

This review presents an annotated bibliography of the gray literature and academic research published on IB programmes within 2019. After an overview of this literature, classified according to IB programme, document type, method of analysis, and geographical region, we present the bibliographic reference, keywords, and summary of all the publications identified, grouped according to their relevant IB programme.

ANNOTATED BIBLIOGRAPHY OF IB-RELATED STUDIES (2019)

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Introduction

The main objective of this research was to develop an annotated bibliography of the gray literature and academic research published on IB programmes within 2019. We searched for, accessed and categorized the studies commissioned by the IB, internal studies conducted by the IB Research department and externally conducted research published within 2019.

The focus was either on individual IB programmes (the Career-related Programme (CP), the Diploma Programme (DP), the Middle Years Programme (MYP), the Primary Years Programme (PYP)), or a combination of IB programmes or on the IB organization as a whole. For each publication included in this annotated bibliography, we present its summary, keywords and reference. While we hope that this bibliographic review of the IB literature will be useful for the IB community and for researchers, it should be noted that it does not cover all the essential components of the studies (i.e. theoretical background, research methodology, data analysis, and discussion of results). Furthermore, our review is not intended to make any evaluative judgment of the indexed studies.

Navigating through this report

This report is comprised of five sections:

- (1) Primary Years Programme (PYP),
- (2) Middle Years Programme (MYP),
- (3) Diploma Programme (DP),
- (4) Career-related Programme (CP) and
- (5) Cross-programme Studies, which are relevant to more than one programme or to the IB organization generally.

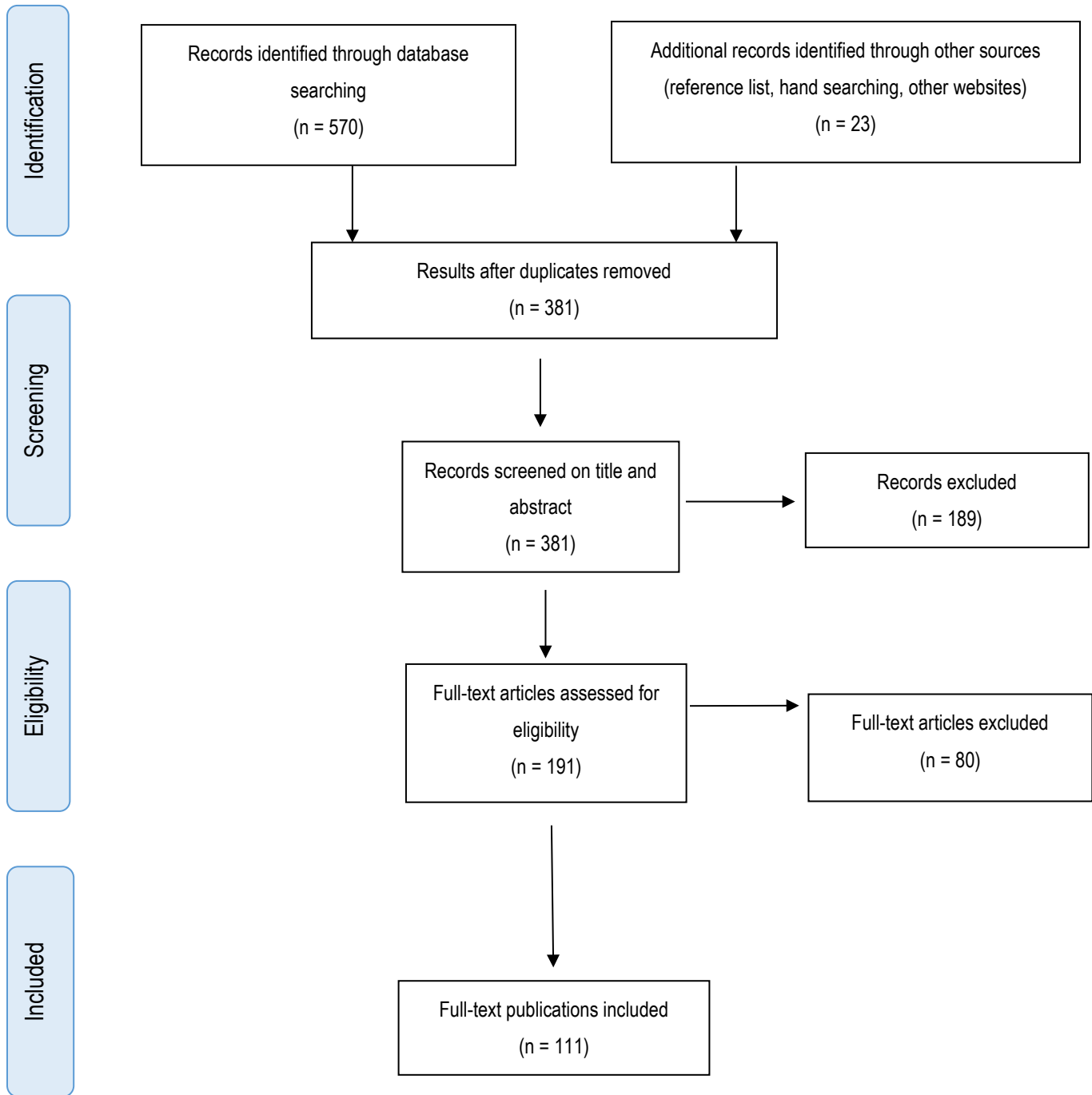
Each section provides an overview of 2019 sources including (a) Scientific documents (journal articles, theses or dissertations, and book chapters), (b) Reports (internal IB commissioned research and independently conducted research) and (c) Conference presentations or proceedings.

Findings – screening and assessing for eligibility

This report was conducted in line with the preferred reporting items for systematic reviews and meta-analyses (PRISMA) statement (Moher, Liberati, Tetzlaff, & Altman, 2009). Studies were searched in the following databases: SPRINGER, Oxford University Press, SAGE Journals – Humanities and Social Science, ProQuest Central (including the Education Database), EBSCO - Academic Search Complete, Wiley online library, Cambridge Journals, Elsevier Scopus, Web of Science, and Google Scholar.

The search expression used was “international baccalaureate” OR “IB programme*” OR “IB school*” OR “school* programme*” OR “baccal* school*” OR “IB world school” OR “international education” OR “career related programme” OR “CP programme*” OR “diploma programme” OR “DP programme*” OR “middle years programme” OR “MYP programme*” OR “primary years programme” OR “PYP programme*”. We searched only for records published in 2019. *The eligibility of each study or retrieved published document was assessed according to the criteria of being directly related to the IB or a closely associated key concept, and mentioning IB related results or conclusions at least once* (See Figure 1).

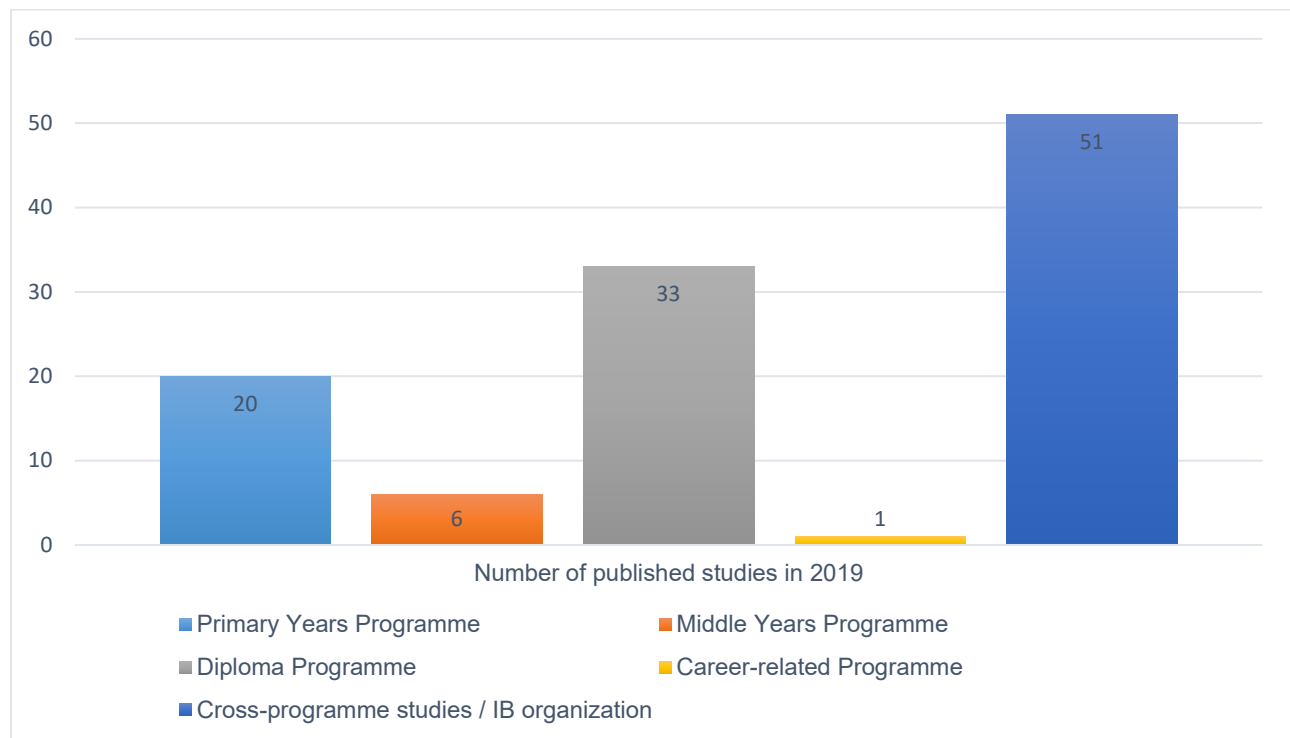
Figure 1 PRISMA flowchart



Studies overview

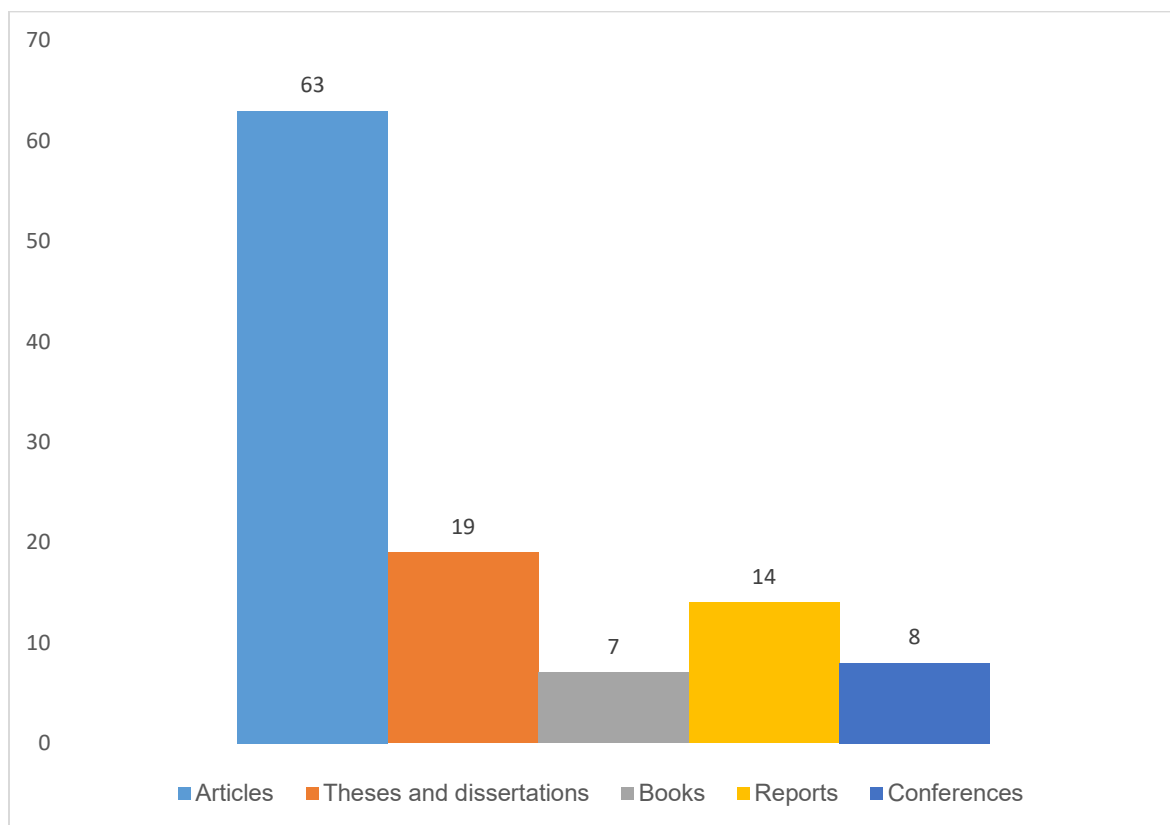
In 2019, 111 pieces of research related to the IB were identified. Of these, the largest amount of research was in the category of Cross-programme Studies, which are relevant to more than one programme or to the IB organization generally (45.95%), followed by research on the Diploma Programme (29.72%), Primary Years Programme (18.02%), Middle Years Programme (5.41%), and Career-related Programme (0.90%) (see Figure 2).

