expressed aspirations for global economic futures, including working for multinational corporations or non-governmental organizations, which they perceived as setting DP alumni apart from other university students.

Lee, M., Wright, E., & Walker, A. (2024). IBDP student learning attributes. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 3–21). Routledge.

https://doi.org/10.4324/9781003399698-2

Keywords: *DP, IB learner profile, IB continuum students, Indonesia, Singapore, Thailand, Vietnam*

This study investigated differences in DP students' DP examination performance and mastery of IB learner profile (LP) attributes based on their participation in the DP only, the PYP or MYP (multi-programme), or the full IB continuum. Using a mixed-methods research design, the study was conducted in 30 schools in Indonesia, Singapore, Thailand, and Vietnam, including 13 IB continuum schools and 17 DP-only schools. Quantitative data included DP examination scores and a researcher-developed survey measuring four LP attributes: knowledgeable, inquirers, caring, and open-minded. The study involved 716 DP students: 361 DP-only, 229 multi-programme, and 126 full continuum participants. Qualitative data were collected at two IB continuum schools through interviews with 17 school leaders and focus group discussions with 34 students and 17 teachers. No significant differences were found in DP examination scores between continuum students and their DP-only or multi-programme peers. Regarding LP attributes, no significant differences were observed in students' self-reported mastery, except for the Caring attribute, where DP-only students reported significantly higher mean scores than their multi-programme and continuum peers. Interview and focus group findings indicated that prior disciplinary-focused curricula better prepared DP-only students for exams, while continuum students excelled in inquiry-based learning and adaptability.

Lee, M., Wright, E., & Walker, A. (2024). IBDP student university destinations. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 22–35). Routledge.

https://doi.org/10.4324/9781003399698-3

Keywords: *DP, elite IB international schools, university admissions, China*

The purpose of this study was to examine how elite DP international schools help students access prestigious universities worldwide. The study employed a mixed-methods design and was conducted in 14 DP international schools in China. It included a quantitative analysis of archival data on the university admissions of 1,612 DP graduates from 2002 to 2012. Qualitative data were gathered through interviews with 10 administrators and focus groups with 17 teachers and 17 students at five schools. Results showed that nearly all DP graduates pursued higher education outside of China, with the majority attending universities in the United States (51%), followed by the U.K. (11%) and Canada (11%). Additionally, 72% of DP graduates attended one of the world's top 500 universities, including 30% at top 50 universities and 8% at top 15 institutions. Interview and focus group findings highlighted that the DP curriculum and assessments provide significant advantages by showcasing graduates as both academically strong and well-rounded. Furthermore, the substantial financial resources of elite DP international schools enabled them to offer extensive support to students during the university application process.

Lee, M., Wright, E., & Walker, A. (2024). IBDP student university preparations and studies. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 36–48). Routledge.

https://doi.org/10.4324/9781003399698-4

Keywords: *DP, postsecondary preparedness, alumni perceptions, Hong Kong*

This study examined DP alumni perceptions of how well their schooling prepared them for the academic demands of elite universities. Using a mixed-methods research design, the study was conducted at two universities in Hong Kong, both ranked among the top 100 universities globally. Data collection involved two phases: in phase one, a survey was completed by 734 students, including 63 DP alumni; in phase two, interviews were conducted with 42 DP alumni. Survey results showed that DP alumni reported significantly higher skill levels than non-DP students on seven of the nine skills assessed: cultural sensitivity, communication, global-mindedness, time management, creativity, critical thinking, and leadership. No significant differences were found between DP and non-DP alumni on the two remaining skills assessed: adaptability and persistence.

Interview results highlighted how DP alumni perceived their IB experiences as providing substantial advantages in their university education. They emphasized the DP's role in cultivating global awareness and empathy, enhancing critical and creative thinking through the theory of knowledge (TOK) course, improving communication skills through interactive teaching methods, building leadership confidence via creativity, activity, service (CAS) opportunities, and fostering strong time management skills through the programme's demands.

Lee, M., Wright, E., & Walker, A. (2024). IBDP students' participation in private supplementary tutoring. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 61–75). Routledge.

https://doi.org/10.4324/9781003399698-6

Keywords: *DP, private supplementary tutoring, student performance, China*

The purpose of this study was to investigate the extent to which DP students in China participate in private supplementary tutoring and whether their participation impacts their final DP examination scores. As part of a broader mixed-methods research study on the DP in China, this component was conducted in five IB schools and included an analysis of archival data on DP exam scores and a survey of 151 DP graduates. Qualitative data were collected through interviews with 10 DP administrators, 17 DP teachers, and 17 DP students. Results showed that about one-quarter (24%) of the DP graduates in the study reported receiving private supplementary tutoring. The study found that private tutoring was associated with a reduction in DP exam scores, with an estimated decrease of 2.151 points. Interview findings revealed that most DP students pursued tutoring for remedial purposes, often to manage the academic rigor and English-medium instruction of the DP curriculum. Participants believed that private tutoring was misaligned with the DP's focus on higher-order thinking skills, which cannot be effectively taught through rote learning, and therefore considered it ineffective and potentially detrimental to exam performance.

