

RESEARCHING THE INTERNATIONAL BACCALAUREATE

AN ANNOTATED BIBLIOGRAPHY OF 2016
STUDIES

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Introduction and Overview

The following list attempts to chronicle research published on the International Baccalaureate (IB) throughout 2016. This document is meant to serve IB heads of schools, coordinators, teachers, employees and others in the IB community, in addition to researchers in the field. Descriptions of the individual pieces of research are intended to provide a brief overview of the content of publications. In no way are they intended to present the whole background, methodological considerations, or findings found therein. The list presented in this document is intended to be as inclusive as possible, and no value judgments have been made on the validity of the findings or rigour of the studies.

Reading this Report

The document is comprised of three sections: **Reports** (both IB commissioned research and independently conducted research), **Academic texts** (including books, book chapters, journal articles and dissertations) and **Conference Proceedings** (non-IB). Each section provides an overview of 2016 sources relating to the *Primary Years Programme* (PYP), *Middle Years Programme* (MYP), *Diploma Programme* (DP), *Career-related Programme* (CP) and, finally, *Cross-programme Studies*, which are relevant to more than one programme or to the IB organisation generally.

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

Findings

In 2016, 116 pieces of research that related to the IB were identified. Of these, 112 studies were written in the English language. In addition, 1 Turkish language study, 1 Chinese language, and 2 Spanish language studies were identified as part of the review process. A translated summary of the content of these foreign language texts is provided within.

Included in this report are 40 journal articles, 24 presentations at non-IB conferences, 21 Master's/doctoral theses/dissertations, 24 reports, 5 book chapters and 2 books.

The studies reviewed include 22 relating to the Primary Years Programme, 2 relating to the Middle Years Programme, 43 relating to the Diploma Programme, and 42 relating to Cross-programme studies or the IB as an organisation. There were also 2 studies found that related to the Career-related Programme. Table 1 presents these figures and lists the most frequent areas of reference and types of studies identified.

Table 1: Review of focus areas, frequent areas of reference and study types within IB research, 2016

Programme/Study Focus	Number of Studies
Primary Years Programme	22
Middle Years Programme	2
Diploma Programme	43
Career-related Programme	2
Cross-programme /All Programmes	42
Frequent Areas of Reference	
Curriculum	
International mindedness	
Global citizenship	
Tertiary preparedness	
Teacher training	
Learner profile	
Types of Studies	
Journal articles	
Reports	
Dissertations/Theses	
Non-IB conferences	
Book chapters	
Books	

While concerted efforts were made to include every available piece of research published in 2016 relating to the IB, there may be some references that have been overlooked from this review.

Reports

Primary Years Programme

Day, C., Townsend, A., Knight, R. & Robinson, K. (2016). *School Leadership in the Primary Years Programme. The International Baccalaureate*, Washington DC, USA.

Keywords: PYP, school leadership, coordination, professional development

This study explores the connection between school leadership and PYP implementation in schools. Conducted in schools in Austria, England, Germany, Italy, the Netherlands and Sweden, the findings of the research confirm that school leaders are committed to IB values, augmented further by school principals who have taught the PYP themselves. Finally, the authors argue that successful implementation of the PYP is more likely to occur when the PYP coordinator is actively involved in the development and maintenance of the PYP.

<http://ibo.org/contentassets/f29e29ead8f74668be48a393520c22bc/pyp-leadership-final-report.pdf>

Humphrey, S., Chen, H. & Macnaught, L. (2016). *Social Constructivist Approaches to Language Learning in Multilingual Early and Elementary Years Classrooms. The International Baccalaureate*, Washington DC, USA.

Keywords: PYP, education, metalanguage, professional learning

This study explores the use of professional learning within language programs in the early years. The study concludes that professional learning can support the enhanced use of metalanguage (using language to talk about language) and that the application of systemic functional linguistics can facilitate students' use of language within the classroom.

<http://www.ibo.org/contentassets/8d04d269392d42c18e71529afa337a7c/research-language-learning-in-the-pyp-full-report-eng.pdf>

Kushner, S., Cochise, A., Courtney, M., Sinnemma, C. & Brown, G. (2016). *International Baccalaureate Primary Years Programme in Aotearoa New Zealand. The International Baccalaureate*, Washington DC, USA.

Keywords: PYP, international mindedness, achievement, New Zealand

This study focuses on the enactment of the PYP in Aotearoa New Zealand, with a focus on both state and private schools. Through analysis of classroom observations, case studies with students and teachers and document analysis of student artefacts and test scores, the paper reveals that achievement amongst PYP students in New Zealand generally exceeds the achievement of non-PYP students around New Zealand.

<http://www.ibo.org/globalassets/publications/ib-research/pyp/evaluation-of-the-pyp-in-new-zealand.pdf>

McGuinness, C., Swartz, R. & Sproule, L. (2016). *Student Thinking and Learning in the Primary Years Programme (PYP) Transdisciplinary Framework: Case studies from PYP schools. The International Baccalaureate*, Washington DC, USA.

Keywords: PYP, deep thinking, thinking and learning practices

This study examines ways in which the PYP transdisciplinary framework can promote deep learning and thinking amongst young students. Through an analysis of current literature, documents and empirical data, the authors provide a series of approaches that are deemed to enhance deep thinking and learning skills, and conclude with several recommendations for future development of the PYP.

<http://www.ibo.org/contentassets/8d04d269392d42c18e71529afa337a7c/pyp-mcguinness-full-report-en.pdf>

Toe, D., Lang, J., Paatsch, L., Yim, B., Jobling, W., Doig, B. & Aranda, G. (2016). *Assessment of Student Development and Learning in International Baccalaureate Primary Years Programme Schools. The International Baccalaureate*. Washington DC, USA.

Keywords: PYP, assessment, student learning, learner profile

This study examines how IB schools that offer the PYP define the purpose of educational assessment within school policies and practices, as a means by which to understand the available and needed support mechanisms that enable student development and learning within the PYP.

<http://www.ibo.org/contentassets/cc0cf81a37814d94b46b9711a50a1a98/final-report-ib-pyp-assessment.pdf>

Middle Years Programme

Ateskan, A., Dulun, O. & Lane, J. (2016). *Middle Years Programme (MYP) Implementation in Turkey. The International Baccalaureate*. Washington DC, USA.

Keywords: MYP, national curriculum, alignment, Turkey

This study investigates the outcomes of MYP implementation in Turkish schools. The report provides an analysis and discussion of the alignment between the IB programme and the national Turkish education program (MONEP), with a focus on three Turkish MYP schools.

<http://www.ibo.org/contentassets/a7bc64e18f3a4a5493d4213f648f8b18/research-myp-in-turkey-full-report-en.pdf>

Skene, R. (2016). **Student Voice and the International Curriculum: Connections, Contexts and Spaces.** *The International Baccalaureate*. Washington DC, USA (Jeff Thompson Award).

Keywords: MYP, international schools, student voice, IGCSE

This report is based on a broader doctoral thesis and explores the link between student voice and international curriculum, with a focus upon the importance of student participation and curriculum design. The study is based on the findings of case study data collected within three contrasting international schools, offering either the International General Certificate of Secondary Education (IGCSE) or the MYP. The findings demonstrate that engagement between teachers and students can mitigate the impediment of student voice, particularly when shared spaces are created which encourage authentic interaction. Subsequently, the study iterates that student teacher interactions should be pedagogical rather than content focused so as to enhance student learning.

<http://www.ibo.org/contentassets/8cef1adee86046cb902d930a17da1e56/research-executive-summary-r-skene-en.pdf>

Diploma Programme

Bergeron, L (2016). **IB Mathematics Comparability Study: Curriculum and Assessment Comparison.** *The International Baccalaureate*, Washington DC, USA.

Keywords: DP, mathematics, higher education, tertiary participation

This report offers a summary of two key reports created in relation to a broader IB Mathematics Comparability Study. The comparative analysis involved comparison between each of the DP mathematics courses against other international math curricula, in order to illuminate similarities and differences between DP mathematics as a preparatory path to tertiary engagement.

<http://ibo.org/globalassets/publications/ib-research/dp/maths-comparison-summary-report.pdf>

Bergeron, L. & Rodgers, L. (2016). **Teaching the Theory of Knowledge Course in International Baccalaureate World Schools.** *The International Baccalaureate*, Washington DC, USA.

Keywords: DP, theory of knowledge (TOK), critical thinking

This paper reports on the findings of a large-scale study that investigates the impact, perceptions and implementation of the theory of knowledge (TOK) course in IB schools. Drawing upon quantitative data gathered from educators and students in nine countries, the findings demonstrate that educators generally enjoy delivery of the TOK course, see the program as

beneficial, and agree that students develop and enhance their critical thinking skills as a result of engagement and participation in TOK.

<http://www.ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/teaching-tok-in-ib-schools-en.pdf>

Higher Education Statistics Agency (HESA). (2016). International Baccalaureate Students Studying at UK Higher Education Institutions: How do they Perform in Comparison with A Level Students? *The International Baccalaureate*, Washington DC, USA.

Keywords: DP, A Levels, higher education, university enrolment, United Kingdom

This study explores the enrolment and achievement of DP students and A level students, who entered higher education in the United Kingdom (UK). The findings demonstrate that IB students were significantly more likely to attend a higher tier UK university when compared to their A level peers. Additionally, DP students had a significantly greater likelihood of earning a first-class honours degree than A level students and were significantly more likely to be engaged in postgraduate study after completing their degrees.

http://www.ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/hesa_final_report.pdf

Homer, M. & Monaghan, J. (2016). Higher Education outcomes for International Baccalaureate Diploma Programme Mathematics Higher Level Students. *The International Baccalaureate*, Washington DC, USA.

