



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

# Research on the International Baccalaureate

*2011*

**March 2012**

International Baccalaureate® Organization 2012

The following list attempts to chronicle the research published on the International Baccalaureate (IB) in 2011. This document is meant to serve IB heads of schools, coordinators, teachers, employees and others in the IB community, as well as researchers in the field.

Descriptions of the individual pieces of research are meant to provide a brief overview of the content of publications, and in no way represent the whole of the important background, methodological considerations or findings found therein. The list is intended to be as inclusive as possible, and no value judgments were made on the validity of the findings or rigour of the studies included here.

In 2011 we identified 75 pieces of research published on the IB. Of these, 48 references were related to the Diploma Programme (DP), 17 to the Middle Years Programme (MYP) and 6 to the Primary Years Programme (PYP); 12 were related to the IB as an organization, to all programmes or no particular programme. There were 21 journal articles, 21 conference presentations, 16 master's or doctoral theses/dissertations, 11 research reports, 4 books or chapters in books and 2 IB position papers. Of these, 42 took place in the IB Americas (IBA) region, 8 in the IB Africa, Europe, Middle East (IBAEM) region, 9 in the IB Asia-Pacific region (IBAP) and 18 were global in scope. The most common topic was the postsecondary performance of DP students, but the implementation of the programmes, a focus on the school, student performance and international-mindedness, as well as the growth of the organization were also popular topics of research.

While concerted efforts were made to include every available piece of research relating to the IB published in 2011, there are undoubtedly some writings that have been missed. Thus, we very much consider this to be an ongoing project, and encourage you to bring any research not included here to our attention at [research@ibo.org](mailto:research@ibo.org).

IB Research Department

# All programmes

## Global

## Growth

Bates, Richard et al

### **Schooling Internationally: Globalisation, Internationalisation and the Future for International Schools**

Book, Edited

**Pages** 214

**Publisher** Routledge

Abingdon, UK

**Keywords** International schools, Internationalism, Globalization, Curriculum

The number of international schools is growing, and many other schools are exploring the concept of international-mindedness and its meaning in the contemporary world of globalization. This book sets out to provide a critical perspective on issues facing 'international schooling', and their effects on teaching, learning, curriculum and assessment. Issues addressed include: political economy of international schools; their relations to global and local cultures, global markets and civil society; global networking; micropolitics; growth complexity and challenges for the IB; future demands for and of teachers; nature of teaching and learning; international curriculum; issues facing international assessment; and education for global citizenship.

**Link** <http://www.routledge.com/books/details/9780415589277/>

**Notes**

## Global

## Growth

Bunnell, Tristan

### **The International Baccalaureate and "Growth Scepticism": A "Social Limits" Framework**

Journal Article

International Studies in Sociology of Education

Vol; Iss: 21; 2

**Pages** 161-176

**Publisher** Routledge

Abingdon, UK

**Keywords** Moral values, Moral development, International schools, Advanced Placement, Access, Competition

The number of schools offering IB programmes reached 3000 in 2010, and within a "wider access" paradigm, a further 7000 schools are expected by 2020. However, there is some concern about growth compromising quality, especially within the "international school movement". This phenomenon can be termed "growth scepticism" in the same way economic growth is now questioned as desirable. This paper charts this development and argues there is room for a wider framework of analysis, viewing the growth of the IB in a social and moral lens. This paper takes Fred Hirsch's 1976 book "The Social Limits to Growth" as its core theoretical framework, linking growth to potential social externalities like increased competition and the commercialization of society.

**Link** <http://www.tandfonline.com/doi/abs/10.1080/09620214.2011.575103>

**Notes**

# All programmes

## Global

## Growth

Hayden, Mary

**Transnational Spaces of Education: The Growth of the International School Sector**

Journal Article

Globalisation, Societies & Education

Vol; Iss: 9; 2

**Pages** 211-224

**Publisher** Routledge

Abingdon, UK

**Keywords** International schools, Bachelor's degree, Global mobility

This article suggests that there are currently two main aspects of the growing internationalization of education at school level: the internationalization of national systems of education and the growth in numbers of international schools worldwide. It is the latter that forms the main focus of the article, beginning with consideration of the background to the development of international schools. A discussion of the changing nature of international schools then follows, as this form of education proves increasingly attractive not only to the globally mobile expatriates for whom such schools were originally founded, but also to those seeking a competitive edge for their child in a globalized market.

**Link** <http://www.tandfonline.com/doi/abs/10.1080/14767724.2011.577203>

**Notes**

## Global

## International-mindedness

Boix Mansilla, Veronica; Jackson, Anthony

**Educating for Global Competence: Preparing Our Youth to Engage the World**

Book, Whole

**Pages** 119

**Publisher** Asia Society

New York, NY, USA

**Keywords** Teaching, Global competency, K-12

This book makes the case for a more globally focused K-12 education system and defines the term global competence. It explores how young people view their role as competent workers and citizens as well as how practitioners can develop global competence through the study of world issues. With examples, tools and resources, this book is a must have for those wanting to add a global dimension to their classrooms and schools.

**Link** <http://asiasociety.org/education/partnership-global-learning/making-case/global-competence-prepare-youth-engage-world>

**Notes**

# All programmes

## Global International-mindedness

Davy, Irene

### Learners without Borders: A Curriculum for Global Citizenship

IB Position Paper

**Pages** 10

**Publisher** IBO Geneva, Switzerland

**Keywords** Globalization, Philosophy, Citizenship, Curriculum, Pedagogy, Culture

This paper makes the argument for a curriculum that strengthens the elements of global citizenship so that it becomes an approach to learning, as opposed to an addition to the curriculum. Learning for global citizenship must include specific attention to philosophy, pedagogy, content and assessment. Global citizenship requires a knowledge base and understanding of global issues together with critical thinking skills and pluralistic attitudes. In this era of rapid change, technology skills contribute significantly to a 21st century global curriculum and students' ability to make change in the world.

**Link** <http://blogs.ibo.org/positionpapers/2011/07/01/learners-without-borders-a-curriculum-for-global-citizenship/>

**Notes** This paper is part of a series of papers commissioned by the IB and written by IB practitioners. Each paper addresses a topic or issue related to the IB's philosophy or its educational practices.

## Global International-mindedness

Wells, John

### International Education, Values and Attitudes: A Critical Analysis of the International Baccalaureate (IB) Learner Profile

Journal Article

Journal of Research in International Education Vol; Iss: 10; 2

**Pages** 174-188

**Publisher** SAGE Publications Thousand Oaks, CA, USA

**Keywords** Advanced Placement, Criticism, Profiles, Values, Student attitudes, Teaching methods, Cultural awareness

This article provides a critical review of the way that the IB promotes international education and international-mindedness through the Learner Profile. While discussing theories of values and attitudes, and the teaching of values and theories of value acquisition, the scarcity of such topics in IB texts is noted. It is acknowledged that the IB is in the process of providing support for schools in their delivery of the Learner Profile, and this article is intended to contribute to discussion as to how best that might be done.

**Link** <http://jri.sagepub.com/content/10/2/174.abstract?rss=1>

**Notes**

## Global Language

Allan, Michael

### Thought, Word and Deed: The Roles of Cognition, Language and Culture in Teaching and Learning in IB World Schools

IB Position Paper

**Pages** 11

**Publisher** IBO Geneva, Switzerland

**Keywords** Language, Culture, Cognitive patterns, Teaching

This paper examines three themes—culture, language and cognition—that are of fundamental importance for teaching and learning in linguistically and culturally diverse schools, and explores the synthesis of all three. Indeed, the central thesis of this paper is that they are not only connected, but that both language and cognitive processes are cultural artifacts, with a nature that varies from culture to culture. This has profound implications for teaching and learning in IB World Schools.

**Link** <http://blogs.ibo.org/positionpapers/2011/05/19/thought-word-and-deed-the-roles-of-cognition-language-and-culture-in-teaching-and-learning-in-ib-world-schools/>

**Notes** This paper is part of a series of papers commissioned by the IB and written by IB practitioners. Each paper addresses a topic or issue related to the IB's philosophy or its educational practices.

# All programmes

## Global

## Programme transition

Hallinger, Phillip; Lee, Moosung; Walker, Allan

### Program Transition Challenges in International Baccalaureate Schools

Journal Article

Journal of Research in International Education

Vol; Iss: 10; 2

**Pages** 123-136

**Publisher** SAGE Publications

Thousand Oaks, CA, USA

**Keywords** Full continuum schools, MYP–DP transition, Partial continuum schools, Programme implementation

The IB's three programmes were developed in an evolutionary rather than a strategic fashion and operate with very different curricular assumptions. Thus schools adopting multiple IB programmes have reported a variety of "transition problems". In light of these reports, the IB undertook a global survey of IB Coordinators in 2008 to better understanding the extent and nature of this problem. This study analyses those data to understand the challenges that schools face as they seek to support students in making a successful transition from the MYP to the DP. It also highlight differences in the challenges faced by partial continuum and full continuum schools and offers recommendations for addressing the "transition problems".

