



Research on the International Baccalaureate

An Annotated Bibliography
of Studies Published in 2025

Fenot Aklog, Ed.D.
September 2026

Table of Contents

Introduction	1
Methodology	1
Findings	2
Organization of the Report.....	2
Primary Years Programme (PYP) Studies.....	3
Journal Articles	3
Dissertations and Theses.....	5
Middle Years Programme (MYP) Studies.....	8
Journal Articles	8
Dissertations and Theses.....	12
Book Chapters	13
Conference Presentations	14
Diploma Programme (DP) Studies	16
IB-Commissioned Studies	16
Journal Articles	19
Dissertations and Theses.....	32
Book Chapters	39
Conference Presentations	40
Cross-programme Studies.....	42
IB-Commissioned Studies	42
Journal Articles	47
Dissertations and Theses.....	61
Book Chapters	65
Reports	65

Introduction

This annotated bibliography aims to document scholarly work on the International Baccalaureate (IB) published during the 2025 calendar year. The report is intended for multiple audiences, including IB school leaders, coordinators, teachers, International Baccalaureate Organization (IBO) staff, and researchers in the field of international education.

The sources included in this annotated bibliography aim to be as comprehensive as possible of the works on the IB published in 2025. The source summaries are not meant to be in-depth discussions of background, methodological features, findings, or conclusions, and no assessments are provided regarding the rigor or validity of study findings.

Methodology

For this report, the search for works on IB published in 2025 focused on the academic and grey literature. The sources were drawn from the following databases and search engines: Ebook Central, Education Full Text, JSTOR, EBSCO, ERIC, Google Scholar, ProQuest Dissertations & Theses, SAGE Premier, SpringerLink, Taylor & Francis Journals. In addition, IB-commissioned research studies were identified and accessed from the IB website.

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

Included in the annotated bibliography are scholarly works—empirical and non-empirical—of the following types: (1) IB-commissioned studies; (2) journal articles; (3) dissertations and theses; (4) book chapters; and (5) conference presentations. Excluded from this report are non-scholarly sources about the IB including but not limited to, magazine/newspaper articles, blogs, and social media postings. In addition, sources in which the term *International Baccalaureate* does not appear at least one time were excluded. While every effort was made to include all available scholarly works published in 2025 relating to the IB in this annotated bibliography, there may be some sources that have been overlooked.

Findings

A total of 116 scholarly publications on the IB published in 2025 were identified (see Table 1). Of these, 9 relate to the Primary Years Programme (PYP), 14 to the Middle Years Programme (MYP), 48 to the Diploma Programme (DP), and 45 are Cross-programme studies. There were no Career-related Programme (CP) studies published in 2025 that were identified.

By study type, the majority are journal articles (61), followed by dissertations or theses (30), IB-commissioned studies (16), conference presentations (5), book chapters (3), and reports (1).

Geographically, 32 of the studies relate to the IB Africa, Europe, Middle East region, 26 to the IB Americas region, 41 to the IB Asia-Pacific region, and 27 are cross-regional or global in scope.

Several topics frequently occurred across the studies. These included curriculum, teaching, and assessment (i.e., curriculum alignment, inquiry-based and interdisciplinary learning, and assessment practices). Other topics reflected the IB's international and intercultural aims (i.e., international mindedness, global citizenship, and multilingualism). A third area focused on IB programme implementation, including factors that support or constrain effective implementation (i.e., school leadership, professional learning, and organizational support).

Table 1. IB-Related Studies Published in 2025

By IB Programme		By Type of Study		By IB Region*	
Primary Years Programme (PYP)	9	IB-commissioned studies	16	Africa, Europe, Middle East	32
Middle Years Programme (MYP)	14	Journal articles	61	Americas	26
Diploma Programme (DP)	48	Dissertations and thesis	30	Asia-Pacific	41
Career-related Programme (CP)	0	Book chapters	3	Global	27
Cross-programme	45	Conference presentations	5		
		Reports	1		

**Due to overlaps in regional focus, the number of studies in this category exceeds the total.*

Organization of the Report

This report is organized in five major sections that correspond to the four IB programmes: Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and an additional section for Cross-programme studies. Within each of these sections, the associated studies are first organized by the type of work, then alphabetically by author. Following each study's bibliographic citation is a list of keywords of its IB programme, central topics, and country of focus, followed by a summary of its content.