Lee, M., Wright, E., & Walker, A. (2024). Leadership practices and IBDP student achievement. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 101–122). Routledge.

https://doi.org/10.4324/9781003399698-9

Keywords: *DP, leadership practices, student achievement, Indonesia, Singapore, Thailand, Vietnam*

This study investigated key leadership practices in IB schools and their relationship to student academic achievement. The study utilized a quantitative research design and was conducted in 29

IB schools across Indonesia, Singapore, Thailand, and Vietnam. Data collection involved a survey of 758 DP students, who rated their capacities on four IB learner profile attributes: knowledgeable, inquirers, caring, and open-minded. The analysis also included IB exam results from 533 DP students in 25 schools, as well as a survey on school leadership practices completed by teachers. Results showed that DP students had moderately positive perceptions of their capacities for the four learner profile attributes. Teachers rated their principals positively in areas such as strategic resourcing, encouraging teacher learning and development, and mission focus, but noted weaknesses in monitoring teaching and fostering cross-programme interaction. Analysis of the association between leadership practices and DP examination scores revealed that strategic resourcing and encouraging teacher learning and development were positively linked to higher scores, while monitoring classroom teaching and curriculum was negatively associated.

Career-related Programme (CP) Studies

IB-Commissioned Studies

Leake, J., & Townsend, M. (2024). *Postsecondary outcomes of International Baccalaureate Career-Related Programme graduates in the United States.* International Baccalaureate Organization.

https://ibo.org/research/outcomes-research/cp-studies/postsecondary-outcomes-of-cp-graduates-in-the-united-states/

Keywords: *CP, postsecondary enrollment, persistence and completion, United States*

This study examined the postsecondary outcomes of CP graduates relative to the general postsecondary population of the United States. Employing a secondary data analysis research design, the study used National Student Clearinghouse records from the 2016 high school graduating cohort. The study included 706 CP graduates, and the data analysis compared postsecondary enrollment, persistence, and four-year and six-year graduation rates. Key findings showed that 72% of CP graduates enrolled in postsecondary institutions immediately after high school, outperforming the national average enrollment rate of 64%. CP graduates also had higher enrollment rates at four-year institutions (55%) compared to the national average (43%), while slightly fewer enrolled in two-year colleges (18% versus 21% nationally). Persistence rates from the first to the second year of college were notably higher among CP graduates, at 81%, compared to the national rate of 72%. Graduation outcomes revealed that CP graduates had similar four-year graduation rates to the national average (47% and 49%, respectively) but exceeded the national six-year graduation rate by a significant margin (77% versus 68%, respectively).

Cross-programme Studies

IB-Commissioned Studies

Brandt, W. C., & National Center for the Improvement of Educational Assessment. *A review of the literature on intercultural understanding*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/cross-programme/competencies-of-the-future/review-literature-on-intercultural-understanding-2024/

Keywords: *Cross-programme, intercultural understanding, definition, pedagogy, assessment, global*

The purpose of this study, a review of the literature, was to synthesize research on the concept of intercultural understanding in the context of K-12 schooling. Drawing on studies from multiple disciplines, the literature review focused on defining intercultural understanding, exploring its development, identifying instructional approaches, and analyzing methods of measurement and assessment. The study defined intercultural understanding as a combination of the knowledge and appreciation of cultural diversity, and the ability to critically reflect on one's own cultural assumptions in relation to others. Developmentally, intercultural understanding was described as a lifelong process, with curiosity and empathy as foundational attitudes. Instructional practices that may support its development include culturally relevant pedagogies, problem-based learning, and structured discussions. However, the review noted limited empirical evidence on the effectiveness of these practices. The study identified methods for measuring and assessing intercultural understanding, including performance rubrics, portfolios, and surveys, and stressed the need for assessments to capture its dynamic and developmental nature while addressing challenges such as cultural specificity. The study recommended further research to develop evidence-based instructional and assessment practices that can be applied across diverse cultural contexts.

Brandt, W. C., & National Center for the Improvement of Educational Assessment. (2024). *Measuring student success skills: A review of the literature on creative thinking*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/cross-programme/competencies-of-the-future/measuring-student-success-skills-a-review-of-the-literature-on-creative-thinking-2024/

Keywords: *Cross-programme, creative thinking, definition, pedagogy, assessment, global*

This study provided a literature review of research on creative thinking in K-12 education. The review focused on defining creative thinking, examining the developmental trajectory of the

creative thinking process in students, investigating various perspectives on teaching creative thinking, highlighting specific instructional strategies that support its development, and evaluating methods for assessing creativity. The study defined creative thinking as a process of generating, refining, and sharing ideas to solve problems or achieve goals. It distinguished creative thinking from creativity by emphasizing the process rather than the outcomes. The review noted that creative thinking develops unevenly across age groups and is shaped by environmental factors, personal traits, and domain-specific knowledge. Instructionally, strategies such as problem-based learning, project-based learning, and open-ended questioning were identified as potentially effective approaches, although empirical evidence of their direct impact remains limited. In terms of assessing creative thinking, methods include performance tasks, portfolios, self-assessments, and standardized instruments. However, the review highlighted challenges such as cultural bias in assessments and cautioned against using creative thinking assessments for high-stakes purposes.

Brandt, W. C., Lorié, W., & National Center for the Improvement of Educational Assessment. (2024). *Measuring student success skills: A review of the literature on analytical thinking*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/cross-programme/competencies-of-the-future/measuring-student-success-skills-a-review-of-the-literature-on-analytical-thinking-2024/

Keywords: *Cross-programme, analytic thinking, definition and measurement, global*

This study examined the research literature on the concept of analytical thinking, focusing on its definition, instructional practices, and measurement and assessment methods in K-12 education. Analytical thinking was defined as the cognitive process of breaking down complex concepts or problems into their component parts, analyzing their functions, and understanding how they connect to the whole. The review also explored whether analytical thinking is domain-general or domain-specific, concluding that while general skills are essential, analytical thinking often relies on domain-specific content and contexts. Developmentally, the review identified three key mechanisms influencing children's analytical thinking: executive function, which supports self-regulation and focus; working memory, which expands reasoning capacity; and knowledge acquisition, which enables deeper analysis within specific disciplines. Instructionally, both domain-general strategies, such as problem-based learning, and domain-specific approaches show promise, though the review noted a lack of conclusive research on best practices for teaching analytical thinking. In terms of assessment, standardized tests and performance-based tasks were identified as common methods; however, the review cautioned against relying on a single assessment due to challenges like varying definitions and mediating factors. The study called for further research to enhance understanding of instructional methods and to develop reliable tools

for assessing analytical thinking in diverse educational and cultural contexts.