Keywords: DP, higher education, mathematics, advanced level, United Kingdom

This study examines DP students' experiences with advanced level mathematics. Focusing upon understanding students' mathematical self-efficacy, confidence and perceptions of preparedness for university study of mathematics, the findings demonstrate that overall, DP students undertaking higher level mathematics feel well prepared to study mathematics at university. The self-reported data was further supported by higher educational data in the UK that confirms that DP alumni had an increased likelihood of obtaining higher academic grades when compared to non-DP alumni.

<http://www.ibo.org/contentassets/92bab97f6060416ab8b99b087435239d/higher-ed-math-outcomes-report.pdf>

Holman, A., Pascal, E., Bostan, C, Hosbota, A. & Constantin, T. (2016). Developing Academic Persistence in the International Baccalaureate Diploma Programme: Educational Strategies and Associated Personality Traits. *The International Baccalaureate*, Washington, USA.

Keywords: DP, academic persistence, instructional strategies, Eastern Europe

This study explores the components of the DP that are perceived to support academic persistence and the individual characteristics associated with persistence. Through analysis of survey and interview data examining teachers' perspectives on instruction and personality traits in several Eastern European countries, the authors found that undertaking the DP leads to an enhanced degree of academic persistence and performance, as well as a reduction in school attrition.

<http://ibo.org/contentassets/d1c0accb5b804676ae9e782b78c8bc1c/research-acad-persistence-full-report-en.pdf>

The National Recognition Information Centre for the United Kingdom (UK NARIC) (2016). Benchmarking selected International Baccalaureate Diploma Programme language courses to the Common European Framework of Reference for Languages. *The International Baccalaureate*, Washington, USA.

Keywords: DP, CEFR, English language proficiency requirements, Language skills

This report provides the results of a comparative study of DP English language courses and the Common European Framework of Reference for Languages (CEFR). The findings of the study demonstrate that comparatively, DP English language courses lead to a sound development across the key skill areas of reading, writing, speaking and listening, as well as enhanced interaction ability. Additionally, all DP courses have at least one grade that can be considered comparable to the CEFR level of B2.

<http://www.ibo.org/globalassets/publications/ib-research/dp/ib-dp-cefr-benchmarking-report-en.pdf>

Stillisano, J., Wright, K., Boriack, A., Hodges, T., Sonnenburg, S., Metoyer, S. & Waxman, H. (2016). Student Reflection: A Study of “Reflective” in the IB Diploma Programme. The International Baccalaureate, Washington, DC.

Keywords: DP, learner profile, reflection

The study draws attention to the implementation of the learner profile in schools that offer the IB Diploma Programme, with a focus upon the attribute “reflective”. The report presents the findings of a mixed methods study, including analysis of interview data, strategy and policy documents, in addition to an exploration of relevant literature.

<http://www.ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/research-reflection-en.pdf>

Yamamoto, B., Saito, T., Shibuya, M., Ishikura, Y., Gyenes, A., Kim, V., Mawer, K. & Kitano, C. (2016). Implementation and Impact of the Dual Language International Baccalaureate Diploma Programme (DP) in Japanese secondary schools. *The International Baccalaureate*, Washington, DC.

Keywords: DP, language, bilingualism, curriculum, Japan

This study focuses upon the introduction and implementation of the DP in Japanese secondary schools. In particular, the research presented in this report describes dual language implementation and the possibility of instruction and assessment in Japanese for a selection of courses. Although the authors argue that a dual language model is feasible, the report also stresses the need for more support from the national ministry of education and the IB in the emergent phases of implementation.

<http://ibo.org/contentassets/d1c0accb5b804676ae9e782b78c8bc1c/research-dp-in-japan-full-eng.pdf>

Career-related Programme

Behle, H., Kremakova, M. & Lyonette, C. (2016). The International Baccalaureate (IB) Career-related Programme (CP): Students' Experiences, Postsecondary Destinations and Outcomes. *Warwick Institute for Employment Research.*

Keywords: CP, student outcomes, career preparation

This study considers the experiences, post school trajectories and overall outcomes of students who have undertaken the CP around the world. The study draws upon data gathered in Finland, Germany, the UK, the United States, Australia and the United Arab Emirates. Here, former CP students, employers, training providers and higher education admissions staff describe their experiences and outcomes. Overall, the findings demonstrate that most CP students were satisfied with undertaking the CP, and felt that participation in the program had enhanced their skills in regards to preparation for employment and university studies.

<http://ibo.org/contentassets/45c095d527fe4be3bb21d6187eeb8180/research-cp-ier-full-report-eng.pdf>

Cross-programme Studies /All Programmes

Adoniou, M., Toner, G. & Lee, M. (2016). The Potentials of K-12 Literacy Development in the International Baccalaureate PYP and MYP. *The International Baccalaureate*, Washington DC, USA.

Keywords: PYP, MYP, literacy development, multilingualism

This study investigates literacy development in both the PYP and MYP in order to understand the current forms of literacy development and to support future programme development. Based on analysis of relevant documents, the authors present a series of key recommendations that have the potential to support further development in the PYP and MYP.

<http://www.ibo.org/contentassets/cc0cf81a37814d94b46b9711a50a1a98/research-pyp-and-myp-literacy-full-report-eng.pdf>

Brunton, G. (2016). Collaboration within Intercultural Professional Learning Communities: A Case Study. *The International Baccalaureate*. Washington DC, USA (Jeff Thompson Award).

Keywords: professional learning communities, collaboration, international schools, China

This paper examines the effectiveness of Professional Learning Communities (PLCs) and their enactment in international schools. Based upon data collected with educators, the research examines the ways in which teachers from diverse cultural backgrounds collaborate successfully within 'intercultural PLC contexts'. In particular, the research examined a case study of teachers from myriad backgrounds, based in China and working together in PLCs. The findings suggest that the concept of intercultural PLCs offer chances for teachers to learn from one another, and although a number of challenges persisted, working through cultural difficulties together had a positive impact.

<http://www.ibo.org/contentassets/8cef1adee86046cb902d930a17da1e56/research-casestudy-brunton.pdf>

Bourn, D. (2016). Global Citizenship & Youth Participation in Europe. *Schools for Future Youth, European Commission*.

Keywords: global citizenship, citizenship education, global education, Europe

This report, which is produced for the Schools for Future Youth Project, aims to provide a review of current policies, programmes and practices relevant to global citizenship education. This review is particularly relevant for the International Baccalaureate and its schools in Europe, as it highlights the opportunity for current models and approaches to engage with global citizenship education practices.

<http://www.sfyouth.eu/index.php/en/mm-about-en/reports/needanalysis>

Cooker, L., Bailey, L., Stevenson, H. & Joseph, S. (2016). Social and Emotional Well-being in IB World Schools (age 3-19). *The International Baccalaureate*, Washington DC, USA.

Keywords: PYP, MYP, DP, student wellbeing, social, emotional, learner profile

This study explores the levels of social and emotional wellbeing of students across all IB programmes, and considers the ways in which student wellbeing is supported by both the curriculum, and school practices. Through analysis of survey data, the authors indicate that overall, IB students report high levels of positivity in their relationships, self-perceptions, and school support, with PYP students reporting the highest levels of wellbeing.

<http://ibo.org/contentassets/e2d08ebf9411469088292afc7a5bee8a/research-continuum-social-and-emotional-well-being-in-ib-world-school-final-report.pdf>

The National Recognition Information Centre for the United Kingdom (UK NARIC). (2016). Comparative analysis of the International Baccalaureate Primary Years Programme (PYP) and Middle Years Programme (MYP) in the context of the Indian education system. *The International Baccalaureate*. Washington DC, USA.

Keywords: PYP, MYP, national curriculum, India

This study provides a comparative analysis of the PYP and the MYP within the context of the Indian national education system. The report makes a comparison of the core components of both IB programmes and the Indian national curricula, examining shared approaches to learning, teaching, and support. As a result, the authors suggest that there are numerous similarities between the PYP and MYP, and the Indian education system, with the findings concluding that the IB programmes are compatible with the Indian national system.

<http://ibo.org/contentassets/1d10b3ee4ba74eaf9156984cf11f316a/final-report-pyp-and-myp-in-india.pdf>

Rao, K., Currie-Rubin, R. & Logli, C. (2016). Universal Design for Learning (UDL) and Inclusive Practices in IB World Schools. *The International Baccalaureate*, Washington DC, USA.

Keywords: universal design for learning, inclusive practice

This study examines the ways in which IB educators currently implement inclusive practices and Universal Design for Learning (UDL) in their classroom and school settings. Through analysis of data collected across all three IB regions, the findings demonstrate that IB educators continue to enact inclusive practices, however, knowledge and use of the UDL framework varies across school communities.

<http://www.ibo.org/contentassets/318968269ae5441d8df5ae76542817a0/research-udl-full-report-en.pdf>

Stevenson, H., Joseph, S., Bailey, L, Cooker., L, Fox, S. & Bowman, A. (2016). “Caring” across the International Baccalaureate Continuum. *The International Baccalaureate*, Washington DC, USA.

Keywords: PYP, MYP, DP, learner profile, caring, empathy, student dispositions

This study attempts to understand the role of the “caring” learner profile attribute across IB programmes. The study describes the extent to which IB programmes and students can be

considered 'caring', and attempts to evaluate the ways in which IB schools can develop dispositions of care amongst IB students.

<http://www.ibo.org/contentassets/952a2e6109b144ac86485780bfc8fbec/caring-across-the-ib-contiuum-final-report.pdf>

Other Academic Sources

Primary Years Programme

Cook, L. A. (2016). The Development of Global Competencies and Global Mindedness through Global Education. *International Journal of Global Education*, 5(2).