**Link** <http://jri.sagepub.com/content/10/2/123.abstract?rss=1>

**Notes**

## IBA

## Language

Huculak, Heather

### Second Language Teachers' Experiences and Perspectives: Viewing the World Through IB

Conference Proceedings

**Pages** n/a

**Publisher** Canadian Society for the Study of Education Annual Conference

New Brunswick, Canada

**Keywords** Language teaching, Teacher experiences, Transdisciplinary

This paper explores similarities and differences in teacher experiences in teaching a second language in an IB Programme and a non-IB programme. How do teachers who have taught in both of these programmes understand and enact "developing global-minded individuals" or "intercultural understanding"? This session presented what the IB means to the teacher participants, how it promotes and develops a vision of a "peaceful world through intercultural understanding and respect" in students, what it means to teach the "IB way", how the IB philosophy is embodied in teacher planning, assessment, classroom environment and school context and how teachers perceive student learning, skill development and attitudes to be transdisciplinary.

**Link** [n/a](#)

**Notes** Roundtable Session

## All programmes

### IBAP

### Implementation

Hara, Kazuhisa

#### **Educational Change Beyond Borders: International Bacculaureate in New Zealand**

Dissertation/Thesis

PhD

**Pages** 270

**Publisher** Auckland University of Technology

Auckland, NZ

**Keywords** New Zealand, Diffusion of innovations

This study explored the perspectives of 37 school leaders and teachers on the implementation of the IB in New Zealand schools by inquiring: why schools adopted the programmes; how they implemented them; what the process looked like; and what influence it had on teachers' professional practices. Document analysis complemented the interview data. Data suggested that various meanings were attached to the programmes beyond the founders' intentions, and the driving factor behind implementation was the school leaders' practical needs to make their schools more attractive and accountable to parents, teachers, and students, and to gain a better market position. Teachers seemed to have had positive experiences with the programmes.

**Link** <http://hdl.handle.net/10292/3262>

**Notes**

### IBAP

### Implementation

Lee, Moosung; Hallinger, Philip; Walker, Allan

#### **Leadership Challenges in International Schools in the Asia-Pacific Region: Evidence from Programme Implementation of the International Bacculaureate**

Journal Article

International Journal of Leadership in Education

electronic

**Pages** 22

**Publisher** Routledge

Abingdon, UK

**Keywords** East Asia, Case studies, School leadership

Over the last four decades, IB schools have become increasingly important in the global market of international education. This is especially evident in the Asia-Pacific region, which has demonstrated the fastest growth in IB schools, as well as international schools more generally, across the world over the last decade. This paper analyses case study data collected in five IB schools in East Asia. The purpose of the report is to explore key challenges facing IB school leaders in the region, and to identify implications for researchers and IB school leaders.

**Link** <http://www.tandfonline.com/doi/abs/10.1080/13603124.2011.605475>

**Notes**

# All programmes

## IBAP

## Implementation

Mirza, Taymur

**Role of Distributive Leadership in the Transformation of Traditional Schools to Professional Learning Communities in Developing Nations of South Asia**

Dissertation/Thesis

MA

**Pages** 48

**Publisher** University of London

London, UK

**Keywords** Distributive leadership, Professional learning communities, South Asia, Culture, School change

This study investigates the relationship between distributed style leadership and change of culture in schools in developing nations of South Asia. Taking a sample of schools in South Asia which have recently attained IB authorization or are in the process of authorization, the author interviews heads of school, surveys staff, and reviews documentation to understand the prevailing school culture, leadership style, organizational structure, the adopted change process and its challenges. The paper attempts to establish the clash between the contrasting cultural behaviours and the necessary practices associated with distributive leadership as the major impediment for change in school culture in developing nations of South Asia.

**Link** [n/a](#)

**Notes** The IB maintains full text copy



# Diploma

## Global

## Growth

Bunnell, Tristan

### **The Growth of the International Baccalaureate Diploma Programme: Concerns About the Consistency and Reliability of the Assessments**

Journal Article

The Educational Forum

Vol; Iss: 75; 2

**Pages** 174-187

**Publisher** Kappa Delta Pi

West Lafayette, IN, USA

**Keywords** Corporate culture, Web sites, Core curriculum

The IB is doubling in size every five years. The IB has become a complex educational product, but offers high levels of consistency and reliability in terms of delivery and assessment. However, since late 2008 a number of concerns have been raised about the quality and manageability of the Diploma Programme. A major challenge for the future will be attracting new markets through new initiatives, yet maintaining and managing a consistent and reliable assessment.

**Link** <http://www.tandfonline.com/doi/abs/10.1080/00131725.2011.552700>

**Notes**

## Global

## Growth

Hayden, Mary; Thompson, Jeff

### **Taking the IB Diploma Programme Forward**

Book, Edited

**Pages** 230

**Publisher** John Catt Educational Ltd.

Woodbridge, UK

**Keywords** Growth, Secondary education

This collaborative work is the third in the series, following on from "Taking the PYP Forward" and "Taking the MYP Forward". In this new book, expert writers share their thoughts and opinions on the future of the International Baccalaureate Diploma Programme. The editors and contributors, all experts in their field, identify issues arising from current practice and indicate how those issues need to be addressed as part of a policy for future growth.

**Link** [http://johncattbookshop.com/Taking\\_the\\_IB\\_Diploma\\_Programme\\_Forward\\_br\\_Edited\\_by\\_Mary\\_Hayden\\_and\\_Jeff\\_Thompson\\_-\\_details.aspx](http://johncattbookshop.com/Taking_the_IB_Diploma_Programme_Forward_br_Edited_by_Mary_Hayden_and_Jeff_Thompson_-_details.aspx)

**Notes**

# Diploma

## Global

## Growth

Moran, Layla

### **The Phenomenal Expansion of the International Baccalaureate Diploma Programme: Investigating the Growth in Developed Anglophone Nations**

Dissertation/Thesis

MA

**Pages** 105

**Publisher** University of London

London, UK

**Keywords** Growth, Anglophone

This dissertation is concerned with the phenomenal expansion of the DP in the USA, the UK, Canada, Australia and New Zealand, with Ireland being used as a negative growth case. The factors influencing growth are analysed using a mixture of statistical analysis and macro-causal methods. Raw candidate numbers for each country are analysed using regression analysis. It concludes that growth is present when there is a combination of a perception of inadequacy in the local education system, a choice policy and rapid reforms in education. When the country is a global economic hub, the state supports the IB DP and a higher proportions of IB schools exists, the rate of growth increases. However, having a national curriculum can be a prohibitive factor.

**Link** [n/a](#)

**Notes**

## Global

## Postsecondary

Caspary, Kyra

### **Postsecondary Enrollment Patterns of IB Certificate and Diploma Candidates from International High Schools**

Report

**Pages** 22

**Publisher** SRI, International

Menlo Park, CA, USA

**Keywords** International students, US universities, Graduation rates, Postsecondary choices

To better understand the postsecondary destinations and outcomes of IB students, this study combines data from the National Student Clearinghouse (NSC), the Integrated Postsecondary Education Data System (IPEDS), the Carnegie Classifications of Institutions of Higher Education and the IB. It tracks the enrollment and graduation rates of IB students who attended IB World Schools outside the US in 2001 and 2002, and went on to study at postsecondary institutions in the US. Of the students who came to study in the US, 84% enrolled full time in a 4-year institution, and 68% of these enrolled in a more selective institution. The top destinations were UPenn, Colby College, Harvard, NYU and USC. Of students that enrolled full time at a 4-year college, 69% graduated within 4 years and 84% within 6 years. These percentages were even higher for Diploma holders.

**Link** <http://www.ibo.org/research/policy/programmevalidation/diploma/>

**Notes** Commissioned by the IB Global Research Department

# Diploma

## Global

## Schools

Tilke, Anthony

### International Baccalaureate Diploma Programme: What It Means to a School Library and Librarian

Journal Article

School Library Monthly

Vol; Iss: 27; 5

**Pages** 8-10

**Publisher** Libraries Unlimited, Inc.

Santa Barbara, CA, USA

**Keywords** Colleges and universities, Librarians, Learning, Core curriculum, Essays, School libraries, Critical thinking

This article discusses how school librarians also provide crucial support in teaching students how to prepare good essays, such as constructing a formal bibliography, learning how to cite in text and successfully navigating various databases. It argues that because of the demanding nature of the DP, it is vital that students manage their time well, and both library and librarian can have a role in enabling students to develop good levels of time management skills.