Center for Research Evaluation, University of Mississippi. (2024). *Review of literature on student outcomes in online learning*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/dp-studies/review-of-literature-on-student-outcomes-in-online-learning-2024/

Keywords: *Cross-programme, online learning, definition and measurement, global*

This study provided an overview of the literature on student outcomes and metrics of success in online learning. The study reviewed 92 articles, compared online and face-to-face instruction, and assessed the benefits and challenges of online learning. Key findings showed that online course completion and attrition rates can be comparable to face-to-face instruction but often depend on course design, instructor-student interaction, and students' digital skills. With respect to instructional design, the review found that clear expectations, well-structured lessons, and flexible pacing are essential for meeting diverse learner needs. Flexibility was highlighted as a key benefit of online learning, enabling students to learn at their own pace and schedule while providing opportunities for traditionally excluded groups. Challenges included inadequate teacher training for online instruction and disparities in access due to geographic location. The authors offered several recommendations for IB online offerings, including utilizing a mix of synchronous and asynchronous methods to balance engagement and self-directed learning, ensuring clear expectations and flexible pacing, and providing opportunities for students to personalize their learning experiences.

Ecctis. (2024). *Micro-credentials processes*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/cross-programme/micro-credentials-processes-2024/

Keywords: *Cross-programme, micro-credentials, educator professional learning, global*

This study examined the current literature on the role of micro-credentials in educator professional development. The study reviewed academic literature published after 2017 on general and educator micro-credentialing. Additionally, nine micro-credential issuing organizations and higher education institutions were analyzed as case studies to identify emerging practices and trends. Key findings indicated that models and practices of micro-credentials often emphasize flexible, personalized learning, and support various purposes, such as academic entry, professional development, and labor market needs. The study also found that practices among the nine micro-credential issuers share common traits, including being short-term, competency-

based, self-paced, and job-embedded, though differences were noted in academic versus professional orientations and associated costs. Emerging trends in micro-credentialing include the modularization of traditional curricula and the ability to meet industry demands through targeted opportunities for reskilling and upskilling employees. Among the recommendations offered to micro-credential issuers were ensuring alignment with institutional visions, establishing quality assurance mechanisms, and creating clear pathways for learners to stack or combine credentials into larger programs.

International Baccalaureate Organization. (2024). *The International Baccalaureate in the United States: Growth, access and outcomes*. International Baccalaureate Organization.

https://ibo.org/research/outcomes-research/continuum-studies/the-international-baccalaureate-in-the-united-states-growth-access-and-outcomes-2024/

Keywords: *Cross-programme, IB participation, equity, academic outcomes, United States*

The purpose of this report was to synthesize recent research and data on the IB in the United States, focusing on the expansion of IB World Schools and programs, access and participation among historically underserved student populations, and the academic outcomes of IB students. The report employed a secondary data analysis design, utilizing published research studies, IB institutional records, and national datasets. Key findings of the report included that the United States has the largest number of IB World Schools worldwide, with the vast majority (89%) being public schools. Regarding student participation in the IB, the report identified that, compared to national averages, IB World Schools enroll higher percentages of students from historically underserved populations, including Hispanic, Latino, Black, and African American students. In terms of academic outcomes, the report highlighted that PYP and MYP students performed as well as or better than their non-IB peers on a large-scale international assessment. Additionally, DP and CP students exceeded U.S. national averages in postsecondary enrollment, persistence, and six-year graduation rates, with DP students in high-poverty schools enrolling in college at significantly higher rates than the national average.

Lorié, W., & National Center for the Improvement of Educational Assessment. (2024). *Measuring student success skills: A review of the literature on ethical thinking*. International Baccalaureate Organization.

https://www.ibo.org/research/curriculum-research/cross-programme/competencies-of-the-future/measuring-student-success-skills-a-review-of-the-literature-on-ethical-thinking-2024/

Keywords: *Cross-programme, ethical thinking, definition and measurement, global*

This study examined the concept of ethical thinking in K-12 education, focusing on a review of the literature regarding its definition, development, instructional practices, and methods of measurement and assessment. Findings included a definition of ethical thinking as the process of recognizing and explaining ethical issues in different contexts, considering the ethical dimensions of the various possible responses, and offering a justification for a position that addresses those considerations. The study also found that the development of ethical thinking in students is a complex process shaped by cognitive growth, moral and social norms, and cultural influences, though the exact process remains an ongoing subject of research and debate. Additionally, the review highlighted the malleability of ethical thinking and noted that instructional strategies such as moral dilemma-based discussions, constructivist approaches, and social-emotional learning techniques may foster ethical reasoning in students. The study identified psychometric tools and rubric-based assessments as two primary methods for measuring ethical thinking, emphasizing the importance of considering their purpose, application, and the feedback provided to students.