Keywords: PYP, global competencies, global mindedness

This article discusses the competencies required to facilitate global mindedness and preparedness for a globalised world. The study focuses on the global education experiences of PYP students, considered through analysis of students attempting to address a global issue. In this study, teachers reported that by engaging in global education, educators felt that their personal levels of global mindedness had changed, as had those of their students. However, analysis of relevant test scores did not confirm changes in student global mindedness.

<http://www.ijase.net/ojs/index.php/ijge/article/view/479>

Jamal, S. (2016). From Theory to Practice: A Critical Review of the International Baccalaureate Primary Years Programme. *The International Schools Journal*, 35(2), 22.

Keywords: PYP, school leadership, language teachers, intercultural understanding, languages

This paper focuses upon current perceived gaps in PYP curriculum documents as a means by which to enhance the effectiveness and future development of the PYP. The paper offers a critical analysis of the PYP in order to understand what can be done to enhance the future implementation of the programme.

<http://search.proquest.com/openview/7d24d1c046b92ffb59130326ea3bed47/1?pq-origsite=gscholar&cbl=2029238>

La Porte, A. M. (2016). Efficacy of the Arts in a Transdisciplinary Learning Experience for Culturally Diverse Fourth Graders. *International Electronic Journal of Elementary Education*, 8(3), 467.

Keywords: PYP, arts, transdisciplinary learning, cultural diversity

This study aims to understand the efficacy of the PYP in a modified form, applied within a context of social disadvantage. Through a focus on learning within the arts, the findings demonstrate that the use of the PYP challenged students to collaborate and share ideas, which resulted in learners overall being more empowered and enthusiastic about school participation and attendance.

<http://search.proquest.com/openview/b48c4514be2af7f96c836e6aacf3a889/1?pq-origsite=gscholar&cbl=656305>

Lash, M., Monobe, G., Kursun Koptur, D. U., & Black, F. V. (2016). Seven Wonders of the Early Childhood World. *Childhood Education, 92*(3), 236-246.

Keywords: PYP, national curriculum, global citizenship, New Zealand

This study examines various approaches to early childhood education, including the PYP, the Reggio Emilia approach, and *Te Whāriki*, a bicultural national curriculum that includes both Maori and Western approaches to education. Premised on the assumption that early childhood care and education should promote notions of global citizenship, the authors compare approaches in early childhood education in order to understand the outcomes for young children in New Zealand.

<http://www.tandfonline.com/doi/abs/10.1080/00094056.2016.1180904>

Ledger, S., Van Vooren, C., Villaverde, A. B., Steffen, V., & Lai, C. (2016). More than a Second Language: Leadership Structure and Pedagogic Strategies in an Australian International Baccalaureate PYP Additional Language Program. *Journal of Second Language Teaching & Research, 5*(1), 6-36.

Keywords: PYP, school leadership, language teachers, intercultural understanding, second languages

This paper examines the delivery of a number of second language curriculums in six countries, with a focus on the PYP in one Australian school. Through analysis of case study data, both structural and pedagogic strategies that support the teaching of additional languages are identified. The findings demonstrate the effective school leadership, mode of instruction and pedagogic strategies are key to the development of intercultural understanding, and the attainment of a second language.

<http://pops.uclan.ac.uk/index.php/jsltr/article/view/406>

Lochmiller, C. R., Lucero, A. & Lester, J. N. (2016). Challenges for a new Bilingual Program: Implementing the International Baccalaureate Primary Years Programme in four Colombian Schools. *Journal of Research in International Education, 15*(2), 155-174.

Keywords: PYP, bilingualism, teacher support, resources, Colombia

This paper focuses on the expansion of the PYP in Latin America, and considers some of the challenges associated with implementing the PYP in the Colombian context. By analysing data derived from case studies in four Colombian schools, the article highlights the intersection between the PYP and bilingual education, and considers the importance of mechanisms that support teaching and bilingual education.

<http://journals.sagepub.com/doi/abs/10.1177/1475240916660803>

Mattix-Foster, A. A., & Daly, K. (2016). Focus on Elementary: Creating Global Citizens: Using Attitudes and Action to Teach Character Education. (Patricia Crawford and April A. Mattix Foster, Editors). *Childhood Education*, 92(1), 80-85.

Keywords: PYP, curriculum, attitudes, global citizenship, character education

This article considers the concept of character education within the PYP, with a focus on the notion of constructing global citizenship through an analysis of ways to facilitate character education. The paper concludes by providing a discussion of the importance of character education and holistic values in supporting elementary students in IB schools.

<http://www.tandfonline.com/doi/abs/10.1080/00094056.2016.1134251?journalCode=uced20>

Oates, S. (2016). *Does the International Baccalaureate's Primary Years Programme facilitate students' motivation toward self-regulatory, autonomous learning?* (Doctoral dissertation, Durham University).

Keywords: PYP, self-regulation, teacher training, autonomy, United Kingdom, South Africa, Nigeria

This study evaluates the extent to which the PYP can motivate self-regulation amongst young learners. Drawing upon theoretical models of self-regulated learning, the findings demonstrate that PYP learners in the UK, South Africa and Nigeria have high levels of self-regulation, but comparison in levels of self-regulation levels amongst non-PYP students were also high. Subsequently, the author argues that further research should compare levels of self-regulation amongst IB and non-IB students more closely.

<http://theses.dur.ac.uk/11732/>

Palmer, N. (2016). Seeing the Forest for the Trees: the International Baccalaureate Primary Years Programme Exhibition and Global Citizenship Education. *Journal of Research in International Education*.

Keywords: PYP, exhibition, global citizenship education, Azerbaijan

This study investigates the extent to which global citizenship education (GCE) is enacted through the PYP exhibition component. Through the examination of students and teachers at The

International School of Azerbaijan on their position and understanding of GCE in schools, the study asserts that authentication, co-creation, and substantiation are key facilitating factors of the PYP exhibition, and act as a means to support global citizenship education in IB schools.

<http://jri.sagepub.com/content/15/3/208?etoc>

Savage, M. & Drake, S. (2016). Living Transdisciplinary Curriculum: Teachers' Experiences with the International Baccalaureate's Primary Years Programme. *International Electronic Journal of Elementary Education*.

Keywords: PYP, transdisciplinary curriculum, integrated curriculum, elementary education

This study explores the ways in which PYP educators understand and navigate the IB curriculum. Through interviews with teachers, the authors describe three key areas of understanding amongst educators in regards to transdisciplinary curriculum: the first relates to the assumption of the programme as a framework, the second relates to thoughts on implementation, and the third describes participants' beliefs around what is needed for successful implementation of transdisciplinary curriculum. Overall, educators described the transdisciplinary nature of the PYP as positive.

<http://www.iejee.com/index/makale/304/living-transdisciplinary-curriculum-teachers-experiences-with-the-international-baccalaureates-primary-years-programme>

Sperandio, J., & Kong, P. A. (2016). Forging Professional Learning Communities: the Role of External Agency. *International Journal of Leadership in Education*, 1-15.

Keywords: PYP, professional learning communities, agency

This article explores the impact of external agency upon the development of professional learning communities (PLCs) in IB schools that offer the PYP. The findings demonstrate that external agency can indeed support the establishment of PLCs in schools, however, it is crucial for schools to ensure the development of PLCs is done in collaboration with stakeholders in the school community.

<http://www.tandfonline.com/doi/abs/10.1080/13603124.2016.1182646>

Wiles, A. J. (2016). *Experiences of Stakeholders Participating in an International Baccalaureate Primary Years Programme in Southeast Georgia*. (Doctoral Dissertation, Georgia Southern University).

Keywords: PYP, stakeholder experience, inquiry, global citizenship, learner profile, United States

This paper presents the findings from an analysis of stakeholders about their experiences and perspectives of the DP in an elementary school in Southern Georgia. The study concludes that

stakeholders, including students, teachers, and parents, share similar expectations in regards to the learner profile, and enactments are demonstrated in both the school and the home. For stakeholders, inquiry and global citizenship were key foci, yet stakeholders also acknowledged time as an impediment in the interpretation of the learner profile.

<http://digitalcommons.georgiasouthern.edu/etd/1413/>

Middle Years Programme

Eaton Jr, J. W. (2016). *Maryland Middle School Teachers' Perceptions of Instructional Time Allotted to Social Studies* (Doctoral dissertation, Walden University).

Keywords: MYP, no child left behind, social studies, United States

This paper explores teacher perceptions of the MYP in Maryland schools, in order to understand the extent to which instructional time is dedicated to social studies education. Through analysis of interview data, teachers felt they received sufficient instructional time allotted to social studies, however, the findings also demonstrated that reduced instructional time was not adverse to teachers delivering social studies classes.

<http://gradworks.umi.com/10/14/10140492.html>

Grant, M. (2016). The International Baccalaureate: Guidance Counselling, Predictions and the Middle Years Programme. *The International Schools Journal*, 35(2), 76.

Keywords: MYP, guidance counselling, aspirations, academic progress

This paper considers the available guidance counselling offered to IB students undertaking the MYP in American schools. The paper then addresses available data relating to academic progress for MYP students, and considers the impact of counselling advice for students in the MYP, and their subsequent scores in the DP.

<http://search.proquest.com/openview/bf952fa6825046b99015242715e0a11b/1?pq-origsite=gscholar&cbl=2029238>

Holland, E. C. (2016). *"IB Pedia": Informing Educators of the International Baccalaureate Middle Years Program Through Collaborative Website Development* (Unpublished dissertation, California State University).

Keywords: MYP, website development, collaboration, United States

This paper examines the challenges facing schools implementing the MYP, with a focus on the difficulties that educators encounter due to MYP terminology. Undertaking a case study within a school in Southern California, the author explores the ways in which technological support can enhance and inform MYP expectations and understanding of terminology. Overall, the study

illustrated that technology can support educators difficulties in understanding the MYP, however, in order for technological mechanisms to be effective, ongoing collaboration and evaluation between key stakeholders is crucial.