**Link** [http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=EJ917647&ERICExtSearch\\_SearchType\\_0=no&accno=EJ917647](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ917647&ERICExtSearch_SearchType_0=no&accno=EJ917647)

**Notes**

## IBA

## Access

Bland, Jennifer; Woodworth, Katrina

### Expanding Access and Improving Outcomes in the International Baccalaureate (IB) Diploma Programme

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference

New Orleans, LA, USA

**Keywords** Underrepresented students, Achievement gap, Postsecondary

To inform efforts to expand access and improve outcomes for underrepresented students, the IB commissioned case studies of two schools with successful records with such students. Researchers conducted interviews, student and parent focus groups, and a review of district and state policies. Common features of success include: states with a critical mass of IB programmes; commitment of district leaders; large low-income and minority populations; DP structured as magnets; pre-IB programmes; a variety of recruitment strategies; emphasis on student motivations; a trade-off between student selectivity and persistence; small programmes; students' academic progress carefully monitored; identification of struggling students; and available teachers and tutoring.

**Link** <https://www.aera.net/repository/>

**Notes**

# Diploma

## IBA

## Access

Smerdon, Becky; Lee, Reginald; Eden, Aimee; Rodriguez De Gil, Patricia

**The International Baccalaureate Program in Florida: Access and Enrollment for Historically Underserved Students**

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Underrepresented students, Postsecondary outcomes, Achievement gap

This study examines the relationships among students' social and academic characteristics and DP participation as well as the relationship between participation and secondary and postsecondary outcomes in Florida. It also examines student participation in the DP and data from the FLDOE for K-12 and college students. Preliminary results indicate that 29 Florida school districts house 37 DP schools enrolling 3,517 12th grade students. DP students are more likely than their peers to be female, white, or Asian. Hispanic, African-American and low-income students are significantly underrepresented. While the DP may have a positive impact on student outcomes, the underrepresentation of historically underserved students may result in achievement and attainment gaps.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

## IBA

## Growth

Tarc, Paul; Beatty, Luke

**The Impact of the International Baccalaureate Diploma in Ontario Schooling**

Conference Proceedings

**Pages** n/a

**Publisher** Canadian Society for the Study of Education Annual Conference New Brunswick, Canada

**Keywords** Canada, Growth, Student impact

This session addressed the historical diffusion of the IB in Ontario, comparing the uptake of the IB in Ontario schools to several other educational jurisdictions in Canada and worldwide, and summarized findings from the pilot study at a Catholic secondary school.

**Link** [n/a](#)

**Notes**

# Diploma

## IBA Implementation

DiGiorgio, Carla

**A Longitudinal Study of the Implementation of IB at the High School Level: Year One Report**

Conference Proceedings

**Pages** n/a

**Publisher** Canadian Society for the Study of Education Annual Conference New Brunswick, Canada

**Keywords** Implementation, School environment

This research examines the inclusive factors and effects of introducing the DP to a school system. Using an ethnographic case study approach, the researcher both observed and participated in the process. Interviews with stakeholders, observations of the school environment and related educational events, and document analysis of policies, communication and media coverage of the programme's evolution allowed for a balanced data collection. Interviews, observations and documents were coded according to the "constant comparison method". Although there are concerns about the IB, many involved with the process are positive that their students will benefit from the programme. One theme of significance is the enrollment of EAL students.

**Link** [n/a](#)

**Notes**

## IBA Implementation

Verneuille, Janet T.

**The Potential Impacts of Implementing the International Baccalaureate Program in the Sag Harbor Union Free School District**

Dissertation/Thesis MA

**Pages** 75

**Publisher** State University of New York - Empire State College NY, USA

**Keywords** Gifted education, Instructional design, Education policy, Advanced Placement

This case study investigated whether the implementation of the IB in the Sag Harbor Union Free School District would provide increased rigor to the educational programme and serve the students better than the existing Advanced Placement (AP) programme. The goals were to compare the AP to the IB to determine whether the students in the latter would potentially enjoy greater pedagogical and non-academic benefits, and determine whether the proposed IB programme would better develop the students' educational proficiency, intellectual prowess, personal attributes and social skills compared to AP. Both primary and secondary data were used. Findings suggested that students in the IB programme were likely to enjoy greater benefits.

**Link** <http://gradworks.umi.com/14/94/1494799.html>

**Notes**

# Diploma

## IBA International-mindedness

Quaynor, Laura

**Connecting Citizenship, Language, and Literacy for Refugee Students: A Comparative Case Study**

Conference Proceedings

**Pages** n/a

**Publisher** Comparative and International Education Society Annual Conference Montreal, Canada

**Keywords** Refugees, Citizenship education

This study investigates citizenship education in two IB schools in the US as a way to provide cultural and language support and foster global citizenship among refugee students. Guiding this research are the following questions: How does the curriculum educate students for citizenship? How are citizenship, literacy, and the use of English connected within these classrooms? What does citizenship mean to refugee youth in these schools? A comparative case study design is used to explore these topics. Participants include 6th grade students; social studies, ESOL and language arts teachers; administrators; and teaching assistants. The case studies will be grounded in participant observation and interviews.

**Link** [http://cies2011.mcgill.ca/CIES\\_2011\\_Montreal/CIES\\_2011\\_Montreal.html](http://cies2011.mcgill.ca/CIES_2011_Montreal/CIES_2011_Montreal.html)

**Notes**

## IBA International-mindedness

Quaynor, Laura

**Global Citizenship in Two State-Sponsored International Baccalaureate Programs: Teacher and Student Understandings**

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Refugees, Citizenship education, US public schools

Although the number of IB programmes in US public schools is growing rapidly, little research examines the ways students and teachers in these schools understand global citizenship, a central component of the IB model. This paper reports the findings of a comparative case study of two IB programmes at publicly funded schools that serve many refugee and immigrant students. Based on observations, teacher interviews and focus groups with students, the study reports teacher and student understandings of global citizenship, and points to ways that teachers and administrators can refocus aspects of the IB framework to develop global citizenship for all students.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

# Diploma

## IBA Postsecondary

Bluhm, Michael

### First Year University Experience of IB Graduates

Conference Proceedings

**Pages** n/a

**Publisher** IB Conference of the Americas

San Antonio, TX, USA

**Keywords** Postsecondary, University experience

This conference session outlines the enrollment, experiences and performance of former IB DP students of the University of British Columbia, Canada.

**Link** <http://blogs.ibo.org/conferenceamericas/presentations-from-breakout-sessions/>

**Notes**

## IBA Postsecondary

Caspary, Kyra

### Postsecondary Enrollment Patterns of IB Certificate and Diploma Candidates from U.S. High Schools

Report

**Pages** 25

**Publisher** SRI, International

Menlo Park, CA, USA

**Keywords** US universities, Graduation rates, Postsecondary choices

To better understand the postsecondary destinations and outcomes of IB students, this study combines data from the National Student Clearinghouse (NSC), the Integrated Postsecondary Education Data System (IPEDS), the Carnegie Classifications of Institutions of Higher Education and the IB. It tracks enrollment and graduation rates from U.S. postsecondary institutions for IB students who completed high school in the US in 2000 and 2001. The majority of these students enrolled full time in a 4-year institution, and 64.4% enrolled into institutions classified as somewhat selective or more selective. Overall, 81% of IB students graduated within 6 years of enrolling full-time at a 4-year institution, compared to the US national average of 57%.

**Link** <http://www.ibo.org/research/policy/programmevalidation/diploma/>

**Notes** Commissioned by the IB Global Research Department

## IBA Postsecondary

Caspary, Kyra; Bland, Jennifer

### First College Courses Taken by Florida IB Students

Report

**Pages** 37

**Publisher** SRI, International

Menlo Park, CA, USA

**Keywords** Assessment, College courses, Postsecondary performance

To examine the relationship between performance on IB exams and college course performance in the same subjects, this study used data for 4,845 IB students from Florida who graduated from high school between 2000 and 2005 and entered the University of Florida the next fall. Analyses reveal a positive association between students' scores on a given IB subject exam and students' grades in their first college courses in that subject. Overall, 59% of students who scored a 6 or 7 on an IB exam in a given subject earned an A in their first college course in that subject. In general, the first college course taken varied more by exam performance than by level of exam taken, with higher scoring students taking more advanced classes.