Primary Years Programme (PYP) Studies

Journal Articles

Bores-García, D., Espada, M., González-Calvo, G., & Cañadas, L. (2025). Assessment in physical education in the Primary Years Programme of the International Baccalaureate in Spain: A qualitative study. *Journal of Research in International Education*, 24(3), 243-258.

<https://doi.org/10.1177/14752409251391551>

Keywords: *PYP, physical education, formative and summative assessment, Spain*

This study explored how PYP physical education teachers understand and use assessment within IB and national education requirements. Using a phenomenographic design, the study was conducted at an international school in Madrid, Spain. Participants included 4 physical education teachers, one of whom also served as the PYP coordinator, and data were collected through interviews. Results showed tension between PYP assessment principles and national requirements for numerical grades. Teachers used formative assessment less systematically than PYP guidance recommended, relied on rubrics for summative grading, and infrequently used student portfolios. They also reported limited training in PYP physical education assessment. The researcher recommended stronger professional learning, greater teacher involvement in inquiry-unit planning, and increased use of assessment practices that support student learning.

Charles, C. E., & Chandir, H. (2025). Is the International Baccalaureate gender blind? How feminism can augment the concept of 'international mindedness'. *Globalisation, Societies and Education*. Advance online publication.

<https://doi.org/10.1080/14767724.2025.2520951>

Keywords: *PYP, international mindedness, feminist theory, Australia*

This study examined teacher understandings of international mindedness and whether feminist theory can broaden the concept within the IB. The study used a qualitative design and was conducted in Australia with 7 teachers enrolled in an IB Educator Certificate programme who completed a PYP elective. Data were collected through focus groups and interviews. Results showed that participants associated international mindedness with interconnectedness, empathy, and respect for difference. They also linked the concept to gender equality, consent, respectful relationships, and challenging social hierarchies that marginalize difference. The researchers concluded that feminist theory could expand IB understandings of international mindedness and strengthen teacher preparation for addressing gender, cultural difference, and social justice.

Kosaka, M., & Mizushima, J. (2025). Effects of a short-term circuit training program on aerobic endurance and agility in International Baccalaureate primary year program physical, social, and personal education. *Journal of Physical Education and Sport*, 25(6), 1281-1290.

<https://efsupit.ro/index.php/archive?id=175>

Keywords: PYP, physical fitness, circuit training, Japan

This study examined whether a short-term circuit-training program improves aerobic endurance and agility among PYP students. Using a one-group pretest-posttest design, the study was conducted at an international school in Tokyo, Japan. Participants were 51 PYP students in Grades 4 and 5 who completed six circuit-training sessions during physical education classes. Aerobic endurance and agility were measured before and after the intervention. Results showed significant improvement in both outcomes, with aerobic endurance scores increasing from 30.55 to 39.80 laps and agility times decreasing from 15.89 to 15.04 seconds. Improvements occurred across gender and grade level. The researchers concluded that circuit training can improve aerobic endurance and agility and complement inquiry-based physical education within the PYP.

Zeng, S. A. (2025). Intercultural understanding in practice: Insights from International Baccalaureate Primary Years Programme teachers. *Discourse: Studies in the Cultural Politics of Education*. Advance online publication.

<https://doi.org/10.1080/01596306.2025.2574977>

Keywords: PYP, intercultural understanding, teacher perspectives, Australia, global

This study compared Australian PYP teachers' concerns about teaching intercultural understanding with those of PYP teachers in other countries. Using a survey research design, the study involved 226 teachers across 42 countries, including 52 from Australia. Data were collected using the Stages of Concern Questionnaire, which assessed teachers' concerns about using the PYP to teach intercultural understanding. Results showed that more than half of participants reported no current concerns, while a substantial minority identified concerns. Australian teachers and those in other countries reported similar concerns, particularly around personal confidence, collaboration, and professional learning. The researchers concluded that teaching intercultural understanding can remain challenging even for experienced PYP teachers and recommended targeted professional learning and resources responsive to teachers' implementation needs.

Dissertations and Theses

McCully, L. (2025). *Analyzing the effects of implementing divergent creative thinking on the inquiry-based learning of elementary students* [Master's thesis, İhsan Doğramacı Bilkent University].