<http://csusm-dspace.calstate.edu/handle/10211.3/175109>

Skene, R. J. (2016). *Student Voice and the International Curriculum: Connections, Contexts and Spaces* (Doctoral dissertation, University College London).

Keywords: MYP, student voice, curriculum design, international schools, IGCSE

This study explores the link between student voice within international curricula with a focus upon the importance of student participation and curriculum design. The study is based on the findings of case study data collected within three contrasting international schools, offering either the International General Certificate of Secondary Education (IGCSE) or International Baccalaureate Middle Years Programme. The findings demonstrate that engagement between teachers and students can mitigate the impediment of student voice, particularly when shared spaces are created which encourage authentic interaction.

<http://discovery.ucl.ac.uk/1530128/>

Wright, E., Lee, M., Tang, H., & Tsui, G. C. P. (2016). Why Offer the International Baccalaureate Middle Years Programme? A Comparison between Schools in Asia-Pacific and Other Regions. *Journal of Research in International Education*, 15(1), 3-17.

Keywords: MYP, Asia-Pacific region

This paper considers the expansion of the MYP around the world, before turning to focus on the placement and offering of the MYP in Asia-Pacific, a region where the MYP remains less popular when compared to the PYP and DP. This study compares the reasons given by coordinators, administrators and schools for offering the MYP instead of the other programs. The findings demonstrate that for most coordinators in the Asia-Pacific region, holistic approaches to learning and outcomes of global citizenship were the most common reasons for MYP selection.

<http://journals.sagepub.com/doi/abs/10.1177/1475240916635896?etoc>

Diploma Programme

Basel, C. F. (2016). *Double Happiness: Secondary School Students' Experiences of Community Service-Learning in an International School offering the International Baccalaureate Programme in Vietnam*. (Doctoral Thesis, The University of Melbourne, Australia).

Keywords: DP, CAS, community service, Vietnam

This study examines the experiences of DP students engaging in community service experiences in one international school in Vietnam. The findings illustrate that although the DP creativity, activity, service (CAS) component and the international school's focus upon community engagement and service supported DP students, the influence of Vietnamese culture was more impactful for DP students than school-based mechanisms.

<https://minerva-access.unimelb.edu.au/handle/11343/113599>

Bates, K. L. (2016). *The International Baccalaureate Diploma Program's Impact on College Preparation: The Student Perspective* (Doctoral dissertation, The University of Wisconsin-Madison).

Keywords: DP, AP, college preparation, United States

This study is concerned with the application of the DP as a college preparation program for entry into tertiary institutions in the United States. The author focuses on the effectiveness of the program as a support mechanism for university participation. Based on self-reported data, the study confirms that the DP does indeed support students to participate in higher education.

<http://gradworks.umi.com/10/12/10125620.html>

Beek, A. (2016). *Contextual Interpretations of International Mindedness in International Baccalaureate Diploma Students* (Doctoral dissertation, University of Calgary).

Keywords: DP, international mindedness, Czech Republic

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

<http://theses.ucalgary.ca/handle/11023/3107>

Bryant, D. A., Walker, A., & Lee, M. (2016). A Review of the Linkage between Student Participation in the International Baccalaureate Continuum and Student Learning Attributes. *Journal of Research in International Education*, 15(2), 87-105.

Keywords: DP, student participation, learner profile

This study examines the link between student participation in IB programmes, with a focus on the DP, and subsequent student learning attributes. Analysis of both quantitative and qualitative data is provided in order to examine key link between IB programmes and complementary learning attributes of learners.

<http://journals.sagepub.com/doi/full/10.1177/1475240916658743>

Cannings, J. (2016). A Coherent IBDP Core - Reality or Myth? *IS International Schools Magazine*, Autumn, 2016.

Keywords: DP, creativity, activity, service (CAS), theory of knowledge (TOK), extended essay, international mindedness, learner profile

This article provides an overview of the core components of the DP, and considers ways that schools can move towards adapting an IB style approach in order to enhance teaching and learning outcomes.

https://cloud.3dissue.com/2389/3124/7031/is19_1/offline/download.pdf

Ceballos, M. (2016). *An Analysis of School District Level Policy and Guidelines related to English Language Learners' Enrolment and Achievement in Advanced Courses*. (Doctoral dissertation, University of Central Florida Orlando, Florida).

Keywords: DP, AP, education policy, English language learners, United States

The study examines the relationship between the policies, practices, guidelines, participation and achievement of English language learners during their final years of school in the United States. The study considers the challenges facing English learners and attempts to understand the mechanisms that currently support these students.

<http://stars.library.ucf.edu/etd/5053/>

Demircioglu, S. & Cakir, C. (2016). Intercultural Competence of Students in International Baccalaureate World Schools in Turkey and Abroad. *International Education Studies*, 9(9), 1.

Keywords: DP, intercultural competence, Turkey

This paper focuses upon the notion of intercultural competence in the DP, with a comparison made between DP and non-DP students. Based on data collected from the Intercultural Sensitivity Scale (ISS), the results of the study demonstrate that there is little difference in intercultural competence amongst DP students, however, there is a considerable difference between the scores of students studying the DP and those who are not.

<http://www.ccsenet.org/journal/index.php/ies/article/view/55839>

Donahue, N. (2016). On the International Baccalaureate Curriculum and US Higher Education: Reflections and Review, or "To IB or not to IB"? *Liberal Education*, Vol. 102 (3).

Keywords: DP, AP, higher education, United States

This paper examines the DP and considers the way in which the DP is perceived by tertiary institutions in the United States. The author makes comparisons between the Advanced Placement (AP) and the DP, and also contemplates some of the challenges associated with preparedness and participation in higher education. Overall, the study concludes that DP students are perceived more favourably than AP students, leaving opportunity for further investigation into the impact of the IB as a tertiary preparation programme.

<http://www.aacu.org/liberaleducation/2016/summer/donahue>

Gurumurthy, U. (2016). *International Baccalaureate: A Study in College Readiness*. (Doctoral dissertation, Texas A&M University, United States).

Keywords: DP, higher education, college preparation

This study aims to explore the grade point averages (GPAs) and college preparedness of DP students in the United States. The results shows that students participating in this study who undertook the DP achieved high GPAs and were well equipped for college participation. The author concludes that the rigorous nature of the DP curriculum adequately prepares students for participation at university.

<http://gradworks.umi.com/10/10/10104373.html>

Hatziconstantis, C., & Kolympari, T. (2016). Student Perceptions of Academic Service Learning: Using Mixed Content Analysis to Examine the Effectiveness of the International Baccalaureate Creativity, Action, Service programme. *Journal of Research in International Education*, 15(3), 181-195.

Keywords: DP, service learning, CAS, experiential learning

This study examines the perceptions of DP students in an international Greek school, in regards to the perceived effectiveness and school implementation of the CAS component of the DP. The findings of the study illustrate that students perceive involvement in CAS in two distinct ways: one as “idealistic” and the other as “utilitarian”, which the authors argue has implications for the enactment and support given to students undertaking CAS projects.

<http://jri.sagepub.com/content/15/3/181?etoc>

Hayden, M. (2016). Institutional Interpretations of International Education in National Contexts, in *SAGE Library of Educational Thought and Practice: International Education. (Volume 2)*: London: Sage

Keywords: DP, international education, globalisation, internationalisation

This text provides a background to current issues impacting upon international education globally. Collectively, the chapters in this text add context to current interpretations of global education,

including curricula and practice, and is of relevance to educators in both the high school and tertiary sector.

<http://opus.bath.ac.uk/51868/>

Hemmens, A. (2016). Creativity, Activity, Service (CAS) for the IB Diploma: A Book Review. *IS magazine*. Summer, 2016 (Book Review).

Keywords: DP, creativity, activity, service (CAS)

This paper provides a review of the book *Creativity, Activity, Service for the IB Diploma* (Cannings et al, 2015, included in the 2015 version of this bibliography). Hemmens argues that the book provides a valuable resource, not only for students and educators, but for administrators, co-ordinators, and those interested in the CAS component of the DP.

https://cloud.3dissue.com/2389/3124/7031/is19_1/offline/download.pdf

Hilal, Y. Y. Do Programmes Delineating Critical Thinking as a Learning Outcome Facilitate its Teaching? International Baccalaureate Diploma Programme and Lebanese Baccalaureate Programme. *Topoi*, 1-17.

Keywords: DP, critical thinking, Lebanese baccalaureate, Lebanon

This paper explores the alignment between critical thinking in both the DP and the Lebanese Baccalaureate programme. Based on data collected from case studies in two Lebanese schools, the study considers the differences and similarities between the national baccalaureate and the IB.

<http://link.springer.com/article/10.1007/s11245-016-9409-9>

Kadıoğlu, S. & Erişen, S. K. Y. (2016). Analysis of International Baccalaureate Diploma Programme using SWOT in Turkey. *International Online Journal of Education Sciences*, Vol. 8 (1).

Keywords: DP, SWOT analysis, Turkey

This paper analyses the proliferation of the IB and its programmes, through analysis and interviews with teachers and administrators in secondary schools in Turkey. Utilising an analysis of strengths, weaknesses, opportunities and threats, the findings demonstrate that students who participate in the DP undertake the DP for a number of reasons, both aspirational and individualistic. However, for Turkish students, the most undesirable component of the program is the perceived focus on English language and Western values.

http://www.academia.edu/22813875/Analysis_of_International_Baccalaureate_Diploma_Programme_using_SWOT_in_Turkey

Langford, M. (2016). Mother Tongue Support within the IB. *IS International School magazine*. Summer, 2016.