Taylor, L., Zhou, W., Boyle, L., Funk, S., & De Neve, J.-E. (2024). *Wellbeing for schoolteachers*. International Baccalaureate Organization.

https://ibo.org/research/wellbeing-research/well-being-for-schoolteachers-2024/

Keywords: *Cross-programme, teacher wellbeing, definitions and frameworks, global*

This study reviewed the literature on teacher wellbeing, focusing on its definition, key factors influencing it, and strategies for enhancement. The literature review included a range of sources, such as peer-reviewed journal articles, books, and research reports, and covered theories, measurements, and interventions. Teacher wellbeing was defined as a multidimensional concept of subjective wellbeing, encompassing life satisfaction, emotional states, and a sense of purpose or meaning (eudaimonia). Key factors influencing teacher wellbeing included workload, positive relationships among students and staff, teacher voice, and school climate. The study proposed a Teacher Wellbeing Framework, based on the key drivers of teacher wellbeing identified in the literature. The framework positions teacher job satisfaction as the key performance indicator and identifies influencing factors. These factors include individual teacher elements, such as emotional intelligence, self-efficacy, resilience, problem-solving, and physical health, as well as school-level elements, such as salary satisfaction, job security, work-life balance, professional development opportunities, class size, workplace recognition, and school climate. The framework is intended to serve as a tool for schools to assess wellbeing factors relevant to their unique environments and to develop effective strategies for promoting teacher wellbeing.

Journal Articles

Barnard, M. (2024). A critical reconceptualization of the International Baccalaureate as a potential force for democratisation in global-heritage schools. *Globalisation, Societies and Education*, *22*(4), 563–575.

Keywords: *Cross-programme, democratic education, global-heritage schools, England*

The study aimed to critically reconceptualize the role of the IB in promoting democratic global education in schools. It employed a critical literature review, focusing on global-heritage schools in England. The study conducted a conceptual and theoretical analysis of the organizational practices, policies, and curriculum frameworks of the IB. Key findings highlighted a conflict between the IB's goal of promoting global citizenship and its alignment with neoliberal education systems. The study found that the focus on the DP often sidelines the cultural diversity of students, particularly in global-heritage schools, where diverse cultural backgrounds are not fully recognized or valued. The study recommended that the IB move beyond curriculum-focused approaches to supporting the cultural and social dynamics within schools, fostering spaces where diverse cultural heritage is acknowledged and celebrated.

Deng, L., Wu, S., Chen, Y., & Peng, Z. (2024). Threat or necessity: An analysis of the development of International Baccalaureate education in Shanghai. *Educational Review, 76*(5), 1264–1284.

Keywords: *Cross-programme, education policy, China*

This study examined how the IB was implemented and regulated in Shanghai, China. Using a mixed-methods research design, it explored the evolution of IB education policies and stakeholders' responses. Data were collected through interviews with policymakers, educational scholars, and representatives from six IB schools, including principals, teachers, parents, and students. Additional data were gathered through document analysis of government websites, IB school websites, and official and unofficial Chinese media sources. The findings revealed that IB education in Shanghai has transitioned through three phases: support (1995–2012), regulation (2013–2018), and restriction (2019–present). Early support for the IB aimed to modernize China's education system, but recent policies have introduced tighter restrictions to safeguard national sovereignty, cultural identity, and educational equity. Stakeholders, including parents and

educators, expressed concerns about reduced autonomy and the increasing integration of national curricula into IB frameworks, which have complicated implementation.

Fitzgerald, S. (2024). From Argentina to Zimbabwe: Exploring the global appeal of the International Baccalaureate. *Applied Corpus Linguistics, 4*, Advanced online publication.

https://doi.org/10.1016/j.acorp.2024.100096

Keywords: *Cross-programme, global education, corpus-assisted discourse studies, global*

The study examined the global appeal of the IB and its role in shaping educational discourse worldwide. Using a corpus-assisted discourse studies (CADS) methodology, the research analyzed a specialized collection of 34,104 newspaper articles from 56 countries. The findings revealed four dominant discourses framing the IB: the superiority of its educational standards over national systems, its association with global citizenship and 21st-century skills, its role in promoting global mobility, and its ability to address shortcomings in public education systems. Additionally, the discourse surrounding the IB was influenced by its partnerships with UNESCO and the OECD, positioning it as a solution for addressing global educational challenges. The study concluded that the IB's global narrative both shapes and is shaped by educational reform, serving as a tool to unite different viewpoints and address educational inequalities.

Gardner-McTaggart, A. (2024). Legitimacy, power, and aesthetics in the International Baccalaureate. *Globalisation, Societies and Education, 22*(4), 576–591.

https://doi.org/10.1080/14767724.2022.2115344

Keywords: *Cross-programme, global citizenship, equity, education reform, global*

The purpose of this study was to analyze the IB's ability to fulfill its mission of "making the world a better place" amid global socio-economic disparities. The study employed a critical meta-analysis approach for synthesizing IB literature to explore how the IB's structure and operations reflect tensions between its progressive educational mission and its alignment with market-driven priorities. Results highlighted that while the IB promotes ideals such as global citizenship and educational equity, its practices often reinforce privilege and exclusivity, with IB programmes primarily serving students from higher socioeconomic backgrounds. Furthermore, the study identified a disconnect between the IB's stated goals and its operational focus on profitability and market expansion. Recommendations included for the IB to re-evaluate its organizational priorities to better align with its mission and to explore strategies for making its programmes more accessible to underprivileged communities.

Gardner-McTaggart, A., Bunnell, T., Resnik, J., Tarc, P., & Wright, E. (2024). Can the International Baccalaureate (IB) make a better and more peaceful world? Illuminating limits and possibilities of the International Baccalaureate movement/programs in a time of global crises. *Globalisation, Societies and Education, 22*(4), 553–562.

https://doi.org/10.1080/14767724.2023.2252435

Keywords: *Cross-programme, global citizenship, equity, education reform, global*

The purpose of this study was to provide a critical reflection on the IB's ability to achieve its mission of creating a better and more peaceful world amid global crises. The study employed a theoretical and empirical synthesis design, combining social theory with case studies of IB programmes worldwide. It analyzed the IB's evolution in diverse contexts, including private and public schools, and examined the intersection of privilege, pedagogy, and social equity. Key findings revealed tensions between the IB's progressive mission and its connection to systems that reinforce privilege and exclusivity. Challenges identified included limited access to IB programmes, disparities in teacher training, and the impact of competitive school environments. However, the study also highlighted the IB's potential to foster critical thinking, global citizenship, and teacher professionalism. Recommendations included increasing accessibility to IB education in public schools, addressing systemic inequities, and fostering critical self-reflection within IB structures to align with its transformative goals.