<https://www.proquest.com/openview/825126f3684d1c6234ae243d07906c4c/1?pq-origsite=gscholar&cbl=2026366&diss=y>

Keywords: *PYP, creative thinking, inquiry-based learning, Türkiye*

This study examined whether instruction in divergent creative thinking strengthens creative thinking within inquiry-based PYP classrooms. Divergent creative thinking involves generating multiple possible ideas or solutions. Using a mixed methods quasi-experimental design, the study involved 90 Grade 4 PYP students at an international school in Türkiye. Data included pre- and post-assessments from 61 students and post-intervention reflections from 74 students. Results showed significant gains in fluency, flexibility, originality, and elaboration. Students also reported greater understanding of creative thinking, stronger perceptions of themselves as creative thinkers, and ways to apply these skills in other learning contexts. The researcher concluded that divergent creative thinking can be intentionally developed through inquiry-based learning and recommended integrating explicit creative-thinking instruction across subjects and grade levels.

Pirillis, F. (2025). *Perceptions of agency in teachers within International Baccalaureate Primary Years Programmes in the Chicago Public Schools* [Doctoral dissertation, University of Illinois Urbana-Champaign].

<https://hdl.handle.net/2142/129882>

Keywords: *PYP, teacher agency, school practices, United States*

This study explored how PYP teachers understand and exercise agency and how school practices support or constrain teacher and student voice, choice, and ownership. Using a qualitative research design, the study was conducted in Chicago, United States, and involved 6 PYP teachers, 4 PYP coordinators across 10 elementary schools, and a district IB coordinator. Data were collected through questionnaires and semi-structured interviews. Results showed that teacher agency was shaped by school culture, administrative support, curriculum and testing requirements, and teachers' autonomy to adapt instruction. Supportive administrators and coordinators encouraged instructional risk-taking and professional voice, while restrictive structures reduced teacher autonomy. Teachers fostered student agency through meaningful choices and decision-making opportunities. The researcher recommended stronger school structures to support both teacher and student agency.

Urmy, N. J. (2025). *Investigating inquiry-based teaching learning approach by ELT teachers in the IB Primary Years Programme: A case study in a private IB continuum school in Bangladesh* [Master's thesis, BRAC University].

<http://hdl.handle.net/10361/26477>

Keywords: *PYP, inquiry-based learning, English language teaching (ELT), Bangladesh*

The purpose of this study was to explore the inquiry-based approaches PYP teachers use in English language teaching (ELT). Using a case study design, the study was conducted in a private IB continuum school in Bangladesh. Participants included 5 PYP teachers from Grades 1–5 and the school principal. Data were collected through interviews, classroom observations, lesson plans, instructional materials, and student work. Results showed that teachers used varied inquiry-based strategies across grade levels, but implementation was shaped by teaching experience and subject knowledge. Limited cross-grade collaboration and planning time constrained inquiry-based teaching. The researcher also identified a need for stronger English-language expertise. Recommendations included increased professional learning, collaborative planning across grades, and dedicated support for teaching English as an additional language.

Walker, B. L. (2025). *Exploring the impact of the International Baccalaureate Primary Years' Programme and the Leader in Me program on fifth-grade self-efficacy: A mixed methods comparative case study of student and teacher perceptions* [Doctoral dissertation, Concordia University Irvine].

<https://www.proquest.com/openview/8d635772490dd49cabbf032c7096b82a/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: *PYP, Leader in Me program, student self-efficacy, United States*

This study compared the influence of the PYP and *Leader in Me*, a leadership and life-skills program, on fifth-grade students' self-efficacy. The study used a mixed methods design and was conducted in two urban public elementary schools serving similar high-need populations in Southern California, United States. One school was a long-established PYP school, and the other implemented *Leader in Me*. Data were collected through surveys with 34 students, focus groups with 24 students, and interviews with 4 teachers. Survey results showed no significant differences between schools in student self-efficacy levels. Both approaches fostered students' sense of self-efficacy but through different practices. *Leader in Me* emphasized leadership development and goal setting, while the PYP emphasized inquiry, reflection, collaboration, and student agency. The researcher recommended larger, more diverse studies and longitudinal research that follows students to examine longer-term educational and career outcomes.

Zhao, W. (2025). *Using WIDA English Language Development Standards Framework to make language visible in an International Baccalaureate unit of inquiry* [Master's thesis, Bethel University].