Figure 2 Study distribution according to the studied programme



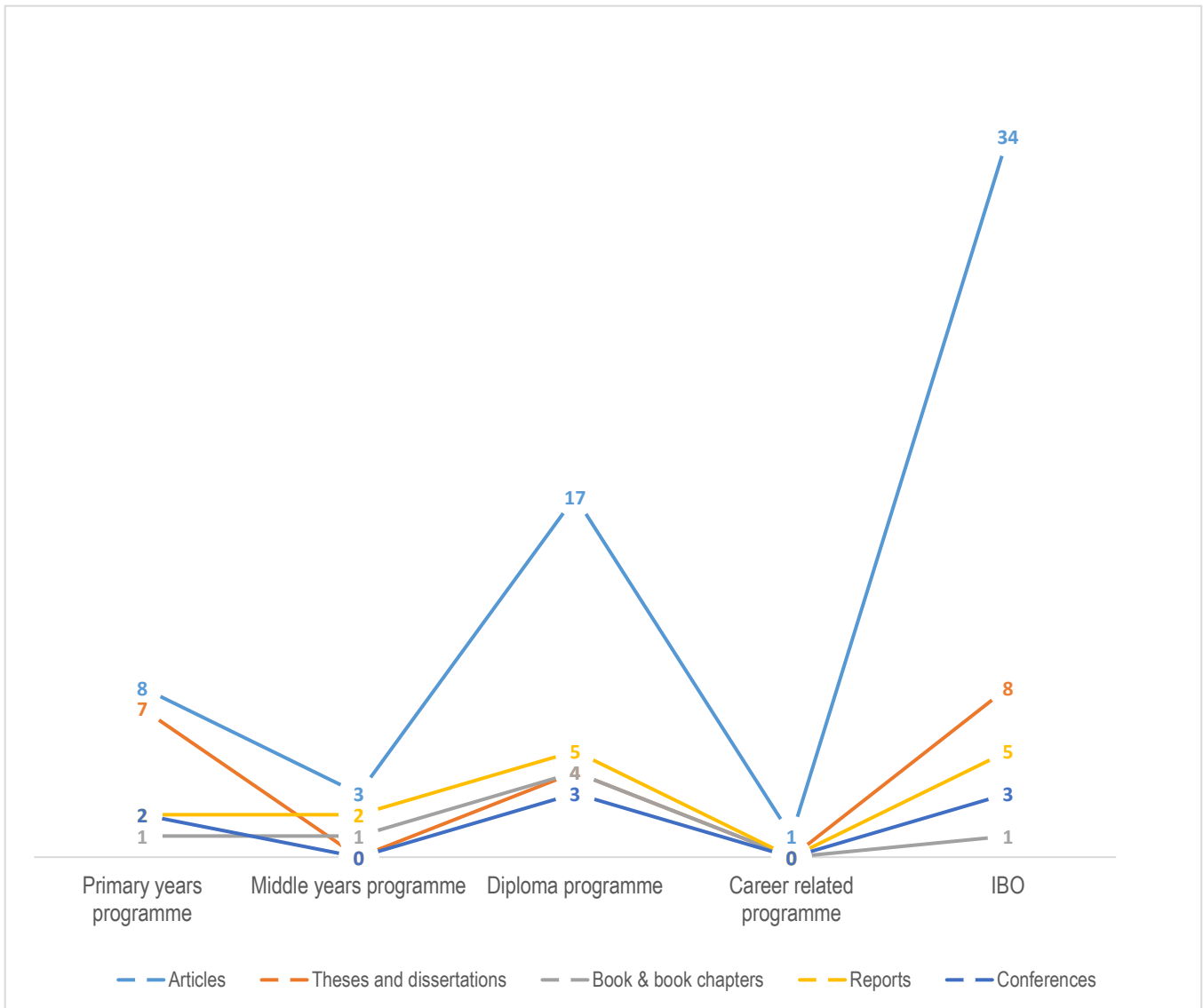
This report includes 63 peer-reviewed articles published in scientific journals, 7 book chapters, 14 reports, 19 master's/doctoral theses/dissertations, and 8 conference presentations and proceedings. Figure 3 depicts studies' distribution according to the document type. Moreover, of the documents, 51 studies were qualitative, 32 used mixed methods (both qualitative and quantitative methods), 14 were quantitative and 14 were theoretical.

Figure 3 Study distribution according to document type



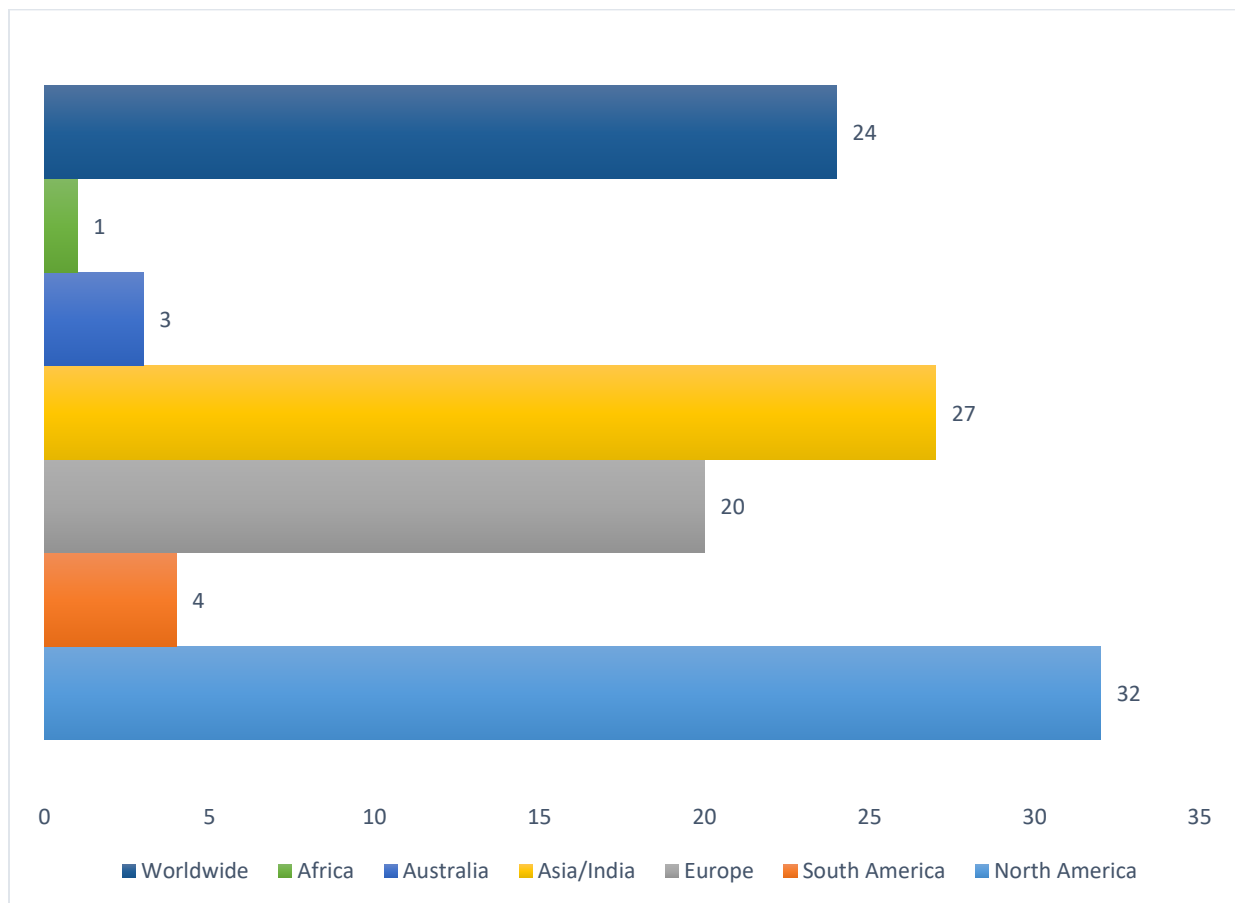
Further, the published documents were categorized by the programme studied and the document type (see Figure 4).

Figure 4 Study distribution according to document type and programme



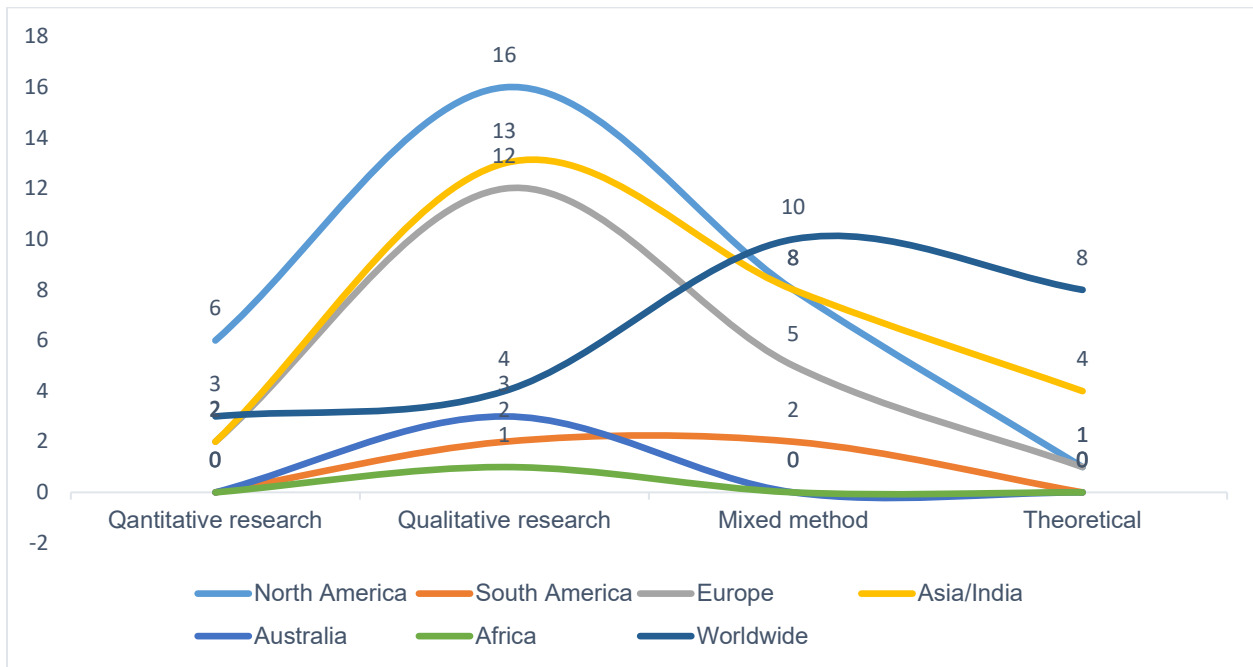
With regard to the geographical region, most of the published papers reported on studies conducted in North America (28.83 %), followed by studies presenting data from Asia and India (24.32%) and studies presenting data from at least two continents (21.62%). See Figure 5 for study distribution by geographical region.