**Link** <http://www.ibo.org/research/policy/programmevalidation/diploma/>

**Notes** Commissioned by the IB Global Research Department

# Diploma

## IBA Postsecondary

Coca, Vanessa M; Kelly-Kemple, Thomas; Roderick, Melissa; Nagoaka, Jenny

**Graduates of International Baccalaureate (IB) Programs in Chicago Public Schools and Their Transition to College**  
Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** College outcomes, Postsecondary, Underrepresented students

This study explores the extent to which IB students in Chicago Public Schools (CPS) have better college outcomes compared to other similarly qualified students. A two-level Hierarchical Generalized Linear Model (HGLM) is used to estimate the conditional likelihood of an IB student persisting two years in a four-year college, controlling for demographic and academic characteristics and college choice. To address student self-selection, a variation on propensity score matching is used to establish a comparison group. Preliminary findings suggest that of CPS graduates who had test scores that would have given them access to an IB programme and enroll in a four-year college, IB students are more likely to persist.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

## IBA Postsecondary

Culross, Rita; Tarver, Emily

**A Summary of Research on the International Baccalaureate Diploma Programme: Perspectives of Students, Teachers, and University Admissions Offices in the USA**

Journal Article

Journal of Research in International Education Vol; Iss: 10; 3

**Pages** 231-243

**Publisher** SAGE Publications Thousand Oaks, CA, USA

**Keywords** Student attitudes, High school graduates, Teacher attitudes, Administrator attitudes, Admissions

This is the summary of a series of research studies into the DP in the US, beginning with the investigation of how the first class of DP graduates in an individual school perceived the impacts and benefits of the programme, through investigations of teacher perceptions, a follow-up study of the first graduates upon completion of their collegiate study and a study on the perceptions of the DP by colleges and universities. In addition to identifying key elements of the DP that are perceived as impacting student success, this article summarizes how the research agenda unfolded. That is how a micro study within a single school grew into an examination of the DP within a larger context.

**Link** <http://jri.sagepub.com/content/10/3/231.abstract>

**Notes**



# Diploma

## IBA Postsecondary

Daly, Kim

**Perceptions of the International Baccalaureate Diploma Programme and International Baccalaureate Students: A View from the Northeastern United States**

Conference Proceedings

**Pages** n/a

**Publisher** Comparative and International Education Society Annual Conference Montreal, Canada

**Keywords** University admissions, College credit, US universities

This poster presentation shows qualitative research that seeks to understand how five universities in the northeastern United States perceive the DP and IB students, while also asking questions about university credit policies. Results show that although American colleges and universities do not have policies in place that recognize IB programmes at the same level as the Advanced Placement programme and while recruiting opportunities are being missed, they do have high regard for IB students.

**Link** [http://cies2011.mcgill.ca/CIES\\_2011\\_Montreal/CIES\\_2011\\_Montreal.html](http://cies2011.mcgill.ca/CIES_2011_Montreal/CIES_2011_Montreal.html)

**Notes**

## IBA Postsecondary

Johnson, David; Williams, Nicole; Moragne, Kafi

**Postsecondary Transition and the International Baccalaureate Programme: The Preparation of Urban International Baccalaureate Students for the Transition to College**

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Urban high schools, Minority students, Postsecondary success, College-readiness

Previous research on urban high school students' college-readiness suggests that they face multiple academic, cultural, and social barriers to successful college completion. Increasingly, urban school districts have begun to address college-readiness by adopting and expanding academically-demanding high school curriculums and programmes. This study explores the effects of urban students' participation in the DP in Chicago on college-readiness through the lens of those students' experiences during the transition to college. Particular attention is given to IB students' academic and non-cognitive preparation for college coursework.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

# Diploma

## IBA Postsecondary

May, Henry; Perna, Laura

### **A Longitudinal Analysis of Student and School Diversity in the International Baccalaureate (IB) Diploma Programme in the United States**

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Economic diversity, Student characteristics, Access

Using data for more than 400,000 IB DP students, this paper examines trends in racial and economic diversity of the DP over the past 15 years. Results suggest that the IB has increased its representation in diverse schools, but that the characteristics of students who actually enroll in the IB are much less diverse than those of the population of students attending the same schools, and there have been only small increases in the diversity of IB students in recent years. Implications for the IB's ability to enhance student postsecondary access and outcomes are discussed.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes** Roundtable Session

## IBA Postsecondary

Wilson, Hope

### **College Choices of Academically Talented Secondary Students**

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** College choice, Secondary school, Academically talented, Multi-level modeling

The decision making process of academically talented students when making the transition to college is complex. Students selected a wide variety of colleges, although prestige was most frequently selected as the reason for selecting those colleges. This study investigates the factors that contribute to the selectivity of the colleges selected by AP and IB students for application. This study found that students selected colleges with higher mean SAT scores when: prestige of the college was the reason; the students had higher achievement; and if the college was farther away. Gender, academic self-concept and perceived challenge of their high school curriculum had no effect on the college selectivity.

**Link** <https://www.aera.net/repository/>

**Notes**

# Diploma

## IBA Schools

Crowell, Victoria; Scheirer, Elinor

**School Culture and Academic Reform: Teachers' Perceptions of the Effects of an International Baccalaureate Diploma Programme**  
Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Teacher perceptions, School culture, Curriculum reform, Change

This in-depth interview study focused on teachers' perceptions of the effects on school practices and culture of the adoption and implementation of the DP as a curriculum reform initiative within an academically failing high school. Data from the interviews, school observations, and key documents were analysed using inductive analysis and Eisner's educational criticism. The results highlighted the importance of teachers' efficacy in reference to change, the need to reeducate all members of the stakeholder community and the value of the programme as a small learning community with the potential to influence the school as a whole.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

## IBA Schools

Iatarola, Patrice; Conger, Dylan; Long, Mark C.

**Determinants of High Schools' Advanced Course Offerings**

Journal Article

Educational Evaluation and Policy Analysis Vol; Iss: 33; 3

**Pages** 340

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Probability, Secondary school students, Curriculum, Secondary education

This article examines the factors that determine a high school's probability of offering Advanced Placement (AP) and International Baccalaureate (IB) courses. The likelihood that a school offers advanced courses, and the number of sections that it offers, is largely driven by having a critical mass of students who enter high school with 8th grade test scores that are far above average. The number and qualifications of the instructional staff, in contrast, play a very small role. The results suggest that the willingness of schools to offer advanced courses is driven by real, perceived or created student demand and that there may be few resource constraints that prevent schools from supplying advanced courses.

**Link** <http://epa.sagepub.com/content/33/3/340.short>

**Notes**

# Diploma

## IBA Schools

O'Connor, Ryan Patrick

**Raising All Boats? An Examination of Claims that the International Baccalaureate Diploma programme is Good for All**

Dissertation/Thesis

PhD

**Pages** 157

**Publisher** The University of Iowa

IA, USA

**Keywords** Education Policy, Secondary education, Education reform, Open enrollment, School choice

To learn more about claims that the DP benefits the entire school community, beyond just the graduates of the programme, this qualitative study examines one IB school, specifically interviewing teachers and administrators about the IB and its impact on non-IB students. Two general arguments were identified: the IB attracts students through Open Enrollment, and IB-trained teachers teach non-IB classes. Findings suggest these benefits exist but only to an extent. Certain social and political realities emerge alongside programme growth that influence the distribution of benefits over time. As test scores signaled program quality, the need to preserve the school's reputation seemed to prompt a shift of high-quality teachers towards the IB.

**Link** <http://ir.uiowa.edu/etd/1166/>

**Notes**

## IBA Standards

Conley, David et al

**Lining up: The Relationship Between the Common Core State Standards and Five Sets of Comparison Standards**

Report

**Pages** 30

**Publisher** Educational Policy Improvement Center

Eugene, OR, USA

**Keywords** Academic standards, Core curriculum

This study compares and contrasts the Common-Core Standards against those of California, Massachusetts, Texas, the International Baccalaureate and a college-based set.

**Link** <https://www.epiconline.org/CommonCoreStateStandardsStudies>

**Notes**

## IBA Student performance

Frost, Denise Stewart

**The International Baccalaureate Diploma Programme and Gifted Learners: A Comparative Study of Success**

Dissertation/Thesis

PhD

**Pages** 90

**Publisher** Mercer University

GA, USA

**Keywords** Gifted education, Educational leadership, Special education, Secondary education

The purpose of the study is to determine if gifted identified students benefit more or less academically than students not identified as gifted as a result of their participation in the DP. An ex-post facto analysis was conducted of the course selections, IB assessment participation and performance on the IB examinations between gifted identified students and students not identified as gifted enrolled in the DP in Georgia. Conclusions about the appropriateness of the DP as a gifted model cannot be drawn from this study. There was no difference between gifted identified students and students not identified as gifted in terms of their IB examination scores.