Keywords: DP, multilingual students, language learning, first language maintenance

The article focuses on school supported and self-taught enactments of Language A (the mother tongue component of the DP). The article discusses the diversity of mother tongue languages taught in IB schools, before considering the support mechanisms utilised by students who wish to maintain their mother tongue.

<http://www.langfordiec.com/wp-content/uploads/2016/08/Mother-Tongue-Support-Within-The-IB.pdf>

Lee, M., & Wright, E. (2016). Moving from Elite International Schools to the World's Elite Universities: A Critical Perspective. *International Journal of Comparative Education and Development*, 18(2), 120-136.

Keywords: DP, international schools, elite systems, tertiary participation, China

This paper explores the expansion of English language international schools in China, with a focus on those that offer the DP. The article then considers trajectories from DP participation to elite universities across the world, and the implications of increased student mobility between elite systems of schooling.

<http://www.emeraldinsight.com/doi/full/10.1108/IJCED-01-2016-0002>

Lee, M., Wright, E., & Walker, A. (2016). The Emergence of Elite International Baccalaureate Diploma Programme Schools in China: A 'Skyboxification' Perspective. *Elite Schools: Multiple Geographies of Privilege*, 50.

Keywords: DP, international schools, elite systems, China

This chapter focuses on the expansion of IB schools in China, and considers their position and role in the developing of a stratified system of elite schooling. The chapter also explores the implications for China's education system as it moves towards a more globally oriented student cohort.

<https://www.routledge.com/Elite-Schools-Multiple-Geographies-of-Privilege/Koh-Kenway/p/book/9781138779419>

Martin, R. A., Tanyu, M., & Perry, S. (2016). Structures and Programme Supports for Creativity, Action, Service in the International Baccalaureate Diploma Programme: An Implementation Study in Turkey. *Journal of Research in International Education*, 1475240916659722.

Keywords: DP, creativity, activity, service (CAS), experiential learning, Turkey

This study explores the implementation of the CAS component of the DP in Turkey. The findings demonstrate that it is important for schools to support and focus more upon programme coordinators, teacher training, integration with academics and school culture. Overall, the study results suggest that focusing upon these areas will enhance existing structures in Turkish IB schools.

<http://jri.sagepub.com/content/early/2016/07/19/1475240916659722.abstract>

Neovius, S. (2016). *Consistency and Quality Control: Differences and similarities regarding exam task construction and syllabus content between IB Maths SL and Maths 1-4 at the Swedish Natural Sciences Programme*. (Dissertation, Uppsala Universitat).

Keywords: DP, international assessment, mathematics, Sweden

This study explores the differences and similarities regarding the content of the syllabus and exam task construction in the current math courses offered in the Swedish Natural Sciences (NV) programme and the Maths SL program within the International Baccalaureate Diploma Programme. The study considers a number of challenges regarding consistency between both courses, and attempts to offer ways for the Swedish system to support mathematics content and assessment.

<http://uu.diva-portal.org/smash/record.jsf?pid=diva2%3A931735&dswid=8547>

Ohyama, M., Grady, C., & Kawasaki, Y. (2016). Introduction of the International Baccalaureate Program at Deerfield Beach High School. *Bulletin of the University of Hyogo Education* 48, 141-147, 2016-02.

Keywords: DP, education, internationalisation, United States

This study considers student perspectives of the requirements of the DP, with a focus on exams, the extended essay, and extracurricular activities. The basis of data in this report is formed from the experiences of one student attending Deerfield Beach High School in Florida, the United States, with the student's perspectives compared to the expectations set by the IB.

<http://repository.hyogo-u.ac.jp/dspace/handle/10132/16163>

Resnik, J. (2016). *Struggling for Recognition: Access to Higher Education through the International Baccalaureate*. *Critical Studies in Education*, 1-18.

Keywords: DP, higher education, university admission

This study provides a global comparison of DP and higher education processes and partnerships in Argentina, Canada, Chile, Spain and the United States in order to understand the efficacy of

these assemblages. Based on data collected with administrators working in various IB schools, the study discusses how the IB supports recognition of the DP for university admission purposes.

<http://www.tandfonline.com/doi/abs/10.1080/17508487.2016.1263222?journalCode=rcse20>

Royaltey, H. (2016). *Level up: Dual Enrolment in Avid and International Baccalaureate Diploma Programs* (Doctoral dissertation, San Francisco State University).

Keywords: DP, academic service, learning, CAS, experiential learning

This study focuses on a number of reform initiatives designed to improve the opportunities for students to gain access to college. In this paper, the author considers the application and outcomes of both AVID (*Advancement Via Individual Determination*, an organisation that seeks to close the achievement gap) and IB programs in regards to the outcomes of minority and underrepresented students seeking entry to college. Specifically, the study examines the effect of enrolment in both AVID and IB programs from the perspective of students. The author focuses on the level of tertiary preparedness of both IB and AVID program students, and finds that dual enrolment in both AVID and IB programs in the upper secondary years leads to better transitions for high school students.

<http://sfsu-dspace.calstate.edu/handle/10211.3/174026>

Saavedra, A. R. (2016). Academic Civic Mindedness and Model Citizenship in the International Baccalaureate Diploma Programme. *The Social Studies*, 107(1), 1-13.

Keywords: DP, metacognition, civic mindedness, United States

This study explores the DP's development of students' "academic civic mindedness" and "model citizenship", with data collected from four state schools in California. The findings demonstrate that the DP curriculum places a strong emphasis on student awareness and knowledge of public policy, while the pedagogy of the DP equips students with skills that promote civic citizenship. Overall, both IB students and their teachers feel that the DP develops civic mindedness, however, educators also acknowledge that they would benefit from further support to discuss the implications of the curriculum with students.

<http://www.tandfonline.com/doi/abs/10.1080/00377996.2015.1094722>

Sagun, S., Ateskan, A., & Onur, J. (2016). Developing Students for University through an International High School Program in Turkey. *Educational Sciences: Theory & Practice*, 16(2).

Keywords: DP, critical thinking, international schools, tertiary preparation, Turkey

This article describes the readiness and development for students receiving an 'international' education in Turkey. Through a comparison of academic performance of students participating in the Turkish National Secondary Program (MONEP) and the DP, the findings of this study

demonstrate that MONEP students who also participated in the DP have a significantly higher likelihood of enhanced academic outcomes and participation in tertiary study.

<http://www.estp.com.tr/article/developing-students-for-university-through-an-international-high-school-program-in-turkey/>

Wasner, V. (2016). Critical Service Learning: A Participatory Pedagogical Approach to Global Citizenship and International Mindedness. *Journal of Research in International Education*, 1475240916669026.

Keywords: DP, service learning, CAS, experiential learning, participatory approaches

This study examines the ways in which utilizing a participatory approach to education for international mindedness and global citizenship can support teachers in international schools to think in authentic ways, so as to critically engage with inequalities and injustices around them. The author argues that the application of critical, participatory pedagogy can be employed during the CAS component of the DP, in order to understand and reflect upon what global citizenship and international mindedness really are.

<http://jri.sagepub.com/content/15/3/238?etoc>

Xi, W. (2016). *The Discursive Construction of Intercultural Understanding in China: A Case Study of an International Baccalaureate Diploma Program*. Lexington Books.

Keywords: DP, intercultural understanding, ethnography, China

This book focuses upon the creation of intercultural understanding in China, by offering a case study of a DP school in mainland China. Through a detailed ethnographic exploration, the author provides qualitative descriptions of the way in which students, teachers, and administrators engage and communicate within the school and its community. The findings of the study reveal that the construct of intercultural understanding is a process marked by complexity, and that elite interaction and participation within international schools have the potential to impact upon individuals' intercultural learning.

<https://www.overdrive.com/media/2557508/the-discursive-construction-of-intercultural-understanding-in-china>

Cross-programme Studies/All Programmes

This section includes works related to cross-programme studies and the International Baccalaureate as an organization.

Bunnell, T. (2016). The Dearth of International Baccalaureate Schools across Africa. *Africa Education Review*, 13(2), 181-195.

Keywords: IB expansion, international schools, Africa

This paper examines the growth of the IB in Africa. Despite the number of schools offering the IB in Africa, the author identifies that growth has remained stagnant since the 1980s, with the total of IB schools in Africa accounting for less than 2 percent of all IB schools worldwide. This article discusses the current situation, and examines reasons for the paucity of IB schools in the African continent.

<http://www.tandfonline.com/doi/abs/10.1080/18146627.2016.1224120>

Drake, S. M., & Savage, M. J. (2016). Negotiating Accountability and Integrated Curriculum from a Global Perspective. *International Journal of Learning, Teaching and Educational Research*, 15(6).

Keywords: accountability, 21st century skills, integrated curriculum

This paper focuses on the complexity in developing students' 21st century skills against a backdrop of educational accountability. The author compares the challenges of preparing students for the world into which they will emerge against the prominence of high stakes assessment, and argues that the application of an integrated curriculum is one such way to address these issues. Integrated curriculum is a popular way to develop these skills, yet it is often dismissed because of accountability issues. The authors conclude that integrated curriculum should indeed be used, as there do not appear to be negative outcomes based on its application.

<http://ijlter.org/index.php/ijlter/article/view/639>

Fielding, M. & Vidovich, L. (2016). Internationalisation in Practice in Australian Independent Secondary Schools: a Global-local Nexus? *Compare: A Journal of Comparative and International Education*, 1-15.

Keywords: internationalisation, independent schools, Australia

This paper offers a comparative analysis on internationalisation, based on the perspectives of school leaders, teachers and students in two independent secondary schools in Australia. Considering the different approaches to internationalisation taken by both schools, the study demonstrates that while globalisation is having a powerful impact on schools, local concerns, school communities and the values of key stakeholders also play a role in understanding how schools engage with international issues and practices.