Hoon, T. S. (2024). Enhancing pedagogical leadership in Malaysian IB schools: A contextual model evaluation. *The Journal of Educational Leadership and Innovation*, *1*(1), 45–72.

https://ejournal.ucf.edu.my/current/

Keywords: *Cross-programme, instructional leadership, conceptual model, Malaysia*

This study aimed to determine the efficacy of a conceptual model of instructional leadership tailored for IB schools in Malaysia. Using a qualitative case study design, the research was conducted in a private Malaysian IB school. The conceptual model, which incorporates Eastern philosophical principles such as Confucian teachings, was developed in earlier research phases and served as an analytical framework to evaluate instructional leadership practices. Data were collected from 19 instructional leaders through interviews and 21 participants in focus group discussions, supplemented by document analysis and reflective journaling. Key findings showed that the conceptual model enhanced understanding of pedagogical leadership and aligned with IB principles and practices. The model emphasized four key themes: competency and dedication, delivery and implementation, performance and development, and growth and sustainability.

Participants highlighted the value of integrating Eastern philosophies, to enhance cultural relevance. However, some expressed concerns about the model's completeness and applicability across departments. The study recommended refining the model by incorporating interpersonal skills, using it in training programs for future IB instructional leaders, and conducting further research to validate and expand it in diverse contexts.

Lee, M., & Mo, Y. (2024). Teacher self-efficacy in a multicultural classroom: A comparative analysis of International Baccalaureate (IB) and non-IB teachers. *Multicultural Education Review, 15*(4), 245–263.

https://doi.org/10.1080/2005615X.2024.2318688

Keywords: *Cross-programme, teacher self-efficacy, multiculturalism, Australia, Canada, China, Denmark, South Korea, Taiwan, Turkey, United States*

The aim of this study was to compare IB and non-IB teachers' sense of self-efficacy in multicultural classrooms. Using a secondary survey data research design, the study was conducted among teachers in eight countries: Australia, Canada, China, Denmark, South Korea, Taiwan, Turkey, and the United States. Data were drawn from two sources: survey data from a previous study of IB teachers at 173 schools in these eight countries and the Teaching and Learning International Survey (TALIS) 2018 dataset. The final sample included 981 IB teachers and 29,603 TALIS teachers. The study found that IB teachers reported significantly higher confidence levels than their non-IB counterparts in their ability to teach students from diverse cultural backgrounds. Notably, this difference in self-efficacy between the two groups was observed across school/programme levels (PYP, MYP, DP) and in all eight countries included in the study. The study concluded that the IB framework enhances teachers' capacity for culturally responsive teaching and recommended further professional development opportunities to support multicultural education.

Leek, J. (2024). Homo Sovieticus in policy versus teacher leadership in Polish International Baccalaureate practices. *International Journal of Leadership in Education, 27*(2), 244–261.

https://doi.org/10.1080/13603124.2020.1853245

Keywords: *Cross-programme, teacher leadership, post-Soviet education, Poland*

The aim of this study was to explore teacher leadership practices within IB schools in the context of post-Soviet education policies. The research employed a case study design and was conducted across nine public and private IB World Schools in Poland. Participants included 36 teachers who transitioned from state schools to the IB, with data collected through interviews. The study found

that the centralized structure of Poland's education system often limits teachers' leadership roles, reflecting a Soviet-era mindset that discourages initiative and independence. Teachers described the transition to the IB as challenging but ultimately liberating, providing opportunities for professional development and student-focused teaching. Teachers perceived that IB schools foster leadership skills more effectively by promoting collaborative practices, professional growth, and autonomy in curriculum implementation. The study concluded that IB schools create environments that supports the evolution of teachers from passive roles to active leaders.

Leek, J. (2024). International Baccalaureate schools as islands of educational resistance: A case study of Poland. *Globalisation, Societies and Education, 22*(4), 625–637.

Keywords: *Cross-programme, educational resistance, teacher agency, Poland*

This study explored the role of IB schools as spaces of educational resistance to restrictive national education policies. Using a case study design, the research was carried out in nine IB schools in Poland. Participants included 36 teachers with extensive experience in both the IB and national education systems, and data for the study were collected through interviews. Key findings showed that IB schools offered teachers greater autonomy and professional growth compared to the rigid structures of Poland's national education system. Teachers described the IB curriculum as promoting freedom in teaching methods, interdisciplinary learning, and global citizenship, contrasting sharply with the prescriptive nature of national curricula. The study identified IB schools as "islands of resistance," providing democratic educational practices in a system otherwise marked by centralized control and limited teacher agency. Recommendations included expanding IB programmes in public schools and fostering collaboration between IB and national systems to support broader educational reform.

Palmer, N. (2024). A conception of practical global citizenship education: Locating and situating 'allosyncracy'. *Globalisation, Societies and Education, 22*(2), 292–302.