<https://spark.bethel.edu/etd/1167>

Keywords: *PYP, English language development standards, IB Inquiry Learning Cycle, multilingual learners, instructional design, China*

This study explored how the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards Framework aligns with PYP inquiry-based learning and can support multilingual learners' academic language development. Using document analysis and curriculum design, the study compared WIDA with the IB Inquiry Learning Cycle. For the study, the researcher developed a Grade 4 PYP Unit of Inquiry on human migration for a class of multilingual learners in China. Results showed strong alignment between the two frameworks, particularly in integrating language and content, providing equitable access, and supporting purposeful student participation. The proposed Unit of Inquiry illustrated how WIDA could make academic language expectations more explicit within inquiry-based learning. The researcher recommended testing the unit in practice and examining the approach across additional PYP contexts, grade levels, and subject areas.

Middle Years Programme (MYP) Studies

Journal Articles

Chi, D. (2025). Negotiating cultural identity: A study on localized interpretation and identity construction of Chinese students in an international school's IB MYP curriculum. *The Educational Review, USA*, 9(11), 911-916.

<https://www.hillpublisher.com/ArticleDetails/5845>

Keywords: *MYP, cultural identity, culturally sustaining curriculum, China*

This study explored how Chinese students interpret the MYP curriculum while constructing and negotiating their own cultural identities. Using a case study design, the study was conducted at an international school in Fujian, China. Participants included 20 MYP students in Grades 8–10. Data were collected through interviews, classroom observations, and reviews of MYP Personal Projects. Results showed that students challenged Western representations of China by drawing on local knowledge and adapted how they presented their identities across school and family contexts. They also used MYP Global Contexts to connect global concepts with local issues. The researcher concluded that students developed fluid cultural identities that combine global and Chinese perspectives. Recommendations included culturally sustaining curriculum design, teacher preparation to support students' cultural negotiation, and greater flexibility for schools to adapt international mindedness and learner profile expectations to local cultural contexts.

Clark, J. S., & Terrett, M. (2025). Changing from a Two-Model System back to a One-Model System: A qualitative study on an International Baccalaureate (IB) Middle Years Program English department from the perceptions of the teachers as the school responds to educational reforms and IB requirements. *International Journal of Progressive Education*, 21(1), 28-41.

<https://ijpe.inased.org/makale/6075>

Keywords: *MYP, English curriculum integration, assessment practices, China*

This study examined how MYP English teachers experience their school's transition from a divided English department to a unified MYP-oriented model that also meets national curriculum requirements. Using a qualitative research design, the study was conducted at an international school in China. Participants included 10 MYP English teachers, and data were collected through a focus group discussion. Results showed that the new model improved communication, peer support, and team cohesion, although teachers questioned the MYP's suitability for students with

lower English proficiency. Teachers also reported that leaders required inflated MYP summative scores and used unstandardized national examinations interchangeably with MYP results for student placement. The researcher linked these practices to parent expectations, school marketing, and national examination preparation and recommended stronger IB oversight of assessment and authorization practices.

El Haq, S. F. H., & Sabariyanto. (2025). The implementation of the International Baccalaureate curriculum in an inclusive classroom. *ELOQUENCE: Journal of Foreign Language*, 4(2), 245-258.

<https://ejournal.iaingorontalo.ac.id/index.php/ELOQUENCE/article/view/2813>

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

This study explored conditions that support or hinder MYP implementation in inclusive classrooms. Using a case study design, the study was conducted at a junior high school in Central Java, Indonesia. Data were collected through curriculum documents, classroom observations, and interviews with teachers and the curriculum coordinator. Results showed that collaborative planning, inquiry-based teaching, differentiated materials, and individualized support helped teachers include students with special educational needs. Teacher professional learning, collaboration, school leadership, and an inclusive culture also supported implementation. Challenges included differing parental expectations, tension between academic demands and students' individual capacities, teacher workload, and limited resources. The researchers recommended stronger institutional support, continued professional learning in inclusive and differentiated instruction, and clearer communication with parents about inclusive education.

Ferguson, C., & Brett, P. (2025). Teacher and student interpretations of global citizenship education in international schools. *Education, Citizenship and Social Justice*, 20(2), 217-236.

<https://doi.org/10.1177/17461979231211489>

Keywords: *MYP, global citizenship education, student activism, Australia, Finland, Netherlands*

This study investigated how MYP students, teachers, and school leaders understand and experience global citizenship education (GCE). Using a phenomenological design, the study was conducted in three international schools in Australia, Finland, and the Netherlands. Participants included 14 students, 3 school directors, and 5 teachers/school leaders, and data were collected through interviews. The study found that educators were uncertain about the meaning of (GCE), and implementation depended largely on individual teachers and activities such as cultural celebrations and community service. Students expressed broader understandings centered on

global belonging, shared responsibility, and activism. The study recommended approaches to global citizenship education that more explicitly address social justice and critical action.