Figure 5 Study distribution according to geographical region



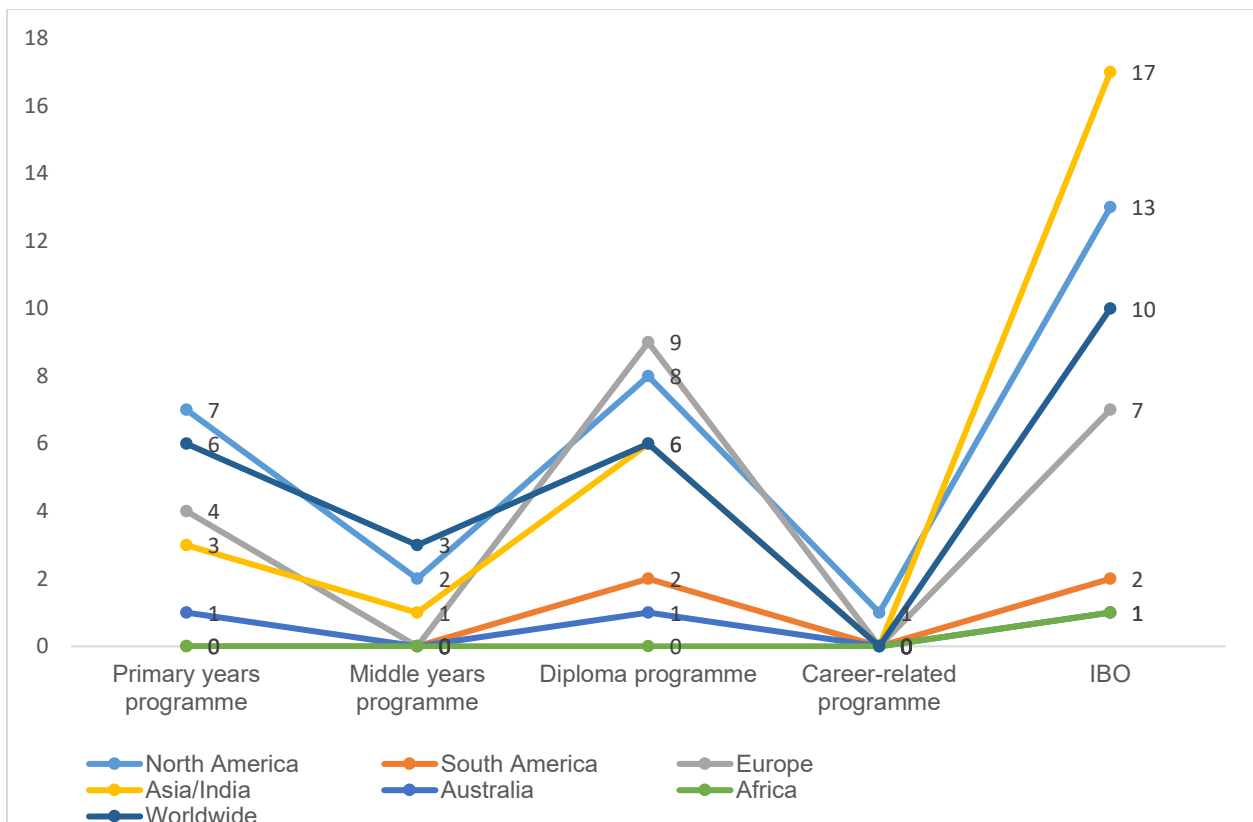
Furthermore, we analyzed the selected entries by research method (quantitative, qualitative, mixed method, theoretical) and geographical region (North America, South America, Europe, Asia/India, Australia, Africa, Worldwide) (See Figure 6).

Figure 6 Publication distribution according to research method and geographical region



Lastly, the selected publications were analyzed by IB-programme and geographical region (see Figure 7).

Figure 7 Publication distribution according to the IB-programme and geographical region



Overall, the most frequent areas of reference were (1) curriculum and implementation, (2) leadership, (3) multi/bilingual education, (4) learner profile, and (5) international mindedness. Figure 8 presents the most frequent areas of reference by study programme.

Figure 8 Area of interest by study programme.





Primary Years Programme (PYP)

Scientific documents

Articles

Oates, S. (2019). The importance of autonomous, self-regulated learning in primary initial teacher training. In *Frontiers in Education - CURRICULUM, INSTRUCTION, AND PEDAGOGY*, 4, 1-8.

<https://doi.org/10.3389/feduc.2019.00102>

Keywords: Self-regulated learning (SRL), primary education, initial teacher training, teaching pedagogy, autonomy support

Summary: This paper discusses the importance of teachers, and especially the teacher-learner relationship, in the development of students' self-regulated learning. It also emphasizes the role and contribution of teacher education programs and practices focused on autonomous and lifelong learning.

Wibowo, R., Syukri, S., & Sukmawati, S. (2019). Implementation of total quality management (TQM) at Tunas Bangsa Primary School (SD Tunas Bangsa) in Kubu Raya Regency. *Journal of Education, Teaching and Learning*, 4(1), 185-191. <https://www.learntechlib.org/p/209131/>.

Keywords: Implementation, total quality management (TQM), Primary Years Programme, International Baccalaureate

Summary: This qualitative investigation studied leadership and teamwork in the Tunas Bangsa Primary School, as well as the process and factors that affect the implementation of TQM in this school. Results show the importance of teamwork and collaboration in this process, as well as the commitment of leaders and senior teachers.

Hill, M., & Wood, E. (2019). 'Dead Forever': An ethnographic study of young children's interests, funds of knowledge and working theories in free play. *Learning, Culture and Social Interaction*. <https://doi.org/10.1016/j.lcsi.2019.02.017>

Keywords: Working theories, funds of knowledge, children's interests, play, learning, sociocultural theory

Summary: This ethnographic case study on children ages 4-6 enrolled in an IB PYP school analyzed the ways in which children develop theories about existential matters and the world. The content of their 'Dead Forever' play and the discussion with children and parents suggest that children's learning is based on their interests and working theories, in line with contemporary socio-cultural theories.

Barone, D., & Barone, R. (2019). What Is Justice? Gifted Students' Meaning Making. *The Reading Teacher*, 72(5), 579-588. <https://doi.org/10.1002/trtr.1761>

Keywords: Justice perception, gifted students, Primary Years Programme, International Baccalaureate

Summary: This research, on a sample of PYP students, focused on students' perceptions of justice. The qualitative investigation used a poem to stimulate participants' writing, drawing, and discussions. Results reveal the main concepts evoked and the abstract layer in which justice was represented, together with popular culture references.

Rovithis, E., Floros, A., Moustakas, N., Vogklis, K., & Kotsira, L. (2019). Bridging Audio and Augmented Reality towards a New Generation of Serious Audio-Only Games. *Electronic Journal of e-Learning*, 17(2), 144-156. <https://eric.ed.gov/?id=EJ1223618>

Keywords: Audio games, serious games, augmented reality, augmented reality audio, audio interaction, music education

Summary: This study is based on the observation that the characteristics of audio interaction and augmented reality systems are in line with the educational objectives put forth by the Greek Ministry of Education and the International Baccalaureate Organization. This observation is illustrated through four original projects in



terms of sound and mechanics design. The ways in which they contribute to these objectives are also discussed. The paper also examines how these projects contribute to the aforementioned educational objectives.

Nikolaevich, V. V., & Hennadiivna, F. A. (2019). Tools for efficiency and performance growth of pedagogical leadership within the primary years programme in Britain. *Публічнеурядування*, (4 (19)). <https://cyberleninka.ru/article/n/18313054>

Keywords: Pedagogical leadership, the Primary Years Programme, personnel management system, teaching assistant, educational process in Britain

Summary: This article discusses several models of shared pedagogical leadership in PYP schools, which vary in the distribution of pedagogical leadership responsibilities among the principal of the primary section of the school, the PYP coordinator, the head of the school and the teachers. The paper also highlights the importance of open and teaching-focused communication within the group.

Walsh, L., & Casinader, N. (2019). Investigating the moral territories of international education: a study of the impact of experience, perspectives and dispositions on teachers' engagement with difference in the international Baccalaureate Primary Years Programme. *International Research in Geographical and Environmental Education*, 28(2), 136-150.

<https://doi.org/10.1080/10382046.2018.1529715>

Keywords: International Baccalaureate, moral geography, Primary Years Programme, dispositions of thinking, transculturalism

Summary: This paper analyzes the moral references inherent in PYP teachers' perspectives on difference in PYP schools. It highlights the complexities and contradictions in these perspectives, and discusses the challenges generated by the interactions between teachers, the PYP curriculum and the principles related to engaging with difference.



Casinader, N., & Walsh, L. (2019). Investigating the cultural understandings of International Baccalaureate Primary Years Programme teachers from a transcultural perspective. *Journal of Research in International Education*, 18(3), 257–273.

<https://doi.org/10.1177/1475240919891001>

Keywords: Cultural dispositions of thinking, transculturalism, International Baccalaureate, Primary Years Programme, intercultural education, primary teachers, initial teacher education, professional learning

Summary: This study used an online survey to investigate PYP teachers' transcultural attitudes, defined through teachers' approaches to four distinct aspects of transculturalism in the pedagogical practice. Results suggest that using the more inclusive paradigm of transculturalism would offer significant benefits to cultural education.

Theses and dissertations

Grandison, A. O. (2019). A comparative analysis of the achievement gap and International Baccalaureate Curriculum with implications for school leaders.

<https://libraries.mercer.edu/ursa/handle/10898/10148>

Keywords: Achievement gap, curriculum, International Baccalaureate, Primary Years Programme

Summary: This dissertation compared achievement on the 2017-2018 'English Language Arts and Mathematics End of Grade Georgia Milestones Assessments' of IB-PYP fifth-grade students with that of students not enrolled in the IB-PYP. Results point to a positive difference in favor of IB schools in content mastery.



Hardwick, G. C. (2019). *Teachers' Perceptions of Reflective Practices Within an International Baccalaureate Primary Years Programme*. <https://scholarworks.waldenu.edu/dissertations/6331/>

Keywords: Reflective practices, school-based support, International Baccalaureate, Primary Years Programme

Summary: This qualitative study examined IB PYP teachers' perceptions of reflective practices used in their school. The study included semi-structured interviews and a 2-week reflective journal that teachers completed. Several themes emerged from the data analysis, such as lesson reflections, planning, time, and training.

Brackett, P. (2019). *The Impact of Graphic Organizers on Kindergarteners' Ability to Comprehend On-Level Text* (Doctoral dissertation, Goucher College).

<https://pdfs.semanticscholar.org/89b8/18348c313e0df36e298285a7194a13420b00.pdf>

Keywords: Comprehension, graphic organizers, Primary Years Programme, International Baccalaureate

Summary: This paper reports on a quasi-experimental study on the effects of graphic organizers on kindergarteners' ability to comprehend on-level text in an IB school. The experimental group, in which children used graphic organizers, was compared with the traditional instruction approach. Results reveal no significant difference in kindergarten students' comprehension skills.



Campbell, M. K. (2019). Leadership Succession and Onboarding Processes of: Mid-West United States International Baccalaureate (IB) Primary Years Program (PYP) Schools. *Theses and Dissertations*. <https://scholarworks.uark.edu/etd/3148>

Keywords: Leadership succession, onboarding, Primary Years Program, International Baccalaureate

Summary: This study used semi-structured interviews with Mid-West United States IB PYP leaders to explore their perceptions of leadership succession, leadership traits and the onboarding processes experienced by new leaders. Results suggest, among others, that there are differences between an IB PYP model and a traditional school model in terms of how these processes and leadership succession and traits are experienced.

DeLizio, P. (2019). *A Comparison of Third Grade International Baccalaureate Primary Years Program Achievement to Third Grade Non-International Baccalaureate Primary Years Program Achievement*. Trevecca Nazarene University.
<https://search.proquest.com/openview/cf02fce32c76677c42a9c3cef214e19e/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: Achievement, reading and math performance, International Baccalaureate, Primary Years Programme

Summary: This study compared reading and math achievement among IB PYP and non-PYP students in third-grade. Results did not reveal significant differences in math and reading scores based on participation in the IB PYP program or by the combination of the IB PYP program and subgroups. However, the study found a significant difference in teacher philosophy between the two programs.



Hsiu-Feng, L. (2019). *The Integration of IB-PYP Inquiry Concept in the Development of the "Hello, Chinese! Starter" Children's Textbook.* <https://hdl.handle.net/11296/a7c26z>

Keywords: Children's Chinese language textbooks, interdisciplinary, language acquisition, IB PYP, inquiry learning

Summary: This paper presents the development of the "Hello, Chinese! Starter" children's textbooks by incorporating the six themes, eight important core concepts and ten learner goals of the inquiry concept of the IB PYP. The advantages of revising the Chinese language textbooks in accordance with these concepts are also discussed.