Keywords: *Cross-programme, global citizenship education, allosyncracy, Azerbaijan*

This study explored how global citizenship education is conceptualized and implemented in an IB international school. The research employed a grounded theory design and was conducted at an IB World School in Baku, Azerbaijan. The study participants included an unspecified number of teachers, parents, and students, with data collected through interviews, classroom observations,

and document analyses. Key findings indicated that participants understood global citizenship education as emphasizing connections between people, fostering empathy, and taking action, with a focus on encouraging global involvement and raising awareness about important issues. Teachers highlighted the importance of "allosyncracy," defined as the unique ways individuals and groups behave and relate to others, as a framework for advancing global citizenship education. The study concluded that the concept of allosyncracy can be used to develop inclusive, action-focused global citizenship education that bridges cultural and individual differences.

Palmer, N. (2024). Orienting practical global citizenship education in an International Baccalaureate international school. *Prospects,* Advanced online publication.

https://doi.org/10.1007/s11125-024-09692-x

Keywords: *Cross-programme, global citizenship education, Caucasus region*

The purpose of this study was to explore how global citizenship education is understood and practiced in IB international schools. The research employed a grounded theory design and was conducted at an IB World School in an unspecified country in the Caucasus region. Participants included school leaders, teachers, students, and parents, with data collected through interviews, observations, and document analysis. Key findings revealed that global citizenship education was understood as a process of fostering empathy, intercultural understanding, and long-term global responsiveness. Participants highlighted the importance of empathy and taking meaningful action to connect global ideals with practical teaching and learning experiences. Recommendations included incorporating empathy-driven approaches and long-term planning into global citizenship education to better align with the IB's mission of creating a more peaceful and sustainable world.

Palmer, N., & Chandir, H. (2024). Education beyond techno-global rationality: Transnational learning, communicative agency, and the neo-colonial ethic. *Journal of Creative Communications, 19*(1), 59–73.

https://doi.org/10.1177/09732586231206651

Keywords: *Cross-programme, global citizenship education, technology, Central Asia, Western Europe*

This study explored how the implementation of global citizenship education in IB schools is shaped by technology. Using a grounded theory research design, the study was carried out in two IB World Schools located in undisclosed countries in Central Asia and Western Europe. An unspecified number of students, teachers, school leaders, and parents participated in the research, and data

were collected through interviews, classroom observations, and analysis of key documents. The study found that technology played a key role in supporting the implementation of global citizenship education across IB programmes by facilitating "communicative outreach," helping students connect with diverse communities and foster collaboration. Additionally, the study highlighted "agency in diversity," where technology supported students in exploring their identities and engaging in global sustainability projects, as another feature of technology-enhanced global citizenship education. The study recommended further research into the role of technology in creating equitable, inclusive, and critical global citizenship education practices.

Schippling, A., & Abrantes, P. (2024). IB World Schools in the Lusophone world: An exploratory field study in São Paulo, Lisbon, and Maputo. *International Studies in Sociology of Education,* Advanced online publication.

Keywords: *Cross-programme, IB expansion, education systems, Brazil, Mozambique, Portugal*

This study aimed to document the expansion of the IB in Lusophone, or Portuguese-speaking, countries, focusing on Brazil, Mozambique, and Portugal. The research employed a content analysis design, with IB school websites, databases, and public documents serving as the data sources for the study. Findings revealed that IB schools in the Lusophone world are predominantly private and cater to elite demographic groups. The study highlighted variations in IB school types, including traditional international schools and emerging "internationalized" local elite schools. Challenges included the limited accessibility of IB education in public schools and underserved communities, as well as the absence of Portuguese as a working IB language. Despite these limitations, the study underscored the potential of IB programmes to promote global citizenship, holistic education, and leadership. Recommendations included expanding access to IB education in the Global South and exploring strategies to better integrate IB into national education systems.

Shah, A. (2024). Decloaking whiteness: Linguistic and pedagogical imperialisms of International Baccalaureate teacher education in Japan. *Anthropology & Education Quarterly*, Advanced online publication.

Keywords: *Cross-programme, International Baccalaureate Educator Certificate, Whiteness, Japan*

This study examined how linguistic and pedagogical "whiteness" appears in International Baccalaureate Educator Certificate (IBEC) programs. Using an ethnographic design, the study was

conducted within two IBEC programs in Japan. Research participants included 42 IBEC program students and an undisclosed number of faculty members, with data collected through participant observations of IBEC classes, staff meetings, and student interactions, as well as semi-structured interviews and document reviews. The study found tensions in balancing the use of English and Japanese in IBEC programs, as students and faculty navigated the dominance of English. Teaching methods based on constructivism, a Western educational approach, often created additional conflicts with Japanese cultural traditions and ways of working together. The study recommended that the IB address the dominance of Western frameworks in IBEC by promoting multilingualism, culturally inclusive teaching practices, and local adaptations to support equity and diversity.

Wright, E., Lin, C., & Lu, J. (2024). The turning tide of the International Baccalaureate in China: When global dreams meet national priorities. *Globalisation, Societies and Education, 22*(4), 651–664.

https://doi.org/10.1080/14767724.2022.2115342

Keywords*: Cross-programme, education policies, national identity, China*

This study investigated how the IB interacts with national education policies in China. Using a content analysis design, the researchers examined government documents and state media from 2012 to 2021 to understand policy shifts affecting IB schools. The results showed that while the IB initially flourished in China, recent government policies have tightened control over the sector. These policies have restricted the use of international curricula in public and private bilingual schools, prioritizing national identity, public welfare, and equity. For instance, public schools were prohibited from implementing the PYP and MYP. The IB was critiqued for promoting Western values and considered a potential threat to national loyalty. The study emphasized the importance of balancing the IB's global aspirations with local contexts, suggesting that flexibility and alignment with national priorities are critical for its sustainability in restrictive regulatory environments.