Mirecki, T. (2025). Arts education and the digital challenge: Implementing artificial intelligence in the IB Middle Years Programme. *International Journal of Pedagogy Innovation and New Technologies*, 12(1), 86-94.

<https://doi.org/10.71358/ijpint.2276>

Keywords: *MYP, artificial intelligence, music education, global*

This study explored the opportunities, limitations, and ethical issues associated with the use of artificial intelligence (AI) in MYP music education. The study combined a critical literature review with an illustrative application of generative AI to the MYP music curriculum. The author reviewed research on AI and arts education published from 2019 to 2025. The author then used ChatGPT, Claude, and Suno AI to develop classroom activities based on Beethoven's *Ode to Joy*. Results suggested that AI could make musical concepts more accessible to MYP students and support their creative experimentation and reflection. However, the AI tools produced unreliable musical notation and often reproduced familiar patterns rather than original compositions. Concerns also included authorship, equitable access, and the need for teacher judgment when evaluating AI outputs. The author recommended further classroom-based research examining student work and teacher and student perspectives on AI-supported arts learning.

Paddle, H. (2025). Disciplinary literacy and the interdisciplinary curriculum? Perspectives from secondary teachers in international schools. *Literacy Learning: The Middle Years*, 33(2), 33-45.

<https://search.informit.org/doi/abs/10.3316/informit.T2025060900006100259438808>

Keywords: *MYP, disciplinary literacy, interdisciplinary learning, Germany, Switzerland*

This study explored how MYP educators understand disciplinary literacy, or how language is used differently across subjects, and how disciplinary literacy supports interdisciplinary learning. Using a qualitative research design, the study involved 25 educators from multiple subject areas across nine schools in Germany and Switzerland. Data were collected using interviews. Results showed that educators valued subject-specific language but rarely taught disciplinary literacy explicitly. Differences in how teachers used the same terms across subjects sometimes made it difficult for students to transfer learning, while shared concepts helped create connections across disciplines. The researcher concluded that interdisciplinary learning requires stronger literacy support and recommended greater teacher collaboration and more explicit teaching of disciplinary language.

Sodiya, O. O., & Nabiyeve, T. (2025). The influence of workplace professional development on physical and health education teachers' effectiveness and student physical literacy. *Asian Journal of Education and Training*, 11(4), 144-156.

<https://doi.org/10.20448/edu.v11i4.7504>

Keywords: *MYP, physical and health education, professional development, Azerbaijan*

This study investigated how teacher professional development during a school's transition to the MYP influences teaching practices and student performance in Physical and Health Education (PHE). Using an exploratory sequential mixed methods design, the study involved 3 PHE teachers and 128 MYP Year 1 students at a private school in Baku, Azerbaijan. Data were collected through teacher interviews, observations of classes and professional development sessions, attendance records, and MYP assessment results across three PHE units. Results showed significant improvements in students' knowledge and understanding and their ability to apply physical skills from Unit 1 to Unit 3. Teachers also incorporated new instructional strategies, developed more engaging units, and increased their use of inquiry and reflection. The researchers concluded that sustained professional development can strengthen PHE teaching and learning in the MYP and recommended continued collaborative professional learning and reflection.

Wright, E., & Keung, C. (2025). What is the International Baccalaureate for? Exploring educational purpose through the Middle Years Programme's Personal Project. *Educational Review*, 77(5), 1672-1690.

<https://doi.org/10.1080/00131911.2025.2502505>

Keywords: *MYP, Personal Project, DP performance, global*

This study examined whether the MYP Personal Project is associated with subsequent student academic success in the DP and its broader educational purpose. Using a convergent mixed methods design, the study drew on two samples of more than 40,000 students from 590 schools across 94 countries or jurisdictions. Data included Personal Project, DP examination, and Extended Essay scores. Interviews were also conducted with 107 students and educators from 6 schools in Hong Kong, Peru, Qatar, South Korea, the United States, and Zambia. Results showed that higher Personal Project scores were associated with higher DP exam and Extended Essay scores. The Personal Project was also valued for strengthening students' sense of belonging, communication, independent thinking, and autonomy. However, schools often emphasized the Personal Project's role in DP preparation over these broader purposes. The researchers called for protecting the Personal Project's wider educational aims from an overly narrow focus on academic achievement.