Stephens, A. J. (2019). *Principals' Sustainable Leadership Behaviors and Their Impact on the International Baccalaureate Primary Years Programme in Urban Schools* (Doctoral dissertation). <http://hdl.handle.net/1969.1/186406>

Keywords: Leadership, sustainability, Primary Years Programme, International Baccalaureate

Summary: This dissertation reports on findings from a multiple case study with participants from IB PYP schools that receive Title I funding. The research examined participants' perceptions of the behaviors of campus leaders that can support sustainability in the IB PYP, as well as the challenges and benefits of the process of implementing the IB PYP in a Title I setting.



Book chapters

Walsh. & Casinader, N. (2019). *Translating the International Baccalaureate in different educational contexts. The benefits of and constraints on teachers sharing a common lexicon*, in Anderson, V. & Johnson, H. (Eds.) (2019). *Migration, Education and Translation: Cross-Disciplinary Perspectives on Human Mobility and Cultural Encounters in Education Settings (Studies in Migration and Diaspora)* 1st Edition, Routledge: London.

<https://doi.org/10.4324/9780429291159>

Keywords: Teachers' perceptions, learner profile, Primary Years Programme, International Baccalaureate

Summary: This book chapter examines a sample of PYP teachers in Canada and Australia with regard to their perceptions of the benefits and challenges of the PYP framework in general and in translating it into practice. Results reveal variations in the interpretation of IB concepts, but also a strong teacher commitment to the IB and PYP.

Reports

Joslin-Callahan, C. (2019). *"It makes me feel like part of the world": How children in an International Baccalaureate Primary Years Programme international school understand international-mindedness*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/globalassets/publications/ib-research/jeff-thompson-callahan-final-report-en.pdf>

Keywords: International mindedness, learner profile, Primary Years Programme

Summary: The aim of this report was to investigate how children enrolled in the PYP understand international mindedness (IM). Through a qualitative analysis, the author states that children's understanding of IM relates to three themes, namely: context for development; attitudes, skills and knowledge; and self/other awareness.



McCandless, T., Dreakin, A., Moss, J, Rahimi, M., & Chandir, H. (2019). *Teacher conceptualisations and enactments of International-Mindedness in PYP programmes in Australian and Singaporean IB World Schools*, Bethesda, MD, USA. International Baccalaureate Organization. <https://ibo.org/globalassets/publications/ib-research/im-in-pyp-research-final-report-en.pdf>

Keywords: International mindedness, conceptualisation, Primary Years Programme

Summary: Using a mixed-method approach, the authors of this report investigate how teachers from different IB schools conceptualise and use international mindedness in their practices. The authors conclude that the teaching practices and following the demands of the curriculum receive more attention from teachers than developing their students' IM, even if they were highly supportive of it.

Conference presentations and proceedings

Shilling, T. (2019). *Developing internationally minded students through the International Baccalaureate curriculum in the Netherlands.*

<https://digitalcommons.andrews.edu/autlc/2019/breakout/13/>

Keywords: Curriculum, international mindedness, Primary Years Programme, International Baccalaureate

Summary: This presentation focuses on the development of international mindedness and world citizenship in the IB PYP curriculum at the Utrecht International School in the Netherlands.



Mutammimah, H., Rochsantiningsih, D., & Asib, A. (2019, May). English teaching based on International Baccalaureate Primary Years Programme: teachers' beliefs and practices. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 3, pp. 109-118). <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/4696>

Keywords: Teachers' beliefs, International Baccalaureate, PYP, curriculum, English for young learners

Summary: This paper presents a case study of three English teachers in an elementary school implementing the IB PYP. The study focuses on their beliefs about English teaching within the PYP and on the correspondence between these beliefs and their teaching practice. Results reveal a high degree of consistency in this regard.



Middle Years Programme (MYP)

Scientific documents

Articles

Krause Ph D, D. (2019). Developing an After-School Program to Increase STEM Interest, Awareness and Knowledge of Minority Females in a Title I Middle School. *FDLA Journal*, 4(1), 12.

<https://nsuworks.nova.edu/fdla-journal/vol4/iss1/12/>

Keywords: STEM, minority females, Title I, International Baccalaureate

Summary: This paper describes a study examining the efficacy of a series of STEM-focused after-school workshops delivered over a school year at a Title 1 middle school in Florida that offers IB programs. STEM professionals presented the workshops to sixth-grade students primarily from an ethnic minority, low socio-economic background. Results show significant increases in students' STEM awareness and interest.

Huang, L. Y., & Lynch, R. (2019). A correlational-comparative study of self-efficacy for learning Chinese as a foreign language and Chinese academic achievement of Grades 6-10 students according to their Chinese language proficiency levels at a trilingual international school in Samut-Prakarn, Thailand. *Scholar: Human Sciences*, 11(2), 56.

<http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/3427>

Keywords: Self-efficacy, Chinese academic achievement, social cognitive motivation for learning theory, International Baccalaureate

Summary: This research examined the association between students' self-efficacy for learning Chinese as a foreign language and Chinese academic achievement, as measured on four criteria. The students were enrolled in an IB school. Results show significant correlations between the two variables, and that students with high Chinese language proficiency also have high levels of self-efficacy for learning Chinese.



Harrison, A. (2019). The IB middle years program for stage 4. *Geography Bulletin*, 51(3), 18.

<https://search.informit.com.au/documentSummary;dn=699002988596701;res=IELAPA;type=pdf>

Keywords: International Baccalaureate, critical thinking in children, inquiry-based learning, landscapes, physical geography

Summary: This paper presents the general coordinates and objectives of the MYP framework, describing the aim of “learning how to learn” and the development of relevant approaches to learning (ATL) that contribute to this aim.

Book chapters

Dever, R. (2019). *The international Baccalaureate middle years programme (MYP) in US middle level schools*, in Virtue, D. C. (Ed.). (2019). *International Handbook of Middle Level Education Theory, Research, and Policy*. Routledge. <https://www.routledge.com/International-Handbook-of-Middle-Level-Education-Theory-Research-and-Virtue/p/book/9780815358626>

Keywords: Global context, Middle Years Programme, International Baccalaureate

Summary: This chapter presents the history of the IB in the United States with a focus on the Middle Years Programme. The author concludes that the MYP provides an option for middle level schools to further support their mission of developing young adolescents who are prepared not only academically but who can also apply content knowledge to a global context.



Reports

The National Recognition Information Centre for the United Kingdom (2019). *Comparative Analysis of Assessment in the IB Middle Years Programme and the GCSE*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/contentassets/a7bc64e18f3a4a5493d4213f648f8b18/myp-gcse-assessment-comparison---uk-naric-final-report.pdf>

Keywords: Examination materials, skills, mark schemes, Middle Years Programme, International Baccalaureate, GCSE

Summary: This study compared the MYP and General Certificate of Secondary Education (GCSE) assessments in terms of aims, assessment objectives and methods, and cognitive demand. It found that the level and range of the skills assessed are clearly comparable. The differences in qualifications that were identified mainly relate to the duration and volume of assessment.

Azzam, T., Mason, S., Mansfield, M., Beckman, B., & Larson, D. (2019). *A study of the implementation and impact of the MYP: next chapter – summary report III*. Bethesda, MD, USA. International Baccalaureate Organization. <https://www.ibo.org/globalassets/publications/ib-research/myp/non-tech-myp-evaluation-summary-en.pdf>

Keywords: Implementation, Middle Years Programme, MYP: Next chapter, International Baccalaureate

Summary: This report presents the third phase of a longitudinal study, focused on the implementation of changes to the MYP (MYP: Next chapter) and factors related to this process. The research involved an online survey on more than 17,000 MYP students and 18 case study schools, where classroom observations, focus groups and interviews were conducted.



Diploma Programme (DP)

Scientific documents

Articles

Heinrich, S., & Kupers, R. (2019). Complexity as a Big Idea for Secondary Education: Evaluating a Complex Systems Curriculum. *Systems Research and Behavioral Science*, 36(1), 100-110.

<https://doi.org/10.1002/sres.2547>

Keywords: Complexity, K12, systems education, high school education, International Baccalaureate

Summary: This study examined the ways in which the study of complex systems might be introduced at a high school level and analyzed the effects of this introduction. Results suggest that complexity science can be made accessible for high-school students, and that it can support abilities relevant for multi-disciplinary learning. The paper also suggests ways in which complexity can be best embedded in the IB DP.

Wright, E., & Lee, M. (2019). Re/producing the global middle class: International Baccalaureate alumni at 'world-class' universities in Hong Kong. *Discourse: Studies in the Cultural Politics of Education*, 1-15. <https://doi.org/10.1080/01596306.2019.1573880>

Keywords: Global middle class, cosmopolitan sensibilities, International Baccalaureate, East Asian higher education

Summary: This paper reports on a study of IBDP alumni at Hong Kong universities, focusing on their self-perceptions of cosmopolitan sensibilities, university experiences, and economic futures. The study also examines the educational pathways offered by the IBDP and Hong Kong universities towards reproducing one's social position within the Global Middle Class or entering the Global Middle Class.



Resnik, J. (2019). Struggling for recognition: access to higher education through the International Baccalaureate. *Critical Studies in Education*, 60(3), 340-357.

<http://dx.doi.org/10.1080/17508487.2016.1263222>

Keywords: Actor–network theory, admission policies, assemblage, higher education, International Baccalaureate

Summary: Through interviews with IB officials in Argentina, Canada, Chile, Spain and the United States, this study examines the ways that the IB network fosters the recognition of the DP for Higher Education admission. Results show the complexity of the negotiations and translations involved in this process, as well as differences in its success among the countries investigated.

Parish, K. (2019). A measure of human rights competence in students enrolled on the International Baccalaureate Diploma Programme. *Oxford Review of Education*, 45(3), 390-404.

<https://doi.org/10.1080/03054985.2018.1551801>

Keywords: Human rights competence, International Baccalaureate, human rights education

Summary: This paper reports on a multiple methods study on IB students' levels of adherence and experiences with IB human right ideals. The research employs a three-dimensional human rights competence model, including identification with all humanity, ethno-cultural empathy, and positive attitudes towards human rights. Results show that these dimensions are related to students' intentions to act and their human right competence.



Holman, A. C., Hojbotă, A. M., Pascal, E. A., Bostan, C. M., & Constantin, T. (2019). Developing Academic Persistence in the International Baccalaureate Diploma Programme: Educational Strategies, Associated Personality Traits and Outcomes. *International Journal of Educational Psychology*, 8(3), 270-297. <http://dx.doi.org/10.17583/ijep.2019.3913>

Keywords: Academic persistence, academic performance, drop out, personality, educational strategies, International Baccalaureate

Summary: This study examined associations between certain educational strategies used in IB DP schools, student personality, academic persistence and two outcomes (academic performance and intention to drop out). Results suggest that academic persistence is sustained by several educational strategies and personality traits. These variables are consequently important in determining students' academic performance and dropout intentions, through their effect on academic persistence.

Lew, S. (2019). Multilingualism and multiculturalism in an International Baccalaureate Diploma Programme with particular emphasis on supporting linguistic minority students. *Journal of Multilingual and Multicultural Development*, 1-15.

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

Keywords: International Baccalaureate, Diploma Programme, Bilingual Diploma, multi/bilingual education, linguistic minority students

Summary: This research focused on the ways in which advanced bilingual education serves the specific needs of linguistic minority students enrolled in the IB DP in a US high school. Results highlight the importance of supporting students to overcome deficit-oriented ideologies through an institutional structure that promotes heritage language learning.



Dulun, Ö., Lane, J. F., & Ateşkan, A. (2019). Student perceptions of successful learning support for an international high school programme: a comparative case study in Turkey. *Compare: A Journal of Comparative and International Education*, 49(6), 905-923.

<https://doi.org/10.1080/03057925.2018.1471343>

Keywords: Affective domain, cognitive domain, International Baccalaureate Diploma Programme, international education, student perceptions

Summary: This mixed methods study examined students' perceptions of three programmes that offer preparation for the IB DP. Results highlighted the experiences that students perceive as offering them the skills and the motivational resources that are useful for monitoring their learning and for their preparation for this challenging programme.