<http://www.tandfonline.com/doi/abs/10.1080/03057925.2016.1169158>

Glass, L. H. (2016). *A Case Study of an International Baccalaureate School within an Urban School District-University Partnership* (Doctoral dissertation, Cleveland State University).

Keywords: urban schools, social capital, transdisciplinary content, teacher influence

This research examines the relationship between the IB and individual and institutional development of social capital. The findings of the research describe the challenges, as well as some of the benefits, of delivering and sustaining the IB curriculum. In particular, educators found it challenging to deliver the transdisciplinary IB content against a backdrop of state based requirements and assessment.

https://etd.ohiolink.edu/pg_10?0::NO:10:P10_ACCESSION_NUM:csu1464870792

Hamer, R., & van Rossum, E. J. (2016). Students' Conceptions of Understanding and its Assessment. *Innovative Practices for Higher Education Assessment and Measurement*, 141-162.

Keywords: international curricula, assessment, student understanding

This chapter explores the different ways students learn and considers the difference between 'learning' content and 'understanding' material. Based on student narratives and insights, the authors attempt to delineate learning and understanding, in order to enhance our knowledge of the ways in which students digest and utilise content.

<http://www.igi-global.com/book/innovative-practices-higher-education-assessment/147029>

Hayden, M., & Thompson, J. (Eds.). (2016, March). *International Schools: Current Issues and Future Prospects*. Symposium Books Ltd.

Keywords: international schools, international curricula, national systems

This book focuses upon current issues within the international schools sector, with consideration to the development, expansion and growth of the sector, and the inherent challenges faced as a consequence. The authors consider a range of issues by focusing upon the importance of leadership, management and educational perspectives on the future development of the international sector.

<http://www.symposium-books.co.uk/bookdetails/99/>

Hill, I. (2016). What is an International School? *The International Schools Journal*, 35(2), 9.

Keywords: international schools, international curricula, national systems

Part of a two-part series on international schools, the author discusses some of the challenges that international schools face in moving the sector forward. This paper considers the difficulties in understanding the concepts of 'international education' within international schools, and the subsequent challenges that may arise with the proliferation of international schools around the world.

<http://search.proquest.com/openview/fb56a89a6bedfa1ab92336296bb4d824/1?pq-origsite=gscholar&cbl=2029238>

Hirsch, S. E. (2016). *Understanding the Relationship Between Teacher and Organizational Intercultural Competency in International Schools: A Mixed Methods Study* (Doctoral Dissertation, University of San Francisco).

Keywords: intercultural competency, international schools, professional development

This mixed methods inquiry provides a comparison between data from teachers and school leaders in relation to the development of intercultural competency within international schools. Through examination of international schools in South East Asia, East Africa, Western Europe and South America, educators considered the role that early lived intercultural experiences had upon the development of later intercultural experiences. Both school leaders and teachers reported that there were a number of tensions between local and expatriate teachers, and that cultural induction programs and ongoing professional development are crucial for future intercultural development.

<http://repository.usfca.edu/diss/302/>

Mainhart, K. (2016). *Walking in Another's Skin: The Cultivation of Empathy and Intercultural Understanding in the International Baccalaureate Program* (Doctoral dissertation, Colorado State University).

Keywords: intercultural understanding, empathy, global citizenship, international mindedness

This paper examines the expansion of the IB, and the implications for the program. Focusing on the global west, the author addressed concerns made about the motivation and outcomes of the IB, including a perceived move away from holistic and shared global values, to a prioritization of western ideals. The paper then moves to examine the ways in which empathy and intercultural understanding are cultivated in IB schools.

<https://dspace.library.colostate.edu/handle/10217/173491>

Michel, C., Kamalaldin, A., & Sweet, K. (2016). *Cultivating the Future: Sustainability Education and the International Baccalaureate Programme*. (Doctoral Dissertation, Blekinge Institute of Technology, Sweden).

Keywords: DP, MYP, sustainable development, sustainability challenge

This paper focuses upon the role of education as an important strategy in the transition towards sustainability. By evaluating the IB program, and in particular, the CAS component of the DP, the authors argue that Sustainability Education (SE) should be a core component of the curricula, especially in the MYP and DP, and within the learner profile. The authors conclude the paper by suggesting that although the IB generally aligns with the criteria for quality sustainability education, several gaps exist that should be focused upon in future research.

<http://bth.diva-portal.org/smash/record.jsf?pid=diva2%3A946028&dswid=8004>

Munn, S. K., & Ryan, T. G. (2016). An Examination of Mental Health Promotion Within International Schools and Current Reform Practices That Can Benefit Third Culture Kids. *IJER Vol 25-N2*, 170.

Keywords: mental health, international schools, third culture kids

This chapter considers the challenges of supporting students impacted by mental health issues within international schools. The chapter focuses on the unique challenges that affect third culture kids (TCKs), and highlights ways for international schools to implement improved mental health promotion, and support mechanisms for students in international schools.

<https://rowman.com/ISBN/9781475827576/IJER-Vol-25-N2#>

Prickarts, B. (2016). *Shifting Borders: A Case Study of Internationalisation of Education Within a Dutch School Group in Amsterdam* (Doctoral dissertation, University of Bath).

Keywords: international schools, internationalisation, the Netherlands

This paper presents a study undertaken by a national school group in the Netherlands, with an aim to internationalise student experiences. The author examines the idea of shifting borders between the local and the global, and the impact upon both international and local schools. Considering the mobility of students, the findings demonstrate that internationalisation leads to a reduced binary between local and transnational students, with international schools deemed as places where students felt more ready to deal with difference and diversity.

<http://opus.bath.ac.uk/50410/>

Rentoule, D. (2016). Learning to read: Where does it happen? *The International Schools Journal*, 35(2), 45.

Keywords: IB programmes, teaching and learning, literacy

In this study, the author considers the complexity in literacy learning and reading practice, against a context of IB expectations and instructions. In relation to the IB's expectations regarding the teaching of language, the study demonstrated that although explicit reading should be taught across subjects and year levels, explicit reading instruction was rare and teacher centred.

<http://search.proquest.com/openview/ac8051d7f54be15a17e271d37e6bb643/1?pq-origsite=gscholar&cbl=2029238>

Siskin, L. S. (2016). Mutual Adaptation in Action. *Teachers College Record*, 118(13), n13.

Keywords: IB expansion, adaptation of programs, organisational learning, Title I schools, United States

This paper tracks the expansion of the IB with a focus on the context of Title I schools. In this paper, the author focuses upon data collected in schools in the emergent phases of implementation, with consideration given to mutual adaptation: the level of organisational learning undertaken by both the school and the IB as an organisation

<http://www.tcrecord.org/Content.asp?ContentId=20558>

Stanners, E. (2016). A Critical Examination of the Contention of the Existence of a Culture Justice Education at the Vienna International School, Austria. In *Women and Children as Victims and Offenders: Background, Prevention, Reintegration* (pp. 363-377). Springer International Publishing.

Keywords: PYP, MYP, DP, school culture, justice education, Austria

This chapter explores the idea of ‘a culture of justice’, and considers whether such a culture exists at the Vienna International School in Austria. The author queries whether the offering of IB programmes are key to the construct of a culture of justice, before considering which characteristics of a curriculum are necessary to create a school culture of democracy and equity. The chapter concludes by arguing that although the curriculum can support a culture of justice, without adequate involvement from stakeholders, this is unlikely to occur.

http://link.springer.com/chapter/10.1007/978-3-319-08398-8_14

Tabrizi, S. (2016). Is International Education possible with a Postmodern Approach? *International Journal of Technology and Inclusive Education (IJTIE)*, Volume 5, Issue 1, June 2016

Keywords: international schools, postmodernism, global mindedness, global education

This paper considers the complexity of postmodernism, and applies the construct to the notion of international education. In doing so, the author examines enactments of postmodernism in education in comparison to modernism, before turning to explore the application of postmodernism in International Baccalaureate schools.

http://www.academia.edu/22118125/Is_International_Education_possible_with_a_Postmodern_Approach

Tarc, P. (2016). Global to Local Curriculum Policy Processes: The Enactment of the International Baccalaureate in Remote International Schools by Ledger, S., Vidovich, L. & O'Donoghue, T. (2014). New York, NY: Springer. *Leadership and Policy in Schools*, 1-3.

Keywords: international schools, remote schools, policy, practice

This paper reviews the 2014 book on the enactment of the IB in remote International schools. The review considers the complexity of curriculum adoption, production, and enactment, and applies the ideas raised in the text to the author's recent experiences working and researching in remote schools in Asia. Overall, the author argues that the book offers much on the topic of remote international schools, particularly given the paucity of literature on the topic.

<http://www.tandfonline.com/doi/abs/10.1080/15700763.2016.1164868?journalCode=nlps20>

Urquhart, S. (2016). *An Exploration into the Environmental Identities and Sense of Place of Internationally Mobile Adolescents*. (Dissertation, Royal Roads University, Canada).

Keywords: international schools, third culture kids, identity, mobility, Hong Kong

This study provides an overview of the impact on international relocations upon the identity of 'third culture kids' in Hong Kong. Focusing upon student perspectives to international schools, the study considers the experiences, feelings, and identity construct of young people in international schools, and finds that international mobility has no negative impacts upon adolescents.

<https://dspace.royalroads.ca/handle/10170/880>

Vesterinen, V. M., Tolppanen, S., & Aksela, M. (2016). Toward Citizenship Science Education: What do Students do to make the World a Better Place? *International Journal of Science Education*, 38(1), 30-50.