Dissertations and Theses

Beatty, K. D. M. (2025). *Instructional leadership in the International Baccalaureate Middle Years Programme: A mixed-methods study of coordinators' and teachers' perceptions* [Doctoral dissertation, University of Greater Manchester].

<https://ub-ir.bolton.ac.uk/esploro/outputs/9981466508841>

Keywords: *MYP, instructional leadership, coordinator role, global*

This study explored MYP coordinators' experiences with instructional leadership and MYP teachers' perceptions of their roles as instructional leaders. The study used an explanatory sequential mixed methods design and involved 28 MYP coordinators and 20 teachers across 30 countries. Data were collected through the researcher-developed MYP Instructional Management Rating Scale and interviews with 20 participants. Results showed that coordinators rated their instructional leadership competencies higher than teachers did, particularly in communicating MYP goals, supporting teaching and learning, and professional development. Teachers more often viewed the coordinator role as administrative rather than instructional. Coordinators also identified challenges they faced in their roles, including limited authority, unclear role expectations, heavy administrative workloads, and insufficient time. The researcher recommended clearer role expectations, stronger communication and trust, structural support, and professional learning for coordinators to better exercise instructional leadership.

Chinery, Y. (2025). *Exploring and empowering transition stories: A narrative inquiry of students' transition experiences into an International Baccalaureate Middle Years Programme mathematics classroom* [Doctoral dissertation, Lancaster University].

<https://doi.org/10.17635/lancaster/thesis/2643>

Keywords: *MYP, mathematics transition, student support, Hong Kong*

This study explored students' experiences transitioning into MYP mathematics. The study employed a case study narrative inquiry design and included fifteen students beginning MYP mathematics at an international school in Hong Kong. Data were collected through student narratives, focus group discussions, interviews, and teacher notes. Results showed that transition experiences were largely shaped by students' prior schooling experience and academic performance, as well as their mindset and motivation for learning. Students expressed valuing clear MYP expectations, supportive relationships, and meaningful learning opportunities. Students pointed to MYP mathematics Criterion B, which focuses on investigating patterns, as challenging because it was unfamiliar and difficult to prepare for. The researcher recommended that MYP

mathematics teachers provide differentiated transition supports, clearer explanations of MYP expectations, and reflect student voice and agency in designing transition supports.

Worthy, J. J.-C. (2025). *Project-based learning and middle school male readers: Impacts on engagement, motivation, and confidence* [Doctoral dissertation, Concordia University Chicago].

<https://www.proquest.com/openview/eaec3031e21895cb20c791f94227ce47/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: *MYP, project-based learning, reading engagement, United States*

This study explored how project-based learning (PBL) shapes male students' reading engagement, motivation, and confidence in MYP and traditional English classes. Using an instrumental case study design, the study included 20 seventh-grade students and 4 English teachers at a middle school in California, United States. Half were enrolled in MYP classes and half in traditional classes. Data were collected through student questionnaires and teacher focus group and interviews. Results showed that PBL increased reading engagement, motivation, confidence, and collaborative skills in both settings. Teachers described MYP students as more motivated and quicker to overcome literacy gaps, although students in both groups needed targeted literacy support. The researcher recommended greater student choice in high-interest texts, explicit literacy scaffolds within PBL activities, and authentic opportunities for students to publicly share their work.

Book Chapters

Zhang, X., Soong, H., & Mu, G. M. (2025). The “excluded elite”? A Bourdieusian study of Chinese parent engagement in the International Baccalaureate (IB) internal assessments. In M. Antony-Newman (Ed.), *The Role of Social Inequality in Parent Engagement* (pp. 171–188). Springer Nature Switzerland.

https://doi.org/10.1007/978-3-032-00387-4_10

Keywords: *MYP, parental engagement, internal assessment, China*

This study examined how Chinese parents engage with MYP internal assessments. Using a case study design, the study involved 14 parents of MYP students at a private international school in Beijing, China. Data were collected through interviews. Results showed that parental engagement was constrained by limited access to assessment information, insufficient knowledge of MYP assessment practices, and limited English proficiency. Parents' educational beliefs also shaped their engagement, including whether they prioritized student independence, deferred to teacher

expertise, or struggled to reconcile MYP assessment with their own exam-oriented schooling experiences. The researchers concluded that parents did not have equal opportunities to engage with MYP internal assessment and recommended addressing school practices and power imbalances that restrict meaningful parental involvement.