**Link** <http://gradworks.umi.com/34/72/3472234.html>

**Notes**

# Diploma

## IBA Student performance

Rosefsky Saavedra, Anna

### Enrollment and Persistence in the International Baccalaureate Diploma Programme

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Student performance, High school achievement, College enrollment

This study uses sensitivity and discrete time survival analyses to analyse 11th grade students' enrollment in and completion of the Chicago Public Schools' IB DP. Findings indicate that among students enrolled in the IB, neither demographic characteristics nor previous academic performance predict whether students fulfill the requirements, and previous academic achievement does not predict high school achievement or college enrollment. Students who fulfill versus partially complete IB requirements have higher ACT scores, are more likely to graduate from high school, enroll in college and persist in college. However, among students eligible for the IB Diploma, 36% succeed.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

## IBA Student performance

Rosefsky Saavedra, Anna

### The Academic Impact of Enrollment in the International Baccalaureate Diploma Programme

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Academic achievement, Exam performance, College enrollment

This study examines the relationship between 11th grade Chicago Public Schools (CPS) students' enrollment in the DP and their subsequent academic achievement. Initially assuming selection into the IB based on measured characteristics, this study investigates the sensitivity of findings to the possibility of selection bias on unmeasured characteristics. Findings indicate that IB students score higher on the ACT than non-IB students, and are more likely to graduate from high school and to enroll in college. Among college entrants, IB students are more likely than non-IB students to enroll in a 4-year college. All findings are highly robust to selection bias.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

# Diploma

## IBA Students

Kim, Mihyeon

### **The Relationship Between Thinking Style Differences and Career Choices for High-Achieving Students**

Journal Article

Roeper Review

Vol; Iss: 33; 4

**Pages** 252-262

**Publisher** Routledge

Abingdon, UK

**Keywords** High-achieving students, Career choice, Thinking styles, Decision making

The intent of this study is to present information about high-achieving students' career decision making associated with thinking styles. Data were gathered from 209 high school students in 2 IB programmes and a Governor's School programme. Findings indicate that the effect of the programme on the different thinking styles was statistically significant, and external thinking style was a good predictor for choosing careers in social science areas. Students with higher external thinking styles were less likely to chose computer and math areas, and students attending a programme with a liberal arts focus tended to be more people-oriented; valued sharing ideas; more systematic; and set priorities more often than students in a science and technology focused programme.

**Link** <http://www.tandfonline.com/doi/abs/10.1080/02783193.2011.603113>

**Notes**

## IBA Students

Moeller, Eliza; Roddie, Karen; Johnson, David; Moragne, Kafi; Williams, Nicole; Roderick, Melissa; Nagoaka, Jenny

### **International Baccalaureate Program in Chicago: A Qualitative Look at IB Students' Experiences**

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference

New Orleans, LA, USA

**Keywords** Access, Postsecondary preparation, Racial diversity

This study attempts to provide narrative of how learning climate is experienced by IB students in Chicago Public Schools (CPS). Using qualitative methods, this paper examines CPS students' experiences in the DP. Data are drawn from interviews with a longitudinal sample of 105 students. Analysis focuses on a sub-sample of 25 IB students, the majority African American and Latino. Initial analysis reveal several themes: a strong sense of IB "community" and support; strong perceptions of themselves as highly capable students; a belief that the actual Diploma is unattainable; and the struggle of competing demands for time.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

# Diploma

## IBA Students

Shaunessy, Elizabeth; Suldo, Shannon M.; Friedrich, Allison

### Mean Levels and Correlates of Perfectionism in International Baccalaureate and General Education Students

Journal Article

High Ability Studies

Vol; Iss: 22; 1

Pages 61-77

Publisher Routledge

Abingdon, UK

Keywords Academic achievement, High school students, Grade point average, Perfectionism, Anxiety, Life satisfaction

This exploratory study examines the mean levels of perfectionism among 178 non-IB and 141 IB students, and perfectionism in relation to grade level and student outcomes (psychological functioning, academic achievement). Independent t-tests and one-way ANOVAs indicated higher levels of adaptive perfectionism and lower levels of maladaptive perfectionism among IB students, as well as increases in maladaptive perfectionism by grade level among IB students. IB students evidenced a particularly strong inverse relationship between maladaptive perfectionism and global life satisfaction. Adaptive perfectionism was moderately correlated with academic achievement and greater life satisfaction, especially for non-IB students.

Link <http://www.ingentaconnect.com/content/routledg/chas/2011/00000022/00000001/art00005>

Notes

## IBA Students

White, Judith

### Self-regulated Learning Strategies and Beliefs of International Baccalaureate Students in an Urban Secondary High School

Dissertation/Thesis

PhD

Pages 191

Publisher The University of Akron

OH, USA

Keywords Multicultural education, Urban education, Self-regulated learning

Self-regulated learning (SRL) refers to students taking responsibility for what and how they learn in the classroom. This action research case study sought to investigate the use of SRL strategies and beliefs of high school juniors enrolled in the IB English A1 curriculum at an urban secondary school. The focus was students' behaviour and beliefs through LASSI testing, phenomenological interviews, student journaling, classroom observations and artifacts in an authentic classroom setting. The study attempts to align the SRL strategies and student beliefs with the IB Learner Profile. The SRL strategy of collective efficacy, or social assistance from peers, is considered to be the key factor in achieving academic success by all the subjects.

Link [http://etd.ohiolink.edu/view.cgi?acc\\_num=akron1300832256](http://etd.ohiolink.edu/view.cgi?acc_num=akron1300832256)

Notes

# Diploma

## IBA Subject specific

Cetron, Kimberley

### **Beyond Tolerance: Fostering Cross-cultural Understanding**

Dissertation/Thesis

PhD

**Pages** 172

**Publisher** George Mason University

VA, USA

**Keywords** Multicultural education, Cross-cultural understanding, Teaching tolerance

Modeling an approach to acting pioneered by Anna Deavere Smith, in which interviews with individuals in crisis communities are adapted into monologues, this qualitative study was conducted with 28 DP theater students. The students characterized their social environment with regard to social groups, interviewed members of "other" groups and participated in sessions culminating in a series of performances. After 1 to 2 years, 10 volunteers from the group were interviewed and exhibited learning that occurred during the protocol.

**Link** [http://books.google.com/books/about/Beyond\\_Tolerance.html?id=ICi8AwEACAAJ](http://books.google.com/books/about/Beyond_Tolerance.html?id=ICi8AwEACAAJ)

**Notes**

## IBA Subject specific

Hunt, Tiffany J.

### **An Epistemological Approach to Literature: Creating a Paradigm for Literary Study in the IB Language A1 Classroom**

Dissertation/Thesis

MA

**Pages** 162

**Publisher** Colorado State University

CO, USA

**Keywords** Language arts, Epistemology, Literary analysis, Teaching literature

This study aims to help students better understand the expectations of a DP HL Language A1 course, and the principles these expectations are founded on. The study is concerned with presenting these philosophical underpinnings to students in an accessible and achievable manner, and whether this framework is useful in furthering student achievement. Action research was conducted, using initial and exit surveys to measure changes in student perceptions. Student observations and written work were analysed. Findings indicate that students did not fully understand at the beginning appropriate modes of literary analysis for achieving well in the Language A1 course, but understanding improved over the course of the year.

**Link** <http://gradworks.umi.com/14/93/1493755.html>

**Notes**



# Diploma

## IBA Subject specific

Meister, William J Jr

### **The Relationship Between Participation in the International Baccalaureate Mathematical Studies SL Course and Performance on High-stakes Tests**

Dissertation/Thesis

EdD

**Pages** 80

**Publisher** Northern Kentucky University

KY, USA

**Keywords** Mathematics education, Educational tests and measurements, Educational evaluation, High-stakes testing

This study investigated the effect that the DP Mathematical Studies SL course had on the Kentucky Core Content Test and ACT. The subjects of this study were 11th grade students from a high-needs, inner-city public school in northern Kentucky who were enrolled in the IB Math course. These students' test scores were compared to the scores of matched students in the same school. Race, gender, and socio-economic status (as determined by lunch subsistence levels) were controlled for. The results indicated that the IB students scored significantly higher on both tests, which suggests that the completion of the IB curriculum may result in increased scores on high-stakes test scores.