Goff, B., & Rish, R. (2019). What's brought along and brought about: Negotiating writing practices in two high school classrooms. *Learning, Culture and Social Interaction*.

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

Keywords: Writing practices, classroom research, tracing negotiated practice

Summary: This paper reports on two studies, each on a different approach to the negotiation of writing practices between teachers and students in two IB DP schools in the US, in preparation for an internal IB assessment. The two studies also examine the writing that is produced as a result of this negotiation. Results reveal the complexity of this process as a social practice of collaborative invention.



Hong, H-j., Lim, Y-n. (2019). Restructuring Academic High School Subjects and Courses based on Implications from Analysis of the International Baccalaureate Diploma Programme, *Curriculum Research*, 37 (1), 29-56. <http://www.papersearch.net/thesis/article.asp?key=3666967>

Keywords: IB DP, career compatible curriculum, large-scale unit/credit system, course differentiation, course composition table

Summary: This study focused on the subjects and courses of the IB DP curriculum and on its completion system. Results suggest that this system enables the balanced completion of courses of each subject, strengthens students' ability and career, and fosters the in-depth study of each subject. Based on these findings, the paper also suggests several strategies of restructuring the subjects and courses of Korean high schools.

Mitton-Kukner, J., & Michael, H. (2019). An Inquiry into Adolescents' Experiences with Cognitively Demanding Writing: Time Investment and the Importance of Authenticity'. *Language and Literacy*, 21(1), 75-97. <https://doi.org/10.20360/langandlit29377>

Keywords: Cognitively demanding tasks, authenticity, time investment, Diploma Programme

Summary: This 12-month study focused on IB DP students' metacognitive experiences related to time during the completion of a cognitively demanding task. Results indicate that during their engagement in writing a research paper, adolescents perceived both a lack of time and a lack of understanding of the time required to complete the task.



Horn, S., & Veermans, K. (2019). Critical thinking efficacy and transfer skills defend against 'fake news' at an international school in Finland. *Journal of Research in International Education*, 18(1), 23-41. <https://doi.org/10.1177/1475240919830003>

Keywords: International Baccalaureate, Finnish education, critical thinking, media literacy, fake news

Summary: In this study, two samples of students from a Finnish school participated, one preparing to enter the IB DP and one graduating from the IB (IB2). Both were administered digital media literacy tests developed by Stanford University in order to evaluate students' critical thinking skills. Results show that the IB2 cohort outperformed the pre-IB sample, and that both outperformed Stanford's U.S. cohort.

Awang, S. (2019). Cabaran dan strategiamalankepimpinan program diploma international baccalauraete (ibdp) di sekolahantarabangsa di malaysia. *JuPiDi: JurnalKepimpinan Pendidikan*, 6(4), 81-101. <https://jupidi.um.edu.my/article/view/20237>

Keywords: Challenges, leadership practices, sustainability of IBDP

Summary: This paper reports on a qualitative study about leaders and experienced teachers in an International School in Malaysia implementing the IB DP. The focus of this paper is on the challenges (including external, financial and human resources difficulties) faced by leaders and teachers in ensuring the continuation of the IB DP programme. The research also investigates the steps and strategies taken to this aim as part of participants' leadership practices.



Dulfer, N. (2019). Differentiation in the International Baccalaureate Diploma Programme. *Journal of Research in International Education*, 18(2), 142-168. <https://doi.org/10.1177/1475240919865654>

Keywords: High-stakes testing, differentiation, international education, International Baccalaureate Diploma Programme

Summary: The aim of this paper is to investigate teachers' practices and concerns related to differentiated instruction in IB DP schools in Hong Kong and Australia. It investigates the ways in which teachers employ differentiation in their teaching as well as the factors enabling or inhibiting differentiation. Findings reveal that certain areas are more appropriate for differentiation, while others are more problematic in this respect.

Bergeron, L., & Rogers, L. (2019). Investigating the perspective of Theory of Knowledge teachers in International Baccalaureate World Schools. *Journal of Research in International Education*, 18(2), 169-185. <https://doi.org/10.1177/1475240919865653>

Keywords: International Baccalaureate, theory of knowledge, critical thinking, mixed methods

Summary: This mixed methods study examined the perspective of IB Theory of Knowledge (TOK) teachers on the TOK course in terms of its value, main purposes and benefits. Results indicate that TOK teachers perceive several important benefits of the course, both for students and for their own critical thinking and interdisciplinary understanding. Teachers also expressed that teaching TOK was helpful for their professional development.



Arfani, J. W., & Nakaya, A. (2019). Meanings of International High School Education in Indonesia and Japan. *Journal of Research in International Education*, 18(3), 310-325.

<https://doi.org/10.1177/1475240919890223>

Keywords: International education, globalization of education, high school, parents, students, Indonesia, Japan

Summary: This study examined the perspectives of high school students and their parents in Japan and Indonesia regarding the meanings of international education. It also investigated their perspectives on the ways in which each country balances its international education policy in relation to several objectives, i.e. to foster globally competent workers, global citizenship, and nation-building. Results reveal important differences between Indonesia and Japan in the strategies used to this aim and in the interpretations of international education.

[Theses and dissertations](#)

Forrest, S. E. (2019). *Does the International Baccalaureate Diploma Programme have potential to enhance the self-regulated learning of high-achieving students and students with learning difficulties?* (Doctoral dissertation, King's College London).

<https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.789325>

Keywords: Self-regulated learning, learning difficulties, Diploma Programme

Summary: This dissertation examines the development of self-regulated learning (SRL) among high-achieving IB Diploma Programme students and students with learning difficulties. The focus of this paper is on students' strategies, perspectives on 'good teaching' and the perceived importance of explicit instruction on Approaches to Learning skills. Conclusions suggest that the IB DP may be an appropriate option for students with learning difficulties, due to its potential to enhance SRL.

Kaiser, T. (2019). *The tacit dimension: understanding international mindedness in Hong Kong International Baccalaureate Diploma Programme schools* (Doctoral dissertation, University of Bristol). <https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.782628>



Keywords: International mindedness, Diploma Programme, International Baccalaureate

Summary: This research aims to provide a new perspective on the way international mindedness is understood in Hong Kong IB DP schools. Its theoretical framework is built on two philosophical coordinates, specifically the tacit dimension as described by Michael Polanyi, and language games and family resemblances as defined by Ludwig Wittgenstein. Conclusions draw on the results of a content analysis of the websites of 29 Hong Kong IB DP schools and on five semi-structured interviews with Hong Kong IB DP school leaders.

Biro, I. M. (2019). *Teacher Collaboration for Mandated Accreditation: A Case Study of Evaluating the International Baccalaureate Diploma Program* (Doctoral dissertation, University of Toronto (Canada)). <https://search.proquest.com/openview/62a3578cbee9bd789f75d016aded2c9f/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: Implementation, evaluation, teachers' collaboration, Diploma Programme

Summary: This study uses document review, surveys and interviews to explore teachers' experiences of completing the evaluation for a mandated accreditation of an IB DP program. Teachers' perceptions of the effects of the evaluation and of its future implications are also examined. Results reveal the effect of the context and of teachers' characteristics on their perception of this evaluation processes.

Koçer, E. (2019). *A study on the acquisition of International Baccalaureate learner profile attributes* (Doctoral dissertation, Middle East Technical University). <http://etd.lib.metu.edu.tr/upload/12623528/index.pdf>

Keywords: International Baccalaureate Learner Profile, Learner Profile attributes, International Baccalaureate Diploma Programme (IB DP)

Summary: This study explored the acquisition of International Baccalaureate (IB) Learner Profile (LP) attributes as well as students' and teachers' perspectives on the IB DP. Research methods included both a



scale addressing the acquisition of IB LP attributes, which was administered to a sample of IB DP students, and interview and classroom observation data. Results pinpoint certain attributes that students believe they have acquired to a higher degree than others.

Book chapters

Beech, J., & Guevara, J. (2019). Multiple Internationalisations: The Idiosyncratic Enactment of the International Baccalaureate in State Schools in Costa Rica, Peru and Buenos Aires. In *The Machinery of School Internationalisation in Action* (pp. 103-118). Routledge.
<https://www.taylorfrancis.com/books/e/9780429280627/chapters/10.4324/9780429280627-7>

Keywords: Implementation, Diploma Programme, International Baccalaureate

Summary: This chapter reports on a multi-methods study on the interaction between the global model of the IBDP and the local contexts in Peru, Costa Rica and the city of Buenos Aires. Two process are examined: the reasons for introducing the IBDP and the infrastructures that should support schools and the programme. Results show differences in the way the international dimensions of the IBDP have been appropriated.

Newell G. E., Tahnos, T., & Kwak, S. (2019). *Languaging the teaching and learning of argumentative writing in an 11th grade International Baccalaureate classroom*, in Beach, R., & Bloome, D. (2019). *Languaging Relations for Transforming the Literacy and Language Arts Classroom*. Routledge. <https://doi.org/10.4324/9781351036580>

Keywords: Argumentative writing, language, Diploma Programme, International Baccalaureate

Summary: This chapter describes an investigation carried out in a high school International Baccalaureate literature classroom. Its aim was to reveal the broader social and cultural contexts relevant for the teaching and learning of argumentative writing. It takes into consideration key events in an 11th grade class, through the analyses of class sessions and students' written work.



Sunyol, A., & Codó, E. (2019). Fabricating neoliberal subjects through the International Baccalaureate Diploma Programme. In *Language and Neoliberal Governmentality* (pp. 135-161). Routledge. <https://www.taylorfrancis.com/books/e/9780429286711/chapters/10.4324/9780429286711-7>

Keywords: Learner profile, language, Diploma Programme, International Baccalaureate

Summary: This chapter presents a situated examination of the International Baccalaureate Diploma Programme. It is designed to highlight the contours of neoliberal governmentality, developed through an ethnographic study in an international school in Spain. It focuses on the IB learner profile and the disciplining techniques that enforce student self-transformation.

Beek, A. E. (2019). An Integral Analysis of International Mindedness. In *Integral Theory and Transdisciplinary Action Research in Education* (pp. 65-86). IGI Global. <https://www.igi-global.com/chapter/an-integral-analysis-of-international-mindedness/219186>

Keywords: International mindedness, Diploma Programme, International Baccalaureate

Summary: This chapter describes an investigation conducted in different school contexts in the Czech Republic on the interpretations of international mindedness among International Baccalaureate (IB) Diploma Programme students. Results highlight the characteristics of the experience of international mindedness and the factors relevant to this experience.



Reports

McKernan, A. & Oldham, S. (2019). *Confronting histories and the learner profile*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/contentassets/8cef1adee86046cb902d930a17da1e56/confronting-historieslearner-profile-full-report.pdf>

Keywords: Learner profile, Diploma Programme, curriculum, historical thinking

Summary: This report focused on students' and teachers' perceptions of teaching practices relating to confronting topics in history and the Learner Profile, using a qualitative method. Participants from four IB schools in Australia participated in semi-structured interviews. Participants indicated that history teaching could be made more meaningful by enhancing emotional engagement.

Michael, H. E. (2019). *Who am I as an internationally minded thinker, community leader and researcher? A multisite qualitative study of student and teacher perceptions and experiences connecting TOK, CAS and the EE throughout the IB Diploma Program*. Bethesda, MD, USA. International Baccalaureate Organization. <https://ibo.org/globalassets/publications/ib-research/jeff-thompson-michael-final-report-en.pdf>

Keywords: International mindedness, leaders, students' perceptions, teachers' perceptions, Diploma Programme

Summary: The goal of this report was to analyze how teachers and students in the DP facilitate connections and engagement between the Core elements of the IB DP. The author employed a qualitative approach in the data analyses, and results suggested that students' engagement and interest in the Core improved when their personal interests were connected.