Conference Presentations

Calderón Aguirrezabala, J. L. (2025). Painting and music from Romanticism to the first avant-garde movements of the 20th century as a stimulus for creative literary writing in preparation for the e-assessment exam in the final year of the MYP of the IB (International Baccalaureate) [Presentation paper]. In Musicoguia (Ed.), *Conference proceedings CIVAE 2025: 7th Interdisciplinary and Virtual Conference on Arts in Education* (pp. 317–322). Adaya Press.

<https://doi.org/10.58909/adc25771457>

Keywords: *MYP, creative writing, visual arts, student engagement, Spain*

This paper described an instructional approach integrating painting and music into creative literary writing for final-year MYP students preparing for the Language and Literature e-assessment. Drawing on ten years of teaching experience in Madrid, Spain, the author paired visual art and music from Romanticism through early 20th-century avant-garde movements with e-assessment-style writing activities. Students used literary concepts to respond creatively to visual and musical prompts. The author reported that the approach increased student concentration and engagement, stimulated curiosity about artists and artistic movements, and supported literary creativity. Students also identified creative writing as a preferred part of the assessment. The author concluded that integrating literature, painting, and music can support e-assessment preparation while strengthening interdisciplinary learning across the MYP and Spanish curricula.

Gao, T., & Abdullah, M. H. (2025). *Beyond the baton, from gesture to growth: Reimagining choral conducting for leadership, empathy, and emotional-social intelligence in the IB MYP*. The UPI-UPSI International Conference 2025, 1(1), 89–99.

<https://proceedings.upi.edu/upi-upsi/article/view/829>

Keywords: *MYP, choral conducting, emotional-social development, China*

This paper described a study that developed and validated a framework that connects choral conducting with student leadership, communication, and social-emotional development for use in MYP music education in international schools in China. Using a sequential mixed methods and development research approach, the study proceeded in three phases. Data included MYP

curriculum documents, interviews with IB music teachers, and a review by an international Delphi expert panel. Results showed that the MYP Arts Guide provided limited guidance for choral conducting, contributing to inconsistent instruction. The resulting framework emphasized conducting technique, listening, nonverbal communication, musical interpretation, rehearsal strategies, and collaboration. These areas were linked to supporting students' self-regulation, empathy, intercultural understanding, and collective identity. The researchers concluded that the framework could provide clearer guidance for choral conducting instruction while connecting music education with broader MYP goals.

Diploma Programme (DP) Studies

IB-Commissioned Studies

Ecctis. (2025). *A comparative analysis of the assessment and grades of IB DP and GCSE mathematics*. International Baccalaureate Organization.

<https://www.ibo.org/research/curriculum-research/dp-studies/a-comparative-analysis-of-the-assessment-and-grades-of-international-baccalaureate-diploma-programme-and-gcse-mathematics-2025/>

Keywords: *DP, GCSE, mathematics assessment and grade comparison, United Kingdom*

The purpose of this study was to compare DP and General Certificate of Secondary Education (GCSE) mathematics assessments and grades to support recognition of DP mathematics achievement by higher education institutions in the United Kingdom. Using a comparative document analysis design, the researchers examined curriculum specifications, assessment materials, and grade descriptors for both DP mathematics subjects at standard level (SL) and higher level (HL) and for the GCSE Higher and Foundation tiers. Expert panels also evaluated assessment-item demand and developed grade profiles. Results showed that DP mathematics at SL was more demanding than both GCSE tiers, particularly the Foundation tier, with HL more demanding still. The DP also placed greater emphasis on advanced technology, inquiry, higher-order thinking, sustained reasoning, complex content, interpretation, and problem-solving, and included extended independent work. Although DP and GCSE grades were not directly equivalent, the researchers concluded that a DP mathematics grade 2, at either SL or HL, demonstrated sufficient achievement to meet requirements associated with GCSE grades 4–6.

Ecctis. (2025). *DP country alignment studies: Alignment of the Japanese High School Curriculum (JHSC)*. International Baccalaureate Organization.