**Link** <http://gradworks.umi.com/34/87/3487274.html>

**Notes**

## IBA Subject specific

Phillips-Fein, Jesse

### **How We Dance: Helping Students Unpack the Impact of Dance Television Shows**

Journal Article

Journal of Dance Education

Vol; Iss: 11; 4

**Pages** 134-136

**Publisher** Routledge

Abingdon, UK

**Keywords** Reality television programmes, Dance - Social aspects, Brooklyn Friends School

The article presents the author's insights on how dance reality television shows influence dance's aesthetics in modern culture. The author states the assignment given to high school students in the IB Dance course at Brooklyn Friends School in Brooklyn, New York to determine the relationships among history, culture, dance and society. The author notes that the assignment allowed the students to define their identities and the role of social frameworks.

**Link** <http://www.tandfonline.com/doi/abs/10.1080/15290824.2011.620937>

**Notes**

## IBA & IBAEM Postsecondary

ACS International Schools

### **Global Horizons: The Views of University Admissions Officers on the Student Application Process**

Report

**Pages** 24

**Publisher** ACS International Schools

Surrey, UK

**Keywords** Higher education, University entrance, Application trends

This report summarizes a survey of university admissions officers in the UK, Europe and the US. It looks specifically at their perceptions of trends in applications and the IB Diploma compared to other qualifications.

**Link** <http://www.acs-schools.com/about-acs/press-office/acs-research.aspx>

**Notes**

# Diploma

## IBAEM

## Implementation

Benchaabane, Mehdi

### **The Needs for Developing an International Baccalaureate Diploma Programme Teaching Staff into a Professional Learning Community**

Dissertation/Thesis

MA

**Pages** 72

**Publisher** University of Bath

Bath, UK

**Keywords** Professional Learning communities, Continuing professional development

This thesis examines the role of Professional Learning Communities (PLC) in providing staff with Continuing Professional Development (CPD) in international schools implementing the DP. Drawing from the literature, 12 dimensions of the development of a PLC were identified in connection to DP standards, and then applied to a case study school. Data was collected through teacher responses to an online survey, interviews with 5 teachers, and document analysis. Results suggested which dimensions were strengths and which needed more attention, and how they interrelate.

**Link** [n/a](#)

**Notes**

## IBAEM

## Postsecondary

Green, Francis; Vignoles, Anna

### **An Analysis of the Degree Performance of Those Entering HE with the International Baccalaureate**

Report

**Pages** 27

**Publisher** Institute of Education

London, UK

**Keywords** Higher education, University entrance, Student performance, A levels

This study examined how students with the IB can be compared to those with A levels when applying to university. It investigates how effectively UK universities are able to equate different entry qualifications to ensure that appropriate offers are made to students with different qualifications, by comparing the degree performance (degree class achieved) of IB and A level students. Findings suggest that UK universities are systematically underestimating top candidates with IB qualifications in their admissions procedures; at the top end of the scale, universities are demanding higher scores from IB candidates than from their A level equivalents; and top IB students perform better once they get to university than similar A level students.

**Link** <http://www.ioe.ac.uk/newsEvents/56526.html>

**Notes**

## IBAEM

## Postsecondary

Higher Education Statistics Agency

### **International Baccalaureate Students Studying at UK Higher Education Institutions: How Do They Fare?**

Report

**Pages** 25

**Publisher** HESA

UK

**Keywords** Postsecondary outcomes, Higher education, UK

This report sources data from the IB and the Higher Education Statistics Agency (HESA) on students studying at Higher Education Institutions (HEIs) in the UK. The report identifies characteristics and trends of IB students compared with students holding A levels and similar qualifications. Findings indicate that IB entrants were more likely to be enrolled at a top 20 HEI, and in most subject areas, also more likely to achieve first class honours and to leave with an award. After university, IB students were more likely to go onto further study, and more likely to be employed in graduate level jobs and in higher paid occupations.

**Link** <http://www.ibo.org/research/policy/Programmevalidation/diploma/>

**Notes** Commissioned by the IB Global Research Department

# Diploma

## IBAEM

### Postsecondary

Parks, Geoff

**Academic Performance of International Baccalaureate Students at Cambridge by School**

Report

**Pages** 4

**Publisher** University of Cambridge

Cambridge, UK

**Keywords** Postsecondary performance, Predictors of success, Exam scores

Research by the University of Cambridge shows that strong performance in the International Baccalaureate predicts success at Cambridge. The study examines the relationships between students' prior attainment in the IB and results achieved in Cambridge examinations.

**Link** [http://www.cam.ac.uk/admissions/undergraduate/research/ib\\_performance.html](http://www.cam.ac.uk/admissions/undergraduate/research/ib_performance.html)

**Notes**

## IBAEM

### Subject specific

Mokhtar, Hamed

**Using Digital Games within the International Baccalaureate Diploma Classroom**

Dissertation/Thesis

MA

**Pages** 78

**Publisher** University of Bath

Bath, UK

**Keywords** Digital games, Action research, Mathematics, Classroom practices

This dissertation investigates the usefulness of using educational digital games (DG) in the classroom. It was determined that DGs would not be the best tool when dealing with DP Mathematics. Therefore, through action research, the different characteristics of DGs found in the literature were compared to what students found interesting about the DGs, then transferred into the classroom. After the implementation, the success of the strategies used was measured through one-to-one structured interviews with students about their opinions on the activities, and a comparison of pre and post examination results. Interviews suggested the activities were more interesting for the students and their performance significantly improved in this context.

**Link** [n/a](#)

**Notes**

## IBAP

## Teachers

Zhang, Yue

**A Tale of Two Cities: Chinese Teachers vs. Western Teachers on Pedagogic Behaviours in an IB World School in China**

Report

**Pages** 15

**Publisher** IBO

Geneva, Switzerland

**Keywords** Teachers, Pedagogic behaviours, Chinese teachers

This study investigated differences in pedagogic behaviours between Chinese teachers (CTs) and non-Chinese teachers (NCTs) in an IB context in mainland China. It explored potential cultural influences, students' perspectives and issues arising from differences in pedagogic behaviours. The study adopted a comparative approach and employed qualitative methods of observation, teacher-researcher diary, individual interviews, focus groups, narrative inquiry and document review to obtain data from the case study school. The findings indicate that there were differences in lesson pedagogic behaviours, students' participation, and assessment. Differences also existed in communication and teacher-student relationships outside of the classrooms. Additionally, while students viewed the differences as good preparation for further study overseas, they believed that there should be an standard IB approach to teaching.

**Link** <http://www.ibo.org/research/resources/jeffthompson/jtwinners/index.cfm>

**Notes** Jeff Thompson Research Award Study

## DP & MYP

### IBA

### Access

Corcoran, Thomas; Gerry, Gail

**Early Findings about Classroom, School and District-Level Supports Implemented for Non-Traditional MYP and DP Students**

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** US school districts, Underrepresented students, Student supports

In 2009, the Bill and Melinda Gates Foundation funded a project to increase participation of minority and poverty students in the MYP and DP. The study examines the degree to which project goals are met. Data collection includes: analysis of participation in professional development; teacher and administrator interviews; observations of support sessions and summer institutes; teacher surveys; analysis of resource use; observation of the resource development process; and description of recruitment and retention methods. Issues discussed include: retention of committed and trained teachers; programmes in large comprehensive high schools; integration of the MYP; and perceptions about which students can benefit from the IB.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

### IBA

### Access

Siskin, Leslie

**To "Be IB": Supports and Structures for International Baccalaureate Programs in Title I Schools**

Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Implementation, Title I, US districts, School supports

Of the DP schools in the US, 92% are public, and almost one-third are Title I eligible. These shifts in policy and in population raise important questions about what it means to "be IB", what it takes to provide the IB and what supports and structures are needed and possible. This paper examines a 3-year study of a federally funded project to increase IB participation and performance of low-income students, and to develop supports for Title I schools. Qualitative data include over 200 interviews with school and district staff, and observations of classes, meetings and workshops. Quantitative data include student and school-level demographic and achievement data. Results include positive patterns in teacher quality and student achievement, and point to areas of substantial and sustained challenge in both logistics and logic.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

## DP & MYP

### IBA Students

Johnson, Matthew Scott; Dean, Michael

**Student Engagement and International Baccalaureate: Measuring the Social, Emotional and Academic Engagement of IB Students**  
Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Student engagement, High school students, Instrument analysis

This paper compares levels of engagement (Cognitive/Intellectual/Academic; Social/Behavioral/Participatory; and Emotional) in IB and non-IB students as measured by the High School Survey of Student Engagement (HSSSE). This paper takes a three-fold approach - first, validation of the HSSSE scales including an examination of the hypothesized three-factor structure of the data; second, statistical comparisons of IB students to non-IB students using propensity scores to match IB students to similar non-IB students; and third, hierarchical analyses to account for the clustering of students within schools.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

### IBA & IBAP International-mindedness

Dill, Jeffrey Stephen

**Schooling Global Citizens: The Moral Pedagogy of Twenty-first Century Education**

Dissertation/Thesis PhD

**Pages** 272

**Publisher** University of Virginia VA, USA

**Keywords** Social studies education, Sociology, Globalization, Global citizenship, Moral education, Cosmopolitan thriving

This dissertation is a critical examination of "global citizenship education". It argues that schooling is a moral enterprise that forms persons and legitimates the dominant narratives of a social order. Drawing from analysis of curriculum, teaching guides, site visits, observations and interviews with teachers in 10 high schools in the United States and Asia, the author explores the moral vision of global citizenship education, "cosmopolitan thriving" - a combined ethical and economic ideal for human flourishing. To the extent that proponents of global citizenship education do not acknowledge its highly particularistic moral vision, it faces significant challenges living up to its lofty universalist ambitions.