Mitton-Kükner, J., Michael, H., Tuly, C., & MacDonald, M. (2019). *Exploring the Impact of an Appreciative Inquiry Framework: Nova Scotia IBDP Coordinators and Approaches to Teaching and Learning*. Bethesda, MD, USA. International Baccalaureate Organization. <https://www.ibo.org/globalassets/publications/ib-research/dp/appreciative-inquiry-framework-mitton-full-report-2019-en.pdf>

Keywords: Appreciative inquiry, teaching, learning, Diploma Programme

Summary: This report presents an investigation of coordinators and teachers in the International Baccalaureate Diploma Programme. It explores the ways in which an Appreciative Inquiry framework fostered their understanding of Approaches to Teaching and Learning (ATL). The study focuses on the impact of Appreciative Inquiry on participants' understanding of ATL and their willingness to establish ATL practices in the Diploma Programme.

The National Recognition Information Centre for the United Kingdom (2019). *The International Baccalaureate Diploma Programme (DP): Alignment with Norwegian Upper Secondary Education*. Bethesda, MD, USA. International Baccalaureate Organization. <https://www.ibo.org/globalassets/publications/ib-research/dp/dp-norway-naric-final-report-2019-en.pdf>

Keywords: Diploma Programme, International Baccalaureate, Norway, upper secondary education

Summary: This study compared the aims, structure, content, assessment and cognitive demand of the IB DP and the Norwegian secondary education system. Results show that both systems focus on student personal development alongside their academic development and aim to provide students with a holistic education.



Elpus, K. (2019). *Factors affecting uptake of the Arts in the International Diploma Programme. Bethesda, MD, USA. International Baccalaureate Organization.*

<https://www.ibo.org/contentassets/1fcefe0df17448bebe6781ea0396adff/dp-arts-uptake-full-report.pdf>

Keywords: Arts, Diploma Programme, International Baccalaureate, curriculum

Summary: This study examined the factors impacting elective uptake of the arts within the IB Diploma Programme. It included data analysis of internal IB administrative data and a survey of IB coordinators on the topic of the status of arts education. Results highlight several individual student and school-level characteristics important for IB arts course uptake.

Conference presentations and proceedings

Lestari, D., Budi, A. S., & Budi, E. (2019, March). Cognitive learning outcomes of physics in national curriculum of Indonesia and International Baccalaureate. In *Journal of Physics: Conference Series* (Vol. 1170, No. 1, p. 012033). IOP Publishing.

<https://iopscience.iop.org/article/10.1088/1742-6596/1170/1/012033/meta>

Keywords: Cognitive learning, physics, curriculum, Diploma Programme

Summary: This paper compares Indonesian high school students from national schools with IB students from international schools on their cognitive learning outcomes in physics, measured through a physics paper test. Results indicate differences in the aims, goals, and objectives of the two curricula with regard to cognitive learning.



Rivera, R. D. (2019, January). Exploring International Baccalaureate Students' Experiences of Community-Based Learning: A Qualitative Case Study. In *2019 Conference of the Canadian Society for the Study of Education*.

<https://ocs.sfu.ca/csse/index.php/csse/cssescee2019/paper/view/6935>

Keywords: Community-based learning, case study, Diploma Programme

Summary: This paper presents a qualitative study carried out in Costa Rica on International Baccalaureate students' experiences of community-based learning. Results are discussed within the framework of the IB's general educational objectives and the components necessary for graduation.

Mitton-Kukner, J., Michael, H., Tully, C., & MacDonald, M. (2019, January). Exploring the Impact of an Appreciative Inquiry Framework: Nova Scotia IBDP Coordinators and Approaches to Teaching and Learning. In *2019 Conference of the Canadian Society for the Study of Education*. <https://ocs.sfu.ca/csse/index.php/csse/cssescee2019/paper/view/5949/0>

Keywords: Teacher education, professional learning, appreciative inquiry

Summary: This research investigated a sample of IB coordinators and teachers from 13 high schools in Nova Scotia during their participation in three professional learning workshops over the 2017-2018 school year. It focused on participants' knowledge and experiences of appreciative inquiry. Results indicated that the appreciative inquiry framework had a positive impact on participants' professional learning.



Arioglu, S. (2019, October). *Effective School Library Applications As A Transformative Force for Change in School Community. In IASL Annual Conference Proceedings.*

<https://doi.org/10.29173/iasl7381>

Keywords: School library, information literacy program, technology in library program, IB DP, reading projects

Summary: This paper focuses on Feyziye Schools Foundation (FMV) Erenköy Işık High School-Science High School Library, which provides services to the school community through several activities, one of which is supporting students' extended essay studies within the International Baccalaureate Diploma Program. It describes the characteristics and an evaluation of the Information Literacy Program implemented by this library.



Career-related Programme (CP)

Scientific documents

Articles

Mack, L. C., Halic, O., & Burd, E. (2019). Career oriented and university bound: higher education outcomes of IB Career-related Programme graduates in the US. *Journal of Vocational Education & Training*, 71(2), 289-311. <https://doi.org/10.1080/13636820.2018.1481449>

Keywords: International Baccalaureate, postsecondary outcomes, college and career readiness, higher education, career technical education, vocational education

Summary: This study investigates the higher education outcomes (i.e. enrolment, destination and persistence) of all IB Career-related Programme (CP) graduates of US high schools from 2013 – 2015. Results show higher rates of university enrolment and persistence among the CP group, and highlight certain significant predictors of postsecondary enrolment among CP graduates.



Cross-Programme studies / IB Organization (IBO)

Scientific documents

Articles

Rizvi, F., Savage, G. C., Quay, J., Acquaro, D., Sallis, R. J., & Sobhani, N. (2019). Transnationalism and the International Baccalaureate Learner Profile. *PROSPECTS*, 1-18.

<https://link.springer.com/article/10.1007/s11125-019-09447-z>

Keywords: Learner profile, International Baccalaureate, cultural diversity, national comparison, methodological nationalism, transnational learning spaces

Summary: This paper examines national interpretations of the International Baccalaureate's learner profile through an investigation in nine International Baccalaureate schools in India, Hong Kong, and Australia. Findings of the study indicate that the differences in learner profile practice between individual schools within the same country are often more significant than differences between countries.

Parker, J. S., Shum, K. Z., Suldo, S. M., Shaunessy-Dedrick, E., M Ferron, J., & Dedrick, R. F. (2019). Predictors of adaptive help seeking across ninth-grade students enrolled in Advanced Placement and International Baccalaureate courses. *Psychology in the Schools*, 56(5), 652-669. <https://doi.org/10.1002/pits.22223>

Keywords: Adaptive help seeking, Advanced Placement, gender, International Baccalaureate

Summary: The aims of this study were to examine the relationships between academic self-efficacy, perfectionism, attitudes toward help seeking, teacher emotional support and gender in a sample of grade 9 students in Advanced Placement and International Baccalaureate courses. Its findings reveal significant associations between these variables, and that gender moderates the relationship between perceived benefits and adaptive help-seeking.

Kidson, P., Odhiambo, G., & Wilson, R. (2019). The International Baccalaureate in Australia: trends and issues. *Compare: A Journal of Comparative and International Education*, 49(3), 393-412. <https://doi.org/10.1080/03057925.2017.1415751>

Keywords: International Baccalaureate, Australia, international education, curriculum, government and non-government schools

Summary: This paper first analyses the trends in growth over the last decade across the IB programmes in Australia, which are then compared to international trends. It also compares these trends to the profile of research conducted into the IB during this decade. Findings indicate that much of IB practice in Australia remains unresearched; this represents a discrepancy given the number of IB programmes in Australia.

Gardner-McTaggart, A. (2019). Leadership of international schools and the International Baccalaureate learner profile. *Educational Management Administration & Leadership*, 47(5), 766-784. <https://doi.org/10.1177/1741143217745883>

Keywords: International Baccalaureate, IB leadership, IB learner profile, educational leadership, global citizenship education, globalising education, Bourdieu

Summary: This paper reports on a study on senior leaders of IB international schools. Results indicate that the IB learner profile is rarely used in their leadership. Moreover, leaders demonstrate a higher loyalty to global citizenship education through their Christian and individual values.

Ishikura, Y. (2019). International Baccalaureate in Japan and Asia. *International Higher Education*, (96), 19-21. <https://doi.org/10.6017/ihe.2019.96.10778>

Keywords: International Baccalaureate, Japanese higher education, teaching and learning, college admissions, Japan

Summary: This paper examines the growth of IB programs worldwide through the lens of the Japanese experience. It focuses on the IB Dual Language Program (English and Japanese), which was created to

support IB expansion in Japan. The study also discusses the challenges and opportunities brought by IB programs to Japanese higher education.

Bunnell, T., Fertig, M., & James, C. (2019). The institutionalisation of schools and the implications for identity of experienced teachers: the case of International Baccalaureate World Schools. *Cambridge Journal of Education*, 1-20.

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

Keywords: Institutionalisation, institutional legitimacy, institutional primary task, teacher identity

Summary: This study examined the institutionalization forces within the 'IB World School' authorization process and their effect on the identity of experienced teachers. These institutionalising forces have significant effects on teacher identity, indicating their coerciveness, but also that teachers are willing participants in the process of establishing institutional legitimacy.

Lino, K., Fukushima, M., & Eriguchi, K. (2019). A Lesson from the Implementation of International Baccalaureate Education in Japan. *Asia Pacific Journal of Educational Research*, 2(2), 1-15.

<http://www.papersearch.net/thesis/article.asp?key=3700655>

Keywords: Implementation, educational system, International Baccalaureate, Japan

Summary: This article examines the way educational policies and the characteristics of the Japanese educational system have influenced the introduction and current status of the IB in Japan. It illustrates the influence of the national educational system, which is the centralized power of the national government overseeing education. Researchers also note challenges and make recommendations.

Grinshkun, V. V., & Usova, N. A. (2019). Use of the Hardware and Software Complex “Moscow Electronic School” in Training Teachers Working Under the International Baccalaureate Programmes. *Журнал Сибирского федерального университета. Серия: Гуманитарные науки*, 12(9), 1622-1634. <https://elibrary.ru/item.asp?id=41123183>

Keywords: Online educational resources, teacher training, informatization of education, International Baccalaureate, Moscow Electronic School

Summary: This study investigated the influence of educational resources from the Moscow Electronic School project on the effectiveness of teachers’ work. A sample of IB teachers from Moscow schools who have access to these resources participated in the study. Results suggest positive effects of these electronic resources on teachers’ educational activities, suggesting potentially beneficial changes to the teacher training system.

Zaslavskaya, O. Y., & Anikanova, K. I. (2019). Develop and use educational electronic resources in the discipline “Design” for schools the International Baccalaureate (IB). *RUDN Journal of Informatization in Education*, 16(1), 22-34. <http://journals.rudn.ru/informatization-education/article/view/20839>

Keywords: Design, educational electronic use, International Baccalaureate

Summary: This paper examines the development of educational electronic publications and resources for IB programmes. It compares these publications and resources, as well as the IB curricula, to those developed on the national educational standard in Russia. It focuses on teaching methods and electronic resources within the “Design” discipline.

Lee, J. (2019). In Search of the Characteristics IB Educational System and Backward Design. *Asia Pacific Journal of Educational Research*, 2(2), 17-30.

<http://www.papersearch.net/thesis/article.asp?key=3700656>

Keywords: International Baccalaureate, backward design, education of curriculum, global education, exploratory study

Summary: This paper reports on a study on the meanings and relevance of the IB curricula. The analysis takes into consideration the student skills emphasized by the IB educational system. It also develops a backward design, through the analysis of previous educational implications.

Gilstrap, C. (2019). The Start of Something New: A Relationship between the AASL Framework for Learners and IB Approaches to Learning. *Knowledge Quest*, 47(5), 30-35.

<https://eric.ed.gov/?id=EJ1215107>

Keywords: Approaches to learning, International Baccalaureate, skills, educational program

Summary: This paper focuses on the IB Approaches to Learning (ATL), discussing the importance of the metacognitive skills developed in students. It describes the resources available from the IB community that can help educators and learners in developing and assessing ATL skills. It also discusses several assessment ideas applied by the author to her school's new framework.

Teacher, C. P. D. (2019). Forging the links between teaching quality, professional collaboration and organisational ambidexterity in three schools in Hong Kong. *TEACHER CPD*, 44.
<https://my.chartered.college/wp-content/uploads/2019/11/Chartered-College-International-Teacher-CPD-report.pdf#page=44>

Keywords: Teaching quality, professional collaboration, organisational ambidexterity, International Baccalaureate

Summary: The objective of this investigation was to study the change management strategies and processes of three Hong Kong schools, one of which was implementing IB programmes. It is based on a theoretical framework with two coordinates from organisational research - professional capital and organisational ambidexterity. Findings suggest that school improvement depends to a large degree on leadership and capacity for change.