Keywords: pedagogical reform, citizenship, service, activity, Taiwan

This study analyses data collected from gifted students studying in Taiwan IB schools, in order to understand what the students felt they were doing to enhance the world in which they live. The findings demonstrate that the students involved in the study reported that they committedly undertake a myriad of actions in order to make the world better, and have high levels of reported responsibility for their post school trajectories. As a result, the authors argue that international schools and educators should consider students' current activities as part of facilitating citizenship education.

<http://www.tandfonline.com/doi/abs/10.1080/09500693.2015.1125035>

Walker, G. (2016). International Schools and International Curricula. *International Schools: Current Issues and Future Prospects*.

Keywords: International Baccalaureate, international schools, curricula, Switzerland, United States, Wales

This chapter aims to challenge the assumption that all international schools must offer the IB. In doing so, the author focuses on three international schools that were established prior to the introduction of the IB, in Geneva, New York and Wales, and considers the features offered in these schools as compared to the International school sector.

<http://www.symposium-books.co.uk/bookdetails/99/>

Wells, J. (2016). *Learner reflections on the International Baccalaureate (IB) Learner Profile and international mindedness at a bilingual school in Bogota, Colombia* (Doctoral dissertation, University of Bath).

Keywords: MYP, DP, international mindedness, self-understanding, disposition, Colombia

This paper aims to consider the reflections of MYP and DP students undertaking the IB in a bilingual school in Colombia. Specifically, the study focuses upon student perceptions of the learner profile and the ways in which these attributes contribute to international mindedness. The findings suggest that most students report that learner profile attributes are developed not only in the school, but also by parents and their own actions.

<http://opus.bath.ac.uk/50283/>

Young, J. G. (2016). *An Investigation into how a Globalised Lifestyle, International Capital and an International Schooling Experience Influence the Identities and Aspirations of Young People* (Doctoral dissertation, University of Leicester, Ireland).

Keywords: globalisation, capital, international schooling, Belgium

This study focuses on the development of aspirations amongst students in one international school in Belgium. Through analysis of interview data, the paper explores the factors that impact on the development of young people's identities, and emphasises the role that socioeconomic background and access to capital have upon the development of international students' aspirations.

<https://ira.le.ac.uk/handle/2381/37026>

Conference Proceedings

Primary Years Programme

Brooks, J. (2016). *Designing Learning Landscapes: What Have We Learned from International Comparisons of Exemplary Primary Curriculum?* Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: PYP, elementary curriculum, curriculum features, technology

This paper provides the results of an analysis of innovation and outcomes in exemplary primary curriculum. Considering the design features of the PYP, the author iterates that the PYP framework offers several features that can enhance young children's engagement and interaction, and augment learning outcomes and student perspectives.

https://convention2.allacademic.com/one/era/era16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1054344&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Drake, S. & Savage, M. (2016). An Exploration of Policy and Practice of Transdisciplinarity in the International Baccalaureate Primary Years Program. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: PYP, transdisciplinary, teacher practice, IB implementation

This study explores the ways in which PYP educators understand and navigate the IB curriculum. Through interviews with teachers, the authors describe three key areas of understanding amongst educators in regards to transdisciplinary curriculum: the first relates to the assumption of the programme as a framework, the second relates to thoughts on implementation, and the third describes participants' beliefs around what is needed for successful implementation of transdisciplinary curriculum. Overall, educators described the transdisciplinary nature of the PYP as positive.

https://convention2.allacademic.com/one/era/era16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1054343&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Garrido, R., Manso, J., Menendez, M., Thoillez, B. (2016). The International Baccalaureate Primary Years Programme as an Accelerator towards Competence Based Education: The Case of IB schools in Spain. Presented at the *European Council for Education Research Annual Conference*, Dublin, UK.

Keywords: PYP, global citizenship education, competence based education

This presentation provides an overview of some of the challenges facing schools in Spain that are currently adopting the International Baccalaureate. In particular, the paper focuses upon the use of the PYP as a means by which to enhance approaches to teaching and learning in the Spanish education system.

<http://www.conf4me.com/ecer2016#/conference/100001/session/371/event/1025>

Miller, A., Kitsantas, A. & Chirinos, D. (2016). Plan and Act: Examining the Development of Elementary Students' Self-Regulatory Behaviors. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: PYP, mathematics, self-regulation

This study explores the development of the *Plan and Act* measure for elementary students, a self-reporting mechanism that is in the emergent stages of validation. Focusing upon the development and engagement of mathematics students within the PYP, the authors track the self-regulatory behaviours of students relating to engagement with the mathematics curriculum. Overall, the findings demonstrate a link between efficacy and engagement, and therefore, future research should examine the impact upon both efficacy and engagement in regards to the development of self-regulatory behaviours.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1067032&PHPSESSID=8gdoiv8f5tmsmihdistgeb7q4

Diploma Programme

Ballantyne, K. (2016). Meeting the Needs of Diverse Second Language Learners Within an International Curriculum. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: DP, cultural diversity, languages, English language learners, mother tongue instruction

This paper explores the elements that lead to academic achievement for DP students undertaking study in a language other than their mother tongue. The findings demonstrate that overall, the majority of DP candidates who *do not* speak English as a native language *do* use English as their primary additional language. However, for those learners who have less common native or additional languages, the study highlights the need for schools to increase support for students. This includes teacher training, alternative assessment, and a focus on enhanced academic language pedagogy for educators working in IB schools.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1054341&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Bostan, C., Constantin, A., Constantin, T. Hojbota, A.M., Holman, A. & Pascal, E. (2016). Developing Academic Persistence in the International Baccalaureate Diploma Program. Presented at the *European Council for Education Research Annual Conference*, Dublin, UK.

Keywords: DP, academic persistence, educational strategies, personality, Romania

This paper presents the findings of an investigation into the current mechanisms that can facilitate the development of academic persistence in the DP within international schools. Based on analysis of documents and interviews with educators in Romania, the authors point to a specific set of mechanisms and character traits that can foster academic persistence. Finally, the authors also discuss implications for the Romanian education system in relation to DP implementation.

<http://www.conf4me.com/ecer2016#/conference/100001/session/297/event/819>

Bryant, D. A., Walker, A., & Lee, M. (2016). Exploring the Link Between Student Participation in the International Baccalaureate Continuum and Student Learning Outcomes. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: DP, student participation, tertiary preparedness, learning outcomes

This paper examines the link between student participation in IB programmes with a focus on the DP, and subsequent student learning outcomes. Analysis of both quantitative and qualitative data examines the key links between IB programmes and the complementary learning attributes of learners, as well as students' post school trajectories.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1055326&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Donaldson, K. (2016). Under and Over Enrolments: Race and Place in the International Baccalaureate Diploma Program. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: DP, minority education, United States

This paper explores trends in current placement of the DP across the United States. Considering the geographic distribution of these programmes, the author then turns to focus on the participation of students on the basis of race and ethnicity, and considers the characteristics of schools who have the largest proportion of minority students, African American and Latino/a learners. The findings suggest that schools that offer the DP appear to contribute to the stratification of learners within and across United States schools. Specifically, Caucasian students in suburbs tends to have less access to the DP than their counterparts in cities, whereas African American and Latino/a students have less access to the DP in cities.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1064648&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Hersi, A. & Smith, S. (2016). Race and Resiliency: Understanding the Experiences of High-Achieving African American Male Students. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: DP, college preparation, resiliency, achievement, Advanced Placement

This paper examines the elements that promote resiliency and academic achievement amongst African American students engaged in college preparation programs in the United States. Focusing upon the experiences of male students undertaking the DP, the findings illustrate the academic challenges these students encounter as they prepare for college, and the resources needed in order

to support African American students undertaking the IB and other academically rigorous programs.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1067479&PHPSESSID=np472fdjp3srkmjkpccn5jqef4

Holman, A. C., Pascal, E. A., Bostan, C., Hojbota, A. M., & Constantin, T. (2016). Developing Academic Persistence in the International Baccalaureate Diploma Program: Educational Strategies and Associated Personality Traits. *Presented at the European Council for Education Research Annual Conference, Dublin, UK.*

Keywords: DP, academic persistence, educational strategies, persistence, Romania

This presentation reports on the findings of two studies that considered educational mechanisms used to foster and support academic persistence within the DP. Through analysis of documents and interviews with IB educators working in Romanian high schools, the authors provide explicit strategies that can be used to promote persistence within the Romanian education system.

<http://www.eera-ecer.de/ecer-programmes/conference/21/contribution/38326/>

Lee, M., Walker, A. & Bryant, D. (2016). Exploring the Link between Student Participation in the International Baccalaureate Continuum and Student Learning Outcomes. Presented at *American Educational Research Association Annual Meeting, Washington DC, United States.*

Keywords: DP, student participation, learning outcomes

This paper considers the growth of the DP and discusses the link between participation in IB programs and post school outcomes. Based upon analysis of interview and test score data, the authors consider the potential of the DP to support positive student academic outcomes, and consider reasons for such connections.

<http://repository.lib.ied.edu.hk/jspui/handle/2260.2/20051>

Ramos, M. (2016). *Exploring Creativity, Activity, Service (CAS) of the International Baccalaureate Diploma Programme.* Presented at the Australian Association for Research in Education Annual Meeting, Melbourne, Australia.

Keywords: DP, creativity, activity, service

This paper presents the findings of both survey and interview data conducted in the Asia Pacific, Middle East and Europe. Considering data derived from 8000 students and 500 CAS coordinators, the study provides an overview of the documentation, classification and categorisation of the varying types of CAS initiatives and activities undertaken by DP students. Overall, the presentation illuminates the levels of satisfaction and associated experiences with CAS, based on the perspectives of both staff and students.