**Link** [http://books.google.com/books/about/Schooling\\_Global\\_Citizens.html?id=Ce9itwAACAAJ](http://books.google.com/books/about/Schooling_Global_Citizens.html?id=Ce9itwAACAAJ)

**Notes**

## DP & MYP

### IBAP

### Programme transition

Couts, Darrick

**A Study about Faculty Perceptions of the Effectiveness of the IB Middle Years Programme Preparing Students for the IB Diploma Programme for Selected Schools in the IB Asia-Pacific Region**

Dissertation/Thesis

MA

**Pages** 80

**Publisher** Simpson University

Redding, CA, USA

**Keywords** Asia-Pacific, Student performance, Programme transition

The MYP and DP were created independently and reflect the era in which they were created, and therefore have some perceived challenges in the transition between programmes. In this study, teachers from international schools with the MYP and DP in the Asia-Pacific region were surveyed on school climate, learning cultures, perceived challenges in transition and possible aids to transition. Findings suggest the learning cultures of the MYP and DP are very different, but can align very well if implemented correctly. Perceived challenges focus on the vast content in the DP, and too-flexible MYP content standards. Perceived improvements include collaboration and more definition in the MYP.

**Link** [n/a](#)

**Notes**

# MYP

## Global

## History

Bunnell, Tristan

### **The International Baccalaureate Middle Years Programme after 30 Years: A Critical Inquiry**

Journal Article

Journal of Research in International Education

Vol; Iss: 10; 3

**Pages** 261-274

**Publisher** SAGE Publications

Thousand Oaks, CA, USA

**Keywords** Programme evaluation, Advanced Placement, Educational history, Middle schools, Educational philosophy

The MYP was first created in 1980. This article charts its historical origins and growth. It offers a critical overview of the operation of the MYP revealing both its geographical distribution disparities and the current picture in terms of external moderation of student work. There are several emerging themes of concern. The exact role of the MYP within the IB "continuum" can be questioned, while the MYP is a complex programme in terms of its philosophy and structure, and remains a little researched and seemingly little understood curriculum.

**Link** <http://jri.sagepub.com/content/10/3/261.abstract>

**Notes**

## Global

## History

Hannah, Lister

### **Historical Vignette: The International Baccalaureate Middle Years Programme: a Personal Memoire: Part One - Getting It off the Ground**

Journal Article

International Schools Journal

Vol; Iss: 30; 2

**Pages** 73-83

**Publisher** John Catt Educational Ltd.

London, UK

**Keywords** History, Educational innovations

The article offers information on the history of the MYP. It explores the flow of the development of the MYP from its conception to the present. It also explains how MYP evolved and recognizes the contributions of noteworthy teachers and outstanding educators for the development of the MYP. It notes that understanding the history of the MYP could contribute to embracing the programme in the future with all the challenges and innovations that it will face as it responds to students' needs.

**Link** [http://johncattbookshop.com/International\\_Schools\\_Journal\\_Vol\\_XXX\\_No\\_2\\_April\\_2011-details.aspx](http://johncattbookshop.com/International_Schools_Journal_Vol_XXX_No_2_April_2011-details.aspx)

**Notes**



## Global History

Hannah, Lister

### The Origins of the IB Middle Years Programme: Part Two - The Story Continues

Journal Article

International Schools Journal

Vol; Iss: 31; 1

Pages 72-83

Publisher John Catt Educational Ltd.

London, UK

Keywords History, Growth

Stimulated by personal engagement, documentation on hand and an invaluable collegial network, this article is a memoir of the early years of the MYP, spawned out of the development of the official IB publication, History of the MYP (2010). This represented the first attempt to provide a better understanding of how the present MYP evolved and to recognise the contributions to its development made by a number of remarkable teachers and outstanding educators.

Link [http://johncattbookshop.com/International\\_Schools\\_Journal\\_Vol\\_XXXI\\_No\\_1\\_Nov\\_2011\\_eBook\\_PDF-details.aspx](http://johncattbookshop.com/International_Schools_Journal_Vol_XXXI_No_1_Nov_2011_eBook_PDF-details.aspx)

Notes

## Global Implementation

Hayden, Mary; Thompson, Jeff

### Taking the MYP Forward

Book, Edited

Pages 216

Publisher John Catt Educational Ltd.

Woodbridge, UK

Keywords Teaching, Learning, Administration

In this book writers share reflections on their experience, and explore issues for the future, of the MYP. The issues raised are of interest and relevance to those with responsibility for MYP teaching, learning and administration in schools and will provoke interest in the programme amongst those considering its adoption.

Link [http://johncattbookshop.com/Taking\\_the\\_MYP\\_Forward\\_br\\_Edited\\_by\\_Mary\\_Hayden\\_and\\_Jeff\\_Thompson-details.aspx](http://johncattbookshop.com/Taking_the_MYP_Forward_br_Edited_by_Mary_Hayden_and_Jeff_Thompson-details.aspx)

Notes

## Global Language

Carder, Maurice

### ESL in International Schools in the IB MYP: The Elephant Under the Table

Journal Article

International Schools Journal

Vol; Iss: 31; 1

Pages 50-58

Publisher John Catt Educational Ltd.

London, UK

Keywords ESL, International schools, SLL, Curriculum, Assessment, Language B

At present, Second Language Learners (SLLs) - largely ESL students in international schools, as English is the language of instruction in some 90% of these schools - are not given any special status or programmes in the MYP regarding curriculum and assessment, the two prime areas that the IB delivers for its clientele. They are referred to the language B programme, one of the eight curriculum areas on the MYP octagon. Sources in the IB state that there will not be a separate track for SLLs.

Link [http://johncattbookshop.com/International\\_Schools\\_Journal\\_Vol\\_XXXI\\_No\\_1\\_Nov\\_2011\\_eBook\\_PDF-details.aspx](http://johncattbookshop.com/International_Schools_Journal_Vol_XXXI_No_1_Nov_2011_eBook_PDF-details.aspx)

Notes

## IBA Student performance

Villarreal, John Edward

### **An Analysis of the Relationship of Lean Performance Management Variables in Texas International Baccalaureate Middle Years Programme Schools and Student Achievement**

Dissertation/Thesis

EdD

**Pages** 106

**Publisher** Tarleton State University

TX, USA

**Keywords** Educational leadership, Management, School administration, Performance, Systems

This study aimed to identify the perceived dimension of Lean Performance Management Variables (LPMVs), and their relationship to student achievement in Texas MYP schools. A survey was distributed to 120 administrative team members from 24 certified and candidate MYP schools serving grade 8 students. Correlation analysis was used to determine the best linear combination of LPM independent variables for predicting the student achievement dependent variables. Findings revealed no significant relationships between LPMVs and student achievement. However, results suggest that employee involvement in the continuous improvement process had multiple benefits.

**Link** <http://gradworks.umi.com/34/62/3462628.html>

**Notes**

## IBA Student performance

Wade, Julie

### **Student Performance and Student Engagement in the International Baccalaureate Middle Years Programme**

Report

**Pages** 20

**Publisher** IBO

Bethesda, MD, USA

**Keywords** Middle schools, Student performance, Student engagement, US school districts, School climate

This study compares 5 MYP middle schools and 5 demographically similar non-MYP middle schools in the same US public school district. Analysis was conducted of student engagement and performance, student and parent perceptions and principal interviews. Student differences were controlled for race/ethnicity, receipt of Free and Reduced-price Meal System services, special education services, ESOL classes, gender and when possible, previous performance. Some evidence suggested improved performance in mathematics and science for MYP students. Ratings of student engagement were similar for both groups, but overall rating of school environment was higher for MYP students. Principals noted interdisciplinary learning, teacher training and the coordinator as key benefits.