Ying, X. (2024). A comparative study between Chinese exam-oriented education and International Baccalaureate. *Lecture Notes in Education Psychology and Public Media*, *70*(1), 89–94.

https://doi.org/10.54254/2753-7048/70/20241029

Keywords*: Cross-programme, exam-based schooling, student development, China*

The purpose of this study was to compare exam-based national education systems and the IB to assess their suitability for different types of students. The research employed a content analysis design and focused on IB schools in China. Data were drawn from secondary sources, including

official IB documents and research on the Chinese education system. Key findings of the document analysis revealed notable differences between the two systems. IB programmes were found to emphasize comprehensive student development, including critical thinking, creativity, and global citizenship. In contrast, the Chinese system was viewed as prioritizing academic performance and examination results, often at the expense of creativity and practical skills. The study also identified challenges, including the high stress associated with IB workloads and the rigidity of the Chinese system. Recommendations included reducing academic burdens and promoting teacher understanding of individual student needs to enhance the effectiveness of both systems.

Dissertations and Theses

Bombka, A. (2024). *The impact of years enrolled in International Baccalaureate programs and socioeconomic status on International Baccalaureate Diploma graduation rates* [Doctoral dissertation, Saint Leo University].

https://www.proquest.com/docview/3030973717/abstract?parentSessionId=f8CTf2y5f3fx5QT%2FruQYMKIouemo5TtCvKLnQ%2BY2Nj8%3D&sourcetype=Dissertations%20&%20Theses

Keywords: *Cross-programme, IB participation, DP exam scores, United States*

This study examined the effects of students' socioeconomic status and the number of IB programs completed on their DP examination scores. A mixed-methods case study was conducted at an IB private school in the southeastern United States. Quantitative archival data from 365 graduates included DP exam scores, the number of IB programs completed, and financial aid status. Qualitative data were collected through interviews with 10 teachers, administrators, and IB coordinators from the PYP, MYP, and DP. Results indicated that completing the full IB continuum and financial stability positively influenced DP exam performance, with PYP, MYP, and DP graduates achieving higher scores than those completing only the MYP and DP. Similarly, students not receiving financial aid outperformed those receiving aid. Interview findings highlighted that IB educators emphasized the importance of self-management, communication, and thinking skills, as well as the need for additional resources, such as onboarding programs and targeted support for struggling learners. They also underscored teacher professional development as essential for addressing students' increased academic needs.

Wood, C. (2024). *Leadership and teacher agency for inclusive classrooms: Insights about integrating students with disabilities into inclusive classrooms from teachers and school leaders in three international schools* [Doctoral dissertation, University of San Diego].

https://doi.org/10.22371/05.2024.001

Keywords: *Cross-programme, special needs students, teacher agency, school leadership, Austria, Germany, Greece*

This study explored the role of school leaders in empowering teachers to support the inclusion of students with disabilities in classroom settings. Conducted as a multiple case study, the research took place in three IB World Schools located in Austria, Germany, and Greece. Participants included 15 staff members: 3 senior leaders, 6 classroom teachers, and 6 learning support specialists. Data were collected through interviews and reviews of the schools' inclusion policies and practices. Key findings revealed that school leaders promote teacher agency through strategies such as fostering trust, encouraging collaborative planning, and involving interdisciplinary teams in decision-making. Leaders also emphasized the importance of professional development and mentorship programs to equip teachers with the skills needed for inclusive teaching. Teachers valued the supportive role of learning support specialists and noted the positive impact of collaborative structures on their ability to meet student needs. The study also identified challenges to fostering inclusive school environments, including time constraints, resource limitations, and inconsistent involvement of classroom teachers in policy development. The study concluded that proactive leadership and structured collaboration are essential for creating inclusive school environments.

Book Chapters

Lee, M., Wright, E., & Walker, A. (2024). IB in national contexts: Navigating government regulations. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 173–184). Routledge.

https://doi.org/10.4324/9781003399698-15

Keywords: *Cross-programme, international schooling, government regulations, China*

This study examined representations of international schooling in China to understand policy changes and justifications for increased regulatory control over the sector, with a focus on the IB. The research employed a content analysis design, analyzing nine central government policies and 123 news articles from state-run newspapers published between 2012 and 2021. Findings revealed that China's government has re-evaluated the role of international schooling and the IB,

driven by concerns that the sector may undermine national interests. Reforms have been applied differently across school types: international schools for foreign nationals have received conditional support to attract global talent; private bilingual schools for Chinese citizens are being aligned with public schools for compulsory education; and public schools offering the IB face increased oversight to ensure alignment with national interests. The study concluded that these regulations raise questions about the future of the IB in China.

Lee, M., Wright, E., & Walker, A. (2024). Introduction of IB programmes to local/national education system: The cases of Hong Kong, Singapore, and South Korea. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 139–155). Routledge.

https://doi.org/10.4324/9781003399698-12

Keywords: *Cross-programme, IB adoption, local school system, Hong Kong, Singapore, South Korea*

This study examined government motivations for integrating the IB into local education systems in Hong Kong, Singapore, and South Korea. Using content analysis, the study analyzed documents, including government records and local media reports, IB school websites, and research studies. Results showed similarities and differences in IB adoption across the three contexts. In Hong Kong, the IB was adopted through a government-led policy to expand school choice, establishing it as a high-status, internationally recognized curriculum. In Singapore, the IB is primarily limited to international and elite local schools, receiving little public or official attention. In South Korea, IB adoption in local private schools remains minimal due to bureaucratic and financial challenges; however, education authorities have recently promoted it as a solution to address systemic issues such as exam-driven learning and student stress, distinguishing Korea from the other contexts.