Poole, A. (2019). Teacher (In) Discretion in International Schools. *On Education. Journal for Research and Debate*, 2(5).
<https://pdfs.semanticscholar.org/05f5/e30c887550c6844d3119ff40a3e2f7cd2649.pdf>

Keywords: Teacher discretion, international schools, performativity, subjectivity, identity

Summary: This paper analyzes three processes in an international school in China: IB accreditation, and the student and school appraisal systems, defined as aspects of performativity. The author also proposes the notion of 'teacher (in)discretion', referring to resistance and refusal.

Bunnell, T. (2019). Developing and institutionalising the 'Internationally-Minded School': The role of the 'Numerous Fs'. *Journal of Research in International Education*, 18(2), 186-198. <https://doi.org/10.1177/1475240919865792>

Keywords: International-mindedness, institutions, legitimacy, identity, culture

Summary: This paper examines the development of international-mindedness through the day-to-day aspects of the 'Several Fs' (flags, festivals, food, etc.). It identifies 'Numerous Fs' in practice and discusses their role in purveying organisational identity and in giving the school legitimacy for its claim to be 'internationally-minded'.

Blatti, T., Clinton, J., & Graham, L. (2019). Exploring collective teacher efficacy in an international school in Shanghai. *International Journal of Learning, Teaching and Educational Research*, 18(6), 214-235. <https://doi.org/10.26803/ijlter.18.6.13>

Keywords: Collective teacher efficacy, international school, group competence, task analysis, teacher factors, Shanghai

Summary: The aim of this study was to analyze the collective teacher efficacy in an international school in Shanghai. It concludes that the construct of efficacy has two key dimensions, namely Group Confidence and Task Analysis. Moreover, results indicate that teachers have a high level of efficacy, both in group confidence and task analysis. Findings also highlight the factors that contribute to collective teacher efficacy.

Holloway, J., & Keddie, A. (2019). 'Make money, get money': how two autonomous schools have commercialised their services. *Discourse: Studies in the Cultural Politics of Education*, 40(6), 889-901. <https://doi.org/10.1080/01596306.2018.1451305>

Keywords: Commercialisation, autonomous schools, marketisation, privatisation

Summary: This paper examines the process and effects of service commercialisation within two autonomous public schools in Australia. The market solutions used by these schools to acquire resources for students and their communities are described, as well as the potential dangers that may be generated by this market orientation to education.

Metli, A., Martin, R. A., & Lane, J. F. (2019). Forms of support and challenges to developing international-mindedness: a comparative case study within a national and an international school in Turkey. *Compare: A Journal of Comparative and International Education*, 49(6), 983-1001. <https://doi.org/10.1080/03057925.2018.1490889>

Keywords: Global engagement, intercultural understanding, international education, international-mindedness, multilingualism

Summary: This mixed-methods study investigated perceptions of international-mindedness in two schools in Istanbul, Turkey: a national school with mostly Turkish students and an international school. Results highlight the challenges for fostering international-mindedness in both types of school. They also suggest that neither school has developed clear conceptual connections between multilingualism, intercultural understanding, and global engagement.



Chae, N., & Gray-Rice, S. P. (2019). School Counseling Toward a Mission of “IB for All”. *Journal of School-Based Counseling Policy and Evaluation*, 1(3), 71-84. <https://doi.org/10.25774/assb-r852>

Keywords: International Baccalaureate, school counseling, ASCA National Model, Middle Years Program, Diploma Program

Summary: This paper discusses the ethical responsibilities and potential roles of school counselors in promoting students’ academic, social emotional, and postsecondary development and trajectories. It also presents a school counseling program that developed and implemented initiatives to increase access to the IB program within the framework of the U.S.-based ASCA National Model.

Tarc, P. (2019). Internationalization of education as an emerging field? A Framing of international education for cross-domain analyses. *Policy Futures in Education*, 1478210318824254. <https://doi.org/10.1177/1478210318824254>

Keywords: Internationalization of education, international education, globalization, tensions, International Baccalaureate, internationalization of higher education

Summary: This paper historically situates the current 21st century international education movement by conceptualizing late 20th century international education. This discussion is based on a periodization of the International Baccalaureate in relation to the shifting historical and socio-political conditions of the last 50 years.

Arfani, J. W., & Nakaya, A. (2019). Meanings of International High School Education in Indonesia and Japan. *Journal of Research in International Education*, 18(3), 310-325.
<https://doi.org/10.1177/1475240919890223>

Keywords: International education, globalization of education, high school, parents, students, Indonesia, Japan

Summary: The aim of this study was to investigate the perspectives of students and parents in Japan and Indonesia on international education. In addition to individual and group interviews and class observations, the study also included a policy analysis. Results highlight the differences in understanding international education and in the strategies used by the Indonesian and Japanese governments in their attempt to build human capital with global competence and national identity.

Tichnor-Wagner, A. (2019). Globally-Minded Leadership: A New Approach for Leading Schools in Diverse Democracies. *International Journal of Education Policy and Leadership*, 15(2).
<https://doi.org/10.22230/ijepl.2019v15n2a869>

Keywords: Educational leadership, school reform, global education, globalization

Summary: This interview-based study examined the school leadership attributes important for facilitating the learning of critical competencies needed to thrive in a diverse, interconnected world. Eleven practicing school principals participated in the research. Results highlight ten globally minded leadership practices, classified in four categories.

Poole, A. (2019). Decoupling Chinese internationalised schools from normative constructions of the international school. *Compare: A Journal of Comparative and International Education*, 1-8. <https://doi.org/10.1080/03057925.2019.1682839>

Keywords: International Baccalaureate, international schools, China

Summary: This article discusses the integration of IB programs and curricula into the Chinese educational system, focusing on Chinese internationalised schools implementing IB programs. The dissonance between the national and international orientations that often appears in these schools is explored.

Lillo, S. R. (2019). In pursuit of community engagement: Unpacking the knowledge and skills associated with service-learning efforts. *Journal of Research in International Education*, 18(1), 3-22. <https://doi.org/10.1177/1475240919829997>

Keywords: Service-learning, global citizenship, International Baccalaureate, community engagement, international education

Summary: This paper reports on a qualitative research study in International Baccalaureate international schools in Kenya, Ethiopia, and South Africa. The study examines service-learning efforts and community engagement pursuits. Results are analyzed within a framework that includes six knowledge domains related to the competencies involved in service-learning efforts.

Windle, J., & Maire, Q. (2019). Beyond the global city: a comparative analysis of cosmopolitanism in middle-class educational strategies in Australia and Brazil. *Discourse: Studies in the Cultural Politics of Education*, 1-17. <https://doi.org/10.1080/01596306.2019.1573905>

Keywords: Social class, cosmopolitanism, cultural capital, educational inequality, international education, global south

Summary: This paper examines the global middle class as a construct, condensing the attributes identified in studies of school choice in the global north and Asia. It argues that a broader historical context, especially one centered on cultural domination, should be employed in order to analyze and challenge the cosmopolitanism associated with the educational practices of the global middle class.

Gardner-McTaggart, A. (2019). International schools' leadership and Christianity. *Globalisation, Societies and Education*, 17(4), 458-473. <https://doi.org/10.1080/14767724.2018.1558047>

Keywords: Educational leadership, Bourdieu, Christianity, international schools, global citizenship education, International Baccalaureate

Summary: This paper examines the educational leadership of Western European international IB schools, focusing on the value orientations of the IB directors. Findings indicate the pervasiveness of Christianity and Christian values in these orientations, suggesting an incubator role for Anglo Christian values within the international school. The position of the IB learner profile in this context is also discussed in relation to IB directors' Christian orientation.

Doerr-Stevens, C., & Buckley-Marudas, M. (2019). Hearing Knowledge into Action: Mobilizing Sound for Multicultural Imaginaries. *International Journal of Multicultural Education*, 21(1), 105-124. <http://dx.doi.org/10.18251/ijme.v21i1.1735>

Keywords: Critical media literacy, digital media production, multimodality, sound design, sonic landscapes

Summary: This study involves students' collaborative media production projects, as well as interviews and field notes in a school offering IB courses. It focuses on the elements of sound and music for multicultural learning. Results reveal multivocal engagements and struggles in the sound editing process whereby students use sound to express nuanced views about racism, culture, and privilege.

Harvey, M. W., Timmerman, L. C., & Vazquez, O. G. (2019). College and career readiness knowledge and effectiveness: Findings from an initial inquiry in Indiana. *Journal of Educational and Psychological Consultation*, 29(3), 260-282. <https://doi.org/10.1080/10474412.2018.1522260>

Keywords: Career readiness, college readiness, International Baccalaureate

Summary: This paper reports on a survey targeting college and career readiness (CCR) knowledge and effectiveness of administrators, guidance counselors, general education teachers and special educators in 34 school districts in Indiana. Results show both a general agreement on most items and differences regarding teacher beliefs, knowledge of CCR programs such as the IB, and their perceived effectiveness.

Usher, A. S. (2019). Modeling Resilient and Adaptable Work-Integrated Learning Practice: The Importance of Learning Dispositions in Initial Teacher Education. *International Journal of Work-Integrated Learning*, 20(2), 113-126. <https://eric.ed.gov/?id=EJ1226173>

Keywords: Resilience, vocational adjustment, preservice teacher education, cooperative education

Summary: This qualitative research was carried out on a sample of globally focused secondary schools in Denmark, one of which was an IB school. The approach uses the explicit modeling of learning dispositions to develop a positive approach for cooperative work-integrated education in initial teacher education. The paper also discusses the importance of this approach for all professional practices for which resilience and adaptability are essential.

Zeichner, K. (2019). The Importance of Teacher Agency and Expertise in Education Reform and Policymaking. *Revista Portuguesa de Educação*, 32(1), 5-15.

<https://doi.org/10.21814/rpe.17669>

Keywords: Teacher agency, teacher policy, teacher expertise

Summary: This paper presents several case studies, one of them on an IB school. It asserts that teacher agency should be encouraged and teachers' collective expertise should be better leveraged and utilized in education systems throughout the world. This would provide children with access to well-prepared teachers and a high-quality and enriching education on all levels, supporting multicultural understanding.



Suldo, S. M., Storey, E. D., O'Brennan, L. M., Shaunessy-Dedrick, E., Ferron, J. M., Dedrick, R. F., & Parker, J. S. (2019). Identifying high school freshmen with signs of emotional or academic risk: Screening methods appropriate for students in accelerated courses. *School Mental Health, 11*(2), 210-227. <https://link.springer.com/article/10.1007/s12310-018-9297-9>

Keywords: Screening, teacher nominations, high school, accelerated courses, gifted students

Summary: This study developed and evaluated a multi-method approach to identifying students with signs of risk in terms of stress, affective engagement, and low academic performance among those enrolled in Advanced Placement or International Baccalaureate courses. The approach was compared with a teacher nomination procedure; findings indicate that the latter identified 39.3% of the at-risk student population, its sensitivity being higher when identifying academic risk.

Henn-Reinke, K. (2019). A flower blooms in mongat (una flor brotaenmongat): An exemplary trilingual program. *Cogent Education*, 6(1), 1656869.

<https://www.tandfonline.com/doi/full/10.1080/2331186X.2019.1656869>

Keywords: Language learning, trilingual program, International Baccalaureate

Summary: This study focuses on Hamelin-Laie International School in Mongat, Barcelona, Spain, which begins instruction in English, Catalan, and Spanish and adds a fourth language at grade one. The study investigated the factors that influence the success of this IB school, including a commitment to language learning, highly proficient teachers in the language and culture of instruction, external international examinations, and a well-developed review process.

Codó, E., & Sunyol, A. (2019). 'A plus for our students': the construction of Mandarin Chinese as an elite language in an international school in Barcelona. *Journal of Multilingual and Multicultural Development*, 40(5), 436-452. <https://doi.org/10.1080/01434632.2018.1543694>

Keywords: Language acquisition, multilingual program, International Baccalaureate

Summary: This two-year critical sociolinguistic ethnographic study in an international elite school near Barcelona, Spain, aimed to explore the evolution and shifting legitimation of the Chinese language programme. Its findings suggest that Chinese has been instrumental for re-elitisation of the school by offering internationalisation.