**Link** [http://www.ibo.org/research/policy/programmevalidation/myp/documents/IB\\_MYP\\_Report\\_Final.pdf](http://www.ibo.org/research/policy/programmevalidation/myp/documents/IB_MYP_Report_Final.pdf)

**Notes** Commissioned by the IB Global Research Department

# MYP

## IBAEM

## Implementation

Visser, Alderik

### International Education in a National Context: Introducing the International Baccalaureate Middle Years Programme in Dutch Public Schools

Journal Article

Journal of Research in International Education

Vol; Iss: 9; 2

**Pages** 141-152

**Publisher** SAGE Publications

Thousand Oaks, CA, USA

**Keywords** Bilingual education, Netherlands, National schools

Some bilingual secondary schools in the Netherlands have introduced or are introducing the MYP. The implementation of this international scheme at (semi-) public national Dutch schools proves problematic. Based on a series of questionnaires filled out by school managers and MYP coordinators at other national schools offering IB programmes worldwide, the author has tried to gain insight into some of the conditions under which international education could become a success in (Dutch) national schools.

**Link** <http://jri.sagepub.com/content/9/2/141.abstract>

**Notes**

## IBAEM

## Schools

Millard, Les

### Examining the Impact of the IB Middle Years Programme on School Climate: Staff Perspective

Dissertation/Thesis

MA

**Pages** 99

**Publisher** University of Bath

Bath, UK

**Keywords** School climate, Learner Profile

This study examined the opinion of teachers and administrators on the MYP's effect on school climate, using the ten attributes of the Learner Profile as indicators, and focused on one international continuum school. The case study utilizes literature review, simple statistical techniques, simple quantitative and qualitative techniques using an online survey tool. Results were compared with responses of the level of correlation of the LP attributes in MYP with school climate. Interviews were undertaken to further triangulate the results. Findings showed a strong correlation between MYP and school climate. Factors identified as being important influences involved administrators as role models and the level of commitment to the MYP.

**Link** [n/a](#)

**Notes** The IB maintains full text copy

## MYP & PYP

### IBA Implementation

Stillisano, Jacqueline; Waxman, Hersh; Hostrup, Judy; Braziel Rollins, Kayla

#### Case Studies of Eight Texas Schools Implementing International Baccalaureate Programs

Journal Article

Journal of Ethnographic and Qualitative Research Vol; Iss: 5; 2

Pages 171-185

Publisher Cedarville University

Cedarville, OH, USA

Keywords Texas, Implementation

This qualitative case study focuses on the efficacy of the PYP and the MYP in Texas schools, and the extent to which the unique aspects of these programmes contribute to positive student outcomes. The qualitative data were gathered as a complement to statistical, quantitative data collected as part of a larger evaluation study. Incorporating case studies for the evaluation provided common themes illustrative of both barriers and successes experienced by teachers and administrators in regard to implementing the IB and allowed examination of educators' perceptions regarding advantages and challenges of IB programmes for their students and campuses.

Link <http://www.cedarville.edu/event/eqrc/journal/journal.htm>

Notes

### IBA Programme transition

Cowie de Arroyo, Christianne

#### From PYP to MYP: Supporting Transitions across the IB Continuum

Journal Article

Voces y Silencios: Revista Latinoamericana de Educación Vol; Iss: 2; 1

Pages 40-62

Publisher Centro de Investigación y Formación en Educación

Bogotá, Colombia

Keywords School transition, Elementary school, Middle school

This action research project focuses on strategies to support the transition from elementary to middle school in an IB World School in Colombia. The strategies, developed considering both MYP requirements and student needs, focused on three main areas: academic, social and procedural. To determine the effectiveness of the strategy, data were collected through interviews, surveys, focus groups and analysis of internal and external documentary evidence. Results show that by approaching this transition from a holistic perspective focusing on the academic, procedural and social aspects, schools can promote a successful transition from elementary to middle school in an IB setting, and ensure a continuum for international education.

Link <http://vocesysilencios.uniandes.edu.co/index.php/vys/article/view/72/146>

Notes

## MYP & PYP

### IBA

### Student performance

Stillisano, Jacqueline; Waxman, Hersh; Alford, Beverly; Lee, Yuan-Hsuan; Braziel Rollins, Kayla  
**Evaluating the Effectiveness of International Baccalaureate Programs in Texas Schools**  
Conference Proceedings

**Pages** n/a

**Publisher** American Educational Research Association Annual Conference New Orleans, LA, USA

**Keywords** Programme evaluation, Standardized tests, Student performance

The purpose of this evaluation study is to examine the impact of the PYP and MYP on mathematics and reading achievement of Texas students. Researchers used a mixed-methods design to investigate factors contributing to PYP and MYP student performance on Texas achievement exams and how those factors differentially influence reading and mathematics achievement of students of varying demographic profiles. Quantitative data from the Texas Assessment of Knowledge and Skills were analysed, comparing IB schools to similar, same-district schools. Additionally, case studies were conducted with 8 IB schools, providing a comprehensive picture of challenges and opportunities related to implementing an IB programme.

**Link** <http://www.aera.net/tabid/10250/Default.aspx>

**Notes**

## IBAP

## Schools

Cancemi, Junko

### **A Dialogue between the Reggio Emilia Experience and the IB Primary Years Programme**

Journal Article

International Schools Journal

Vol; Iss: 31; 1

**Pages** 32-41

**Publisher** John Catt Educational Ltd.

London, UK

**Keywords** Reggio Emilia Experience, Japan

This article discusses the creation of new ideas through examination of the two programmes.

**Link** [http://johncattbookshop.com/International\\_Schools\\_Journal\\_Vol\\_XXXI\\_No\\_1\\_Nov\\_2011\\_eBook\\_PDF-details.aspx](http://johncattbookshop.com/International_Schools_Journal_Vol_XXXI_No_1_Nov_2011_eBook_PDF-details.aspx)

**Notes**

## IBAP

## Student performance

van Aalst, Jan; Truong, Mya Sioux

### **Promoting Knowledge Creation Discourse in an Asian Primary Five Classroom: Results from an Inquiry into Life Cycles**

Journal Article

International Journal of Science Education

Vol; Iss: 33; 4

**Pages** 487-515

**Publisher** University of Hong Kong

Hong Kong

**Keywords** Learning models, Inquiry-based learning, Web-based instruction

"Knowledge creation" refers to the practices by which a community advances its collective knowledge. This research examined how much progress a teacher and 16 Primary Five (Grade 4) students in the PYP could make towards the discourse needed for knowledge creation. The study consisted of 2 phases: 5 months on the development of the classroom ethos and skills, followed by a 2-month inquiry into life cycles. In Phase 1, researchers examined classroom practices and student experiences with a web-based inquiry environment, Knowledge Forum®. In Phase 2, a summative evaluation of the students' work was conducted. Findings indicate students made substantial progress towards the knowledge creation discourse.

**Link** <http://hub.hku.hk/handle/10722/129407>

**Notes**

## IBAP

## Students

Rome, Annette; Anderson, Kim

### **The Impact on Students of Programs Such as the PYP Indigenous Bunuba/Walmajarri Unit of Inquiry Within the Transdisciplinary Theme 'How Do We Express Ourselves' and With the Central Idea of 'We Discover More When We Reflect Upon Other Ways of Report**

**Pages** 11

**Publisher** IBO

Geneva, Switzerland

**Keywords** Students, Indigenous knowledge, Unit of Inquiry, Student Learning

This project investigated the impact on students in a PYP Unit of Inquiry on indigenous ways of knowing. The research asked how effective such programmes are in terms of changing understandings of Indigenous ways of knowing by non-Indigenous students. The methodology included a student survey and analyses of reflective reports. The findings indicated that as a result of this unit students know there is a difference between different types of knowledge, think their understanding of Indigenous people has improved, felt having an Indigenous leader made learning more real and felt they now know more about their own culture. The research also suggests that the the story teller can be as important as the story, stories can be a valid form of accessing knowledge and the students developed in relation to the Learner Profile, especially regarding the open-minded and caring attributes.

**Link** <http://www.ibo.org/research/resources/jeffthompson/jtwinners/index.cfm>

**Notes** Jeff Thompson Research Award Study