<http://www.aare.edu.au/publications-database.php>

Career-related Programme

Lakes, R. & Donovan, M. (2016). *Unifying the Vocational-Academic Divide? A Study of the International Baccalaureate Career-Related Program in the United States*. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: Career-related certificate, vocational education, United States

This paper considers the expansion of the IB in United States schools, with a focus on the Career-related Programme. Based upon data collected in two US schools, the paper considers the challenges associated with vocational and college participation, and the mechanisms needed in order to bridge the gap between the vocational and university systems. Finally, the authors point out that although the Career-related Programme has been widely accepted for its potential to enhance views of vocational education, the results of this study indicate that the Career-related Programme offers class advantage, rather than enhancing improvement of vocational education.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1053391&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Cross-programme Studies/All Programmes

Adoniou, M. (2016). *K-12 Literacy Development in the International Baccalaureate to Inform Curriculum Review*. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: PYP, MYP, literacy development, teacher practice

This paper examines the ways in which the PYP and MYP reflect the current body of research on the development of literacy skills across the curriculum. Through an analysis of assessment, content and pedagogy, the findings demonstrate that although both the PYP and MYP display elements of strong coverage in content and assessment, there are a number of gaps in regards to the ways in which educators enact concepts into practices that promote literacy outcomes. Further, the author argues that between the PYP and MYP, there are discrepancies in the development of literacy that can prove problematic for educators.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1054340&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Bunnell, T., Fertig, M., & James, C. (2016). *Bringing Institutionalisation to the fore in Educational Organisational Theory: Analysing International Schools as Institutions*. Presented

at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: international schools, institutionalisation, organisational theory

This paper analyses the legitimacy of schools that self-identity or are identified as 'international' through application of institutionalisation theory. International schools are an appropriate form of educational organisation to analyse from an institutional perspective. The authors argue that the largely unregulated international school sector should utilise institutionalisation theory more regularly, in order to ensure regulation and cultural cognition in international schools.

<http://opus.bath.ac.uk/49679/>

Dabrowski, A. & Arifin, D. (2016). Market Orientation in 'International Education': Creating Capital or Instilling Social Advantage? *Presented at the European Council for Education Research Annual Conference*, Dublin, UK.

Keywords: MYP, DP, elite schools, international schools, market orientation, Australia

This paper focuses upon the notion of 'market orientation' in secondary schools that define themselves as 'international', either in regard to school context of the offering of international curricula choices such as the MYP and DP. Through analysis of school data derived from Australia, the presenters argue that international systems of schooling often instil advantage, and that school marketing processes recognise and contribute to systems that privilege those who have, over those who do not.

<http://www.eera-ecer.de/ecer-programmes/conference/21/contribution/36981/>

Elpus, K. (2016). Factors Affecting the Uptake of Arts Education in the International Baccalaureate. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: MYP, DP, arts education, IB expansion

This study explores the elements that relate to the uptake and engagement with arts education within the MYP and DP. Drawing upon both quantitative survey data and case studies with students and educators engaged in arts education within the IB, the authors highlight several factors that can be considered responsible for the uptake of arts in the IB.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1054342&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Gordon, M., Halic, O. & VanderKamp, E. (2016). Improving College Enrolment Among Low-Income and Minority Students in Title I Schools. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: low-income students, Title I schools, college participation, United States

This paper considers the growth of low-income students in IB programmes within the United States, and the subsequent implications for educational achievement. The paper focuses upon access to IB programmes before considering the post school trajectories of students in Title I schools offering the IB. The findings indicate that overall IB programmes are accessible to low-income and minority students, and that DP participation often leads to higher levels of enrolment in college programs when compared to the national average for underrepresented groups.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1057930&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Kallimani, M., Theodora- Samara, A., & Tsakiris, D. (2016). *An Emerging Type of 'Privitisation' at Public Schools and the Role of Political and Social Networks in Accessing Educational 'Elites'*. Presented at the *European Council for Education Research Annual Conference*, Dublin, UK.

Keywords: elite schools, international schools, education policy, Greece

This paper considers the implications of recent policies in 'elite' schools in Greece, with a focus on international schools and schools that offer IB programs, which this presentation posits are frequently attended by students from high socioeconomic backgrounds. In doing, the presentation considers the implications for privatisation at public schools and access to education in Greece.

<http://www.conf4me.com/ecer2016#/conference/100001/session/462/event/1300>

Kurita, E. (2016). *Two Types of Inquiry in Art Education of Tamagawa Academy*. Presented at the *European Council for Education Research Annual Conference*, Dublin, UK.

Keywords: inquiry based learning, art education, Japan

This presentation focused on a comparison between two types of inquiry based education at Tamagawa Academy in Japan. The Academy was founded on the principle of 'Zenjin' or holistic education, and in 2007 the school also introduced the IB. This paper discusses the two approaches to education and considers the differences and similarities within the context of art education.

<http://www.conf4me.com/ecer2016#/conference/100001/session/524/event/1471>

McGuinness, C. & Swartz, R. (2016). *How Do We Know That a Curriculum Is a "Thinking" Curriculum? The International Baccalaureate Challenge*. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: metacognition, learning goals, enquiry based learning, student dispositions

This paper documents the development of a framework that attempts to evaluate the extent to which curricula can claim to be ‘thinking’ curricula. With a focus on cross-programme studies, the study presented attempts to understand the ways in which the IB programmes, pedagogies and learning goals can support the development of skilful thinkers. The authors conclude by iterating the need for frameworks that evaluate the development of thinking skills to include several critical mechanisms that can support both teacher practice and student engagement.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1054345&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Merz, S., Fox, R. & Webb, K. (2016). *How Internationally Minded Are Our Teachers? Examining In-Service Teachers' Understandings of Culture and International-Mindedness*. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: international mindedness, professional learning, instructional practice

This study aims to understand the extent to which purposeful professional learning can foster and encourage educator’s understanding of culture, diversity, and international mindedness. Drawing upon quantitative data, the results suggest that overall teacher knowledge of culture varies, and international mindedness is a challenging concept that teachers often find difficult to enact. Thus, professional learning should be further targeted to support the application of international mindedness in IB schools.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1069603&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Shrimpton, B. (2016). *Assessing International Mindedness in International Baccalaureate Schools*. Presented at the *Australian Association for Research in Education Annual Meeting*, Melbourne, Australia.

Keywords: international mindedness, school enactment

This presentation focuses on current pedagogical and program practices that support the development of ‘international mindedness’ within all IB programmes. By considering international mindedness as both a concept and widely used term, the presentation adds to current research into school definitions, theorisations, enactments and assessment of international mindedness and associated constructs.

<http://www.aare.edu.au/publications-database.php>

Thier, M. & Wellesley, L. (2016). *A Multinational, Mixed-Methods Inquiry of High School Students' Global Citizenship*. Presented at *American Educational Research Association Annual Meeting*, Washington DC, United States.

Keywords: global citizenship, project-based learning, post school trajectories

This paper explores the idea of global citizenship education within the context of project-based learning. Drawing upon data collected with students from 19 countries, the study examines ways in which to measure global citizenship in pre-university cohorts, as well as understanding the experiences of teachers and students in constructing global citizenship narratives. Overall, the paper is the largest study to-date on the facilitation of global citizenship in IB schools.

https://convention2.allacademic.com/one/aera/aera16/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1068856&PHPSESSID=1d2r2far6mon35ktbg48p96dh2

Foreign Language Research

Devrimsel, D. (2016). *Comparative Analysis of MONEP High School Turkish Literature Curriculum and IBDP Language A: Literature (Turkish) Curriculum* (Doctoral dissertation, Bilkent University).

Keywords: DP, language A, literature curriculum, Turkey

This paper compares the national Turkish secondary literature curriculum to the DP Language A literature curricula. The paper reveals that many similarities exist between the two curricula, particularly in terms of educational philosophy, objectives, content, teaching and learning, evaluation and assessment.

<http://hdl.handle.net/11693/32478>

Menéndez, M. (2016). *Constryendo y Formando una Comunidad Global de Docentes: El Caso de Bachillerato Internacional. Journal of Supranational Policies of Education (JoSPoE)*, (5).

Keywords: teacher training, international education, global education, global competence

This paper offers an examination of the impact of globalisation upon education, with a focus on schools that offer the IB. Considering the internationalising of schools and school curricula, the authors examine the impact upon teacher training at local and global levels. To illustrate the dichotomy between current teacher training practices, the authors focus upon a case study of teacher training in one IB school.

<https://revistas.uam.es/index.php/jospoe/article/viewFile/6661/7042>

Ramirez, M. (2016). *Enseñanza-aprendizaje de la Argumentación en el Programa de la Escuela Primaria (PEP) The International Baccalaureate*. Washington DC, USA (Jeff Thompson Award).

Keywords: PYP, argumentation, teaching and learning, literacy

This report focuses on the findings of a study into discursive argumentation activity in the early years of schooling. By analysing the uses of argumentation upon learning and literacy outcomes, the author offers a number of theoretical and pedagogical considerations that mark opportunity for enhanced teaching and learning practices within the PYP.

<http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/research-jtra-teaching-learning-argumentation-pyp-exec-summary-es.pdf>

Wang, C. P. (2016). Is Adoption of International Baccalaureate Programme in the National School System a Solution for the Dilemma of Education Reform in Taiwan. *Jiaoyu Yanjiu Yuekan/Journal of Education Research*, (270), 101.

Keywords: International Baccalaureate, pedagogical reform, bilingual education, Taiwan

This paper examines the adoption and implementation of the IB in state schools in Taiwan. Considering the bilingual setting of the enactment of the IB, the paper considers the impact of recent pedagogical reform in Japan, which aims to replace traditional university entrance examinations with IB participation. As a result, the author aims to understand the opportunities afforded to Taiwanese students undertaking the IB in regards to postsecondary tertiary engagement.

<http://search.proquest.com/openview/c4586d74ee22e7d540dbb3b27b4c9585/1?pq-origsite=gscholar&cbl=2036185>