Tuxen, N., & Robertson, S. (2019). Brokering international education and (re) producing class in Mumbai. *International Migration*, 57(3), 280-294. <https://doi.org/10.1111/imig.12516>

Keywords: Decision-making processes, international students, International Baccalaureate

Summary: This paper examines the influence of education brokers on the decisions of international students in Mumbai, India. Results from interviews with students and education brokers suggest that the class status of prospective international students within Mumbai's upper-middle-class hierarchies impact the services provided by brokers as well as students' decisions in this respect.

[Theses and dissertations](#)

Lu, X. (2019). *A Comparative Study of the Introduction of Advanced Placement and International Baccalaureate Mathematics Courses in Ningbo, China* (Doctoral dissertation, Teachers College, Columbia University). <https://academiccommons.columbia.edu/doi/10.7916/d8-bf3b-7415>

Keywords: Implementation, math courses, International Baccalaureate, China

Summary: This research investigates the phenomenon of introducing the Advanced Placement (AP) program and the IB Diploma Program in China, and its effects on the existing general Chinese high school program in mathematics. Results bring up several similarities and differences between the AP program and the IB program, as well as between them and the Chinese program in mathematics.

Wootten, L. M. (2019). *Exploring 21st Century Teaching and Learning Skills in the International Baccalaureate Continuum Training and Practice* (Doctoral dissertation, Northcentral University). <https://search.proquest.com/openview/6ce57e8645df265eaa777bc03713fdd5/1?pg-origsite=gscholar&cbl=18750&diss=y>

Keywords: Learning skills, comparative study, International Baccalaureate

Summary: This dissertation examined teaching and learning skills in IB schools in South Korea and compared the results to those that emerged in related research from neighboring Asian countries and other parts of the world. Results indicate the superior quality of an IB education.

Pineda Guzmán, T. G. (2019). *Peer Feedback to Improve Message and Format of Writing Formal Letters in International Baccalaureate (IB) Students* (Master's thesis, Universidad Casa Grande. Departamento de Posgrado).

<http://dspace.casagrande.edu.ec:8080/bitstream/ucasagrande/1819/1/Tesis1995PINu.pdf>

Keywords: Formal letters, blogs, peer feedback, writing, IB program

Summary: This paper reports on a six-week quantitative study that tested the effects of an innovative method (peer feedback) on IB students' message and format of writing formal letters. Results show an improvement at the end of the intervention, supporting the efficacy of the method. Participants' organization of ideas also improved.

Acevedo Ampuero, P. C. (2019). Evaluating the progression of a group of EFL international baccalaureate students after a genre-based application: a systemic functional analysis. <https://repositorio.uc.cl/handle/11534/23674>

Keywords: Genre-based pedagogy, systemic functional linguistics, metafunctions, linguistic resources

Summary: This investigation aimed to explore the influence of two types of expository text, an argumentative essay and a discussion. After their application, students' written discourse was analyzed through a Systemic Functional perspective. Findings suggest that most participants perceived the method to be beneficial in improving their writing and in increasing their understanding of the social purpose of writing.

Martín Gómez, L. (2019). Propuesta didáctica para la enseñanza de la lengua extranjera, español, a través del programa international baccalaureate (IB) en un colegio de inmersión en Minnesota (USA). <http://uvadoc.uva.es/handle/10324/34915>

Keywords: Implementation, curriculum, International Baccalaureate

Summary: This paper presents the theoretical foundation and development of the IB program in different schools throughout the world. A review of the evolutionary development of the student at the age of first grade, in relation to the acquisition of a second language and the best ways to teach it, is also described. The article presents the frame and the evaluation of a didactic proposal in a Spanish language immersion school in Minnesota.



Handy, B. J. (2019). Experiences and Best Practices of College Faculty Who Teach High School Students Taking Dual Enrollment Courses in College (Doctoral dissertation, Wilmington University (Delaware)).

<https://search.proquest.com/openview/3a43f22b1ae47c72adaec8b037f925d3/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: Dual enrollment, best practices, International Baccalaureate

Summary: This qualitative research study investigated the experiences of faculty members from two community colleges with at least three years of experience teaching high school dual enrollment students. The study highlights teaching practices for fostering success among high school students enrolled in dual enrollment classes.

Lim, G. (2019). *Multicultural Education in Schools: A Look at Its Prevalence through School Bullying* (Doctoral dissertation, Georgetown University).

<https://search.proquest.com/openview/026de9d8b3ea0caf7698c2192e976814/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: Multicultural education, bullying, International Baccalaureate

Summary: This study investigated the influence of high school participation in the International Baccalaureate (IB) program, used as a proxy for multicultural education, on school bullying. Results indicate that the presence of a diverse student population within the school is more important in reducing school bullying than the IB program itself.



Crawford, P. (2019). *The Impact of Social Capital on Latinx Students' Attitudes Towards Secondary Education* (Doctoral dissertation). <https://hdl.handle.net/10657.1/1459>

Keywords: Social capital, secondary education, Advanced Placement, International Baccalaureate

Summary: The aim of this study was to reveal the ways in which participation in AP and IB courses is associated with differences in attitudes toward college, academic achievement, teacher expectations and interactions, college readiness, school-wide support, guidance and counseling, and parent engagement. It found no effect of being enrolled in AP/IB courses on these attitudes, but enrollment emerged as important for college readiness.

Book chapters

Coulson, D. G., Datta, S., & Sugawara, M. (2019). Local Implementation of International Baccalaureate in the Japanese Secondary School System: How Good Practice Is Positively Impacting Education Provision. In *Handbook of Research on Curriculum Reform Initiatives in English Education* (pp. 36-51). IGI Global. <https://www.igi-global.com/chapter/local-implementation-of-international-baccalaureate-in-the-japanese-secondary-school-system/214209>

Keywords: Implementation, curriculum, International Baccalaureate, Japan

Summary: This chapter analyzes the new practices that are generated by the implementation of the International Baccalaureate in Japanese secondary schools. It also highlights the two major aims of the IB in Japan. Furthermore, it includes an examination of the positive changes to the English curriculum in the non-IB sector and in the university sector that have been generated by the introduction of the IB.

Lafferty Ruane, T. (2019). TEaCH: Researching Teachers' Technology Affordance Perceptions and their Application within a Colombian International Baccalaureate School. <http://vitela.javerianacali.edu.co/handle/11522/11181>

Keywords: Technology affordance perceptions, teachers, International Baccalaureate

Summary: This research study examines the perceptions of teachers in an International Baccalaureate School in Cali, Colombia regarding the technology affordances in their school's ICT enhanced environments. The study indicates that while almost all available technologies were perceived to have multiple affordances, computers received the highest valuations.

Reports

Fisher, D. (2019). *An analysis of the impact of 'The Essentials of International Leadership' IB workshops on three cohorts of aspiring or experienced leaders from IB schools*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://ibo.org/contentassets/8cef1adee86046cb902d930a17da1e56/fisher-jeff-thompson-report-final.pdf>

Keywords: Leadership, workshop, International Baccalaureate

Summary: The purpose of this mixed-methods study was to investigate the effectiveness for IB leaders of attending IB leadership professional development workshops. Results suggested that attending these workshops led to an impact on the beliefs, understanding and skills of the leaders.

Calnin, G., Mason, S., & Qing, E. (2019). *A study on the impact of the International Baccalaureate's professional development*, Bethesda, MD, USA. International Baccalaureate Organization.

<https://www.ibo.org/contentassets/e61e2e91dc514aa6a05b85ccdafa3c4a/pd-impact-full-report-en.pdf>

Keywords: Professional development, high-quality professional development, International Baccalaureate

Summary: This multiphase, mixed-methods study focused on the impact of the International Baccalaureate's (IB) professional development (PD) model, practices and services. The paper reports its first three phases: a literature review, a theory-to-practice comparison, and a pre/post non-equivalent comparison group outcome study. Results highlight nine critical features of high-quality professional development, and that the IB PD model is highly aligned to the research literature in some areas.

Bryant, D., Walker, A., Wong, Y-L., Adames, A., & Katyal, K. (2019). *A distributed perspective on middle leadership in International Baccalaureate Continuum schools in Northeast Asia*. Bethesda, MD, USA. International Baccalaureate Organization.

<https://www.ibo.org/globalassets/publications/ib-research/continuum/middle-leadership-final-report-en.pdf>

Keywords: Leadership, middle leadership, International Baccalaureate

Summary: This qualitative study investigated the conceptualization and operationalization of middle leadership in four International Baccalaureate (IB) schools in Northeast Asia. Different positions and roles of middle leaders in IB World Schools were considered, for example, programme coordinators, subject area coordinators, cross-school leaders and grade-level leaders. Results indicate that middle leaders collectively account for the largest proportion of leadership activities within schools. The paper discusses the benefits that the development of middle leaders brings to schools.

Chadwick, K., Thier, M., & Todd, J. (2019). *International Baccalaureate Educator Network: Success case study*, Bethesda, MD, USA. International Baccalaureate Organization.

<https://www.ibo.org/globalassets/publications/ib-research/continuum/iben-final-report-en.pdf>

Keywords: International Baccalaureate Educator Network, success case study

Summary: This study examined the benefits of participation in the International Baccalaureate Educator Network (IBEN) and the factors that help or hinder the dissemination of IBEN learnings in a school. The study involved seven case study schools from around the world. Results reveal several benefits of IBEN participation as perceived by educators. They also suggest that school leadership is important for achieving benefits from IBEN participation.

Medwell, J., Wray, D., Bailey, L., Biddulph, M., Hagger-Vaughan, L., Mills, G., & Wake, G. (2019). *Concept-based teaching and learning: Integration and alignment across IB programmes*, Bethesda, MD, USA. International Baccalaureate Organization.
<https://www.ibo.org/contentassets/318968269ae5441d8df5ae76542817a0/cbtl-final-report.pdf>

Keywords: Concept-based teaching and learning, implementation, International Baccalaureate

Summary: This study analyzed the ways in which concept-based teaching and learning (CBTL) is encouraged in the IB programmes. Firstly, the authors identified the principles underpinning effective approaches to CBTL and assessment. Secondly, they compared these principles to the results of a content analysis of the four IB programmes. The study also included interviews with 10 IB senior curriculum leaders. Results confirm that CBTL is a relevant approach for contemporary education and that many principles in the literature do align with the IB curriculum documents. Findings also reveal some gaps between principles and the IB approach, mostly regarding actual classroom action.

Conference presentations and proceedings

Suliman, A. A. (2019). *Integration of Saudi Elementary Curriculum in IB Program School in The US*.
<https://digitalcommons.andrews.edu/autlc/2019/breakout/30/>

Keywords: Evaluation, implementation, International Baccalaureate

Summary: This presentation describes the IB Elementary School curriculum at King Abdullah Academy (KAA), a school that also aims to maintain the values of Islam and Arabic language proficiency. The curriculum evaluation focuses on the integration of the IB program along with the Arabic and Islamic curriculum.

Tilke, A. (2019, October). School library concepts developed by an inquiry-approach curriculum organization. In *IASL Annual Conference Proceedings*. <https://doi.org/10.29173/iasl7398>

Keywords: School libraries, role statements, school librarian job descriptions, school librarians, IB Ideal Libraries, inquiry curriculum approaches, school library nostalgia

Summary: This paper analyzes the experiences and perceptions of school librarians regarding their usage of the IB Ideal Libraries documentation in individual situations. Results indicate several specific uses of the document, such as informing school leadership teams or aiding preparation for school evaluation.

Lackova, J. (2019). The constitution of the «milieu» during an inquiry process: an analysis in terms of question-answer and media-milieu dialectics. In *The Curriculum Problem and the Paradigm of Questioning the World, in Mathematics And beyond*. <https://archive-ouverte.unige.ch/unige:127704>

Keywords: Anthropological theory of didactics, media-milieu dialectic, inquiry-based learning, International Baccalaureate, assessment

Summary: This presentation describes an analysis of the internal assessment within the standard level mathematics course of the International Baccalaureate (IB) through the Anthropological theory of didactics. It focuses on the task of writing the “Mathematical Exploration” piece of work, which should involve an investigation in a field of mathematics.

References

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *Annals of internal medicine*, 151(4), 264-269.