Lee, M., Wright, E., & Walker, A. (2024). School leadership that weaves curriculum connections in IB schools. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 79–99). Routledge.

https://doi.org/10.4324/9781003399698-8

Keywords: *Cross-programme, school leadership, curriculum transition, East and Southeast Asia*

This study explored the challenges of implementing and transitioning between IB programmes—referred to as "disconnections"—and the strategies used by school and teacher leaders to address them. Using a qualitative case study design, the study was conducted in five multi-programme or full-continuum IB schools in undisclosed countries in East and Southeast Asia. Data were gathered

through interviews and focus groups with 68 principals, department heads, and teachers, as well as 25 DP students. Additional data were collected through classroom observations, school documents, and archival records. Five types of disconnections were identified. *Instrumental disconnection,* caused by gaps between the inquiry-based MYP and exam-focused DP, was addressed with backward mapping, curriculum articulation committees, and mapping software. *Intellectual disconnection,* due to misunderstandings between programmes, was mitigated through cross-programme staff interactions, teaching, and collaborative workshops. *Cultural disconnection,* stemming from parental expectations clashing with IB pedagogy, was addressed through workshops and meetings for parents. *Professional disconnection,* involving gaps in teacher collaboration, was resolved by fostering professional learning communities. Finally, *communicative disconnection* with the IB Organization, due to unclear guidelines, was addressed by internally adapting IB expectations to better align programmes.

Lee, M., Wright, E., & Walker, A. (2024). Stratification and inequality in educational opportunities Shaped by the rise of IB international schools. In M. Lee, E. Wright & A. Walker (Eds.), *The International Baccalaureate in Asia: Navigating a Changing Landscape* (pp. 185–169). Routledge.

https://doi.org/10.4324/9781003399698-16

Keywords: *Cross-programme, inequities, creativity, activity, service (CAS), China*

This study examined whether the growth of the IB in East Asia contributes to societal divisions and inequities in educational opportunities. It employed a mixed-methods design, including a literature review on the rise of IB schools, access disparities, and the segregation of elites within IB international schooling in East Asia. A case study of five DP schools in Beijing and Shanghai involved interviews with head teachers and DP coordinators, as well as focus groups with 17 students and 17 teachers. Findings revealed that deregulation of international school markets in Asia has allowed affluent families greater access to IB schools, drawn by the appeal of elite and internationalized education. However, restricted access risks exacerbating socio-economic inequities in educational opportunities. The case study found that while schools valued the DP's creativity, activity, service (CAS) course as a way to promote traits such as being balanced, caring, communicative, and open-minded, in practice, CAS was often reduced to a "box-ticking" exercise as students prioritized aspects of the DP more relevant to university admissions. The researchers concluded that this exclusivity, combined with the limited accessibility of DP schools in China for affluent families, reinforced social divides and led to "skyboxification," where students remain within elite educational environments with minimal interaction with local communities.

Conference Presentations

Özkeskin, H. (2024). Leading with an IB mindset: Cultivating leadership skills in the International Baccalaureate Programmes. [Presentation paper]. In O. Titrek, C. R. Reis, & J. G. Puerta (Eds.), *Proceedings of the International Conference on Lifelong Education and Leadership for All (ICLEL 2023)* (pp. 97–106). Atlantis Press.

https://doi.org/10.2991/978-94-6463-380-1_9

Keywords: *Cross-programme, leadership development, lifelong learning, global*

This conference presentation paper summarizes a study that examined how the IB fosters school leaders' capacities. Conducted using a content analysis design, the study analyzed the 2022 IB Programme Standards and Practices document, which outlines the foundational principles for IB World Schools. Data were coded and thematically analyzed across seven leadership capabilities: strategic, cultural, pedagogical, entrepreneurial, relational, reflective, and heuristic intelligence. The study found that the IB standards and practices provide a robust framework for cultivating leadership skills. Strategic capacities are fostered by guiding leaders to align their school's mission and vision with IB's holistic educational philosophy. Cultural skills are nurtured through practices that promote intercultural understanding and the creation of inclusive school environments. Pedagogical capacities are developed by encouraging inquiry-based learning and fostering critical thinking and student growth. Entrepreneurial skills are strengthened by empowering leaders to innovate and adapt to new challenges in education. Relational abilities are supported by fostering collaboration and shared responsibility among stakeholders. Reflective capacities are enhanced by emphasizing continuous self-assessment and organizational improvement. Finally, heuristic intelligence is advanced by equipping leaders to make informed decisions about curriculum design, instructional strategies, and optimizing learning environments.

Trianda, Y., & Krismayani, I. (2024). Seeing the varied developed students' skills using the perspective of IB's (International Baccalaureate) ATL (Approaches to Learning) through teacher librarian's library activities: A systematic literature review on Tandfonline database. [Presentation paper]. In *Proceedings of the Conference of Culture and Sustainable Development* (ICOCAS) Vol 2, (pp. 238–243). Diponegoro University.

http://proceedings.undip.ac.id/index.php/icocas/article/view/815

Keywords: *Cross-programme, teacher librarians, library activities, approaches to learning, global*

This conference paper summarized a study that explored how teacher librarians—school librarians

who combine traditional librarian roles with teaching responsibilities—use library activities to develop students' skills through the lens of the IB's approaches to learning (ATL) framework. The research employed a literature review, analyzing articles from the Tandfonline database. Key findings revealed that library activities aligned with ATL to help develop various student skills, including research skills (information and media literacy), self-management skills (organization), communication skills (interaction), social skills (collaboration), and thinking skills (critical thinking). Specific examples included guiding students in using search engines effectively, organizing information, and collaborating with peers. The study concluded that teacher librarians play a critical role in fostering students' skills and recommended further recognition of their contributions to supporting the IB's educational goals.