<https://www.ibo.org/research/curriculum-research/dp-studies/dp-curriculum-alignment-studies-2023-2025/alignment-of-the-diploma-programme-with-the-japanese-high-school-curriculum/>

Keywords: *DP, JHSC, curriculum alignment, academic demand, Japan*

This study examined how the DP aligns with the Japanese High School Curriculum (JHSC) at the programme and subject levels. Using document analysis, the researchers compared programme philosophy, structure, requirements, assessment, learning outcomes, content, and academic demand across mathematics, physics, chemistry, biology, literature, language acquisition, and history. Results showed that the DP and JHSC shared similar educational philosophies but differed

in structure and assessment. Learning outcomes aligned most strongly in mathematics, language acquisition, and history, while content alignment was strongest in mathematics and language acquisition and more limited in biology. The JHSC also offered flexible pathways that could resemble the DP. The researchers concluded that the programmes were most closely aligned in educational philosophy, although DP subjects generally demonstrated greater academic demand.

Ecctis. (2025). *DP country alignment studies: Alignment of DP biology with the biology subjects in eleven comparison programmes/standards*. International Baccalaureate Organization.

<https://ibo.org/research/curriculum-research/dp-studies/dp-curriculum-alignment-studies-2023-2025/>

Keywords: *DP, biology curriculum alignment, academic demand, Australia, Brazil, Canada, Finland, France, Japan, Mexico, Singapore, South Korea, Spain, United States*

This study examined how DP biology aligns with upper-secondary biology curricula in eleven education systems: Australia (Victoria), Brazil, Canada (Ontario), Finland, France, Japan, Mexico, Singapore, South Korea, Spain, and the United States. Using document analysis, the researchers compared learning outcomes, content, and academic demand. Results showed substantial similarities, particularly in scientific inquiry, application of scientific knowledge, and higher-order thinking. Content and academic demand generally aligned more closely with DP standard level (SL) courses than with higher level (HL) courses. Most systems offered at least one biology course with relatively strong alignment to DP biology SL, while only Singapore and Spain showed alignment with HL. The researchers concluded that DP biology generally included more demanding elements at both SL and HL than the comparison curricula.

Ecctis. (2025). *DP country alignment studies: Alignment of DP chemistry with the chemistry subjects in eleven comparison programmes/standards*. International Baccalaureate Organization.

<https://ibo.org/research/curriculum-research/dp-studies/dp-curriculum-alignment-studies-2023-2025/>

Keywords: *DP, chemistry curriculum alignment, academic demand, Australia, Brazil, Canada, Finland, France, Japan, Mexico, Singapore, South Korea, Spain, United States*

This study compared DP chemistry with upper-secondary chemistry curricula in eleven education systems: Australia (Victoria), Brazil, Canada (Ontario), Finland, France, Japan, Mexico, Singapore, South Korea, Spain, and the United States. Using a comparative document analysis design, the researchers mapped DP science learning outcomes and chemistry content against each comparison curriculum. Expert panels also assessed academic demand based on cognitive skills,

depth of knowledge, volume of work, and particularly demanding areas. Results indicated strong similarities in learning outcomes, particularly in scientific inquiry, critical thinking, and the application of scientific knowledge and methods. While most comparison curricula showed substantial alignment with DP standard level (SL) content, coverage of the additional content required at higher level (HL) varied considerably. Singapore had the strongest coverage of this additional HL content, while Canada, South Korea, France, and Spain also covered additional HL content across most major topic areas. Most systems offered a chemistry pathway comparable in demand to DP SL, but only Singapore offered a course aligned with DP HL demand.

Ecctis. (2025). *DP country alignment studies: Alignment of DP mathematics with the mathematics subjects in eleven comparison programmes/standards*. International Baccalaureate Organization.

<https://ibo.org/research/curriculum-research/dp-studies/dp-curriculum-alignment-studies-2023-2025/>

Keywords: *DP, mathematics curriculum alignment, academic demand, Australia, Brazil, Canada, Finland, France, Japan, Mexico, Singapore, South Korea, Spain, United States*

The purpose of this study was to examine how DP mathematics aligns with upper-secondary mathematics curricula in eleven education systems. Using a document analysis design, the study compared learning outcomes, content, and academic demand for DP Mathematics: analysis and approaches (AA) and applications and interpretation (AI) at standard level (SL) and higher level (HL) with curricula in Australia (Victoria), Brazil, Canada (Ontario), Finland, France, Japan, Mexico, Singapore, South Korea, Spain, and the United States. Results showed strong alignment in learning outcomes, particularly mathematical understanding, critical thinking, communication, and technology use. Content alignment was stronger with AA than AI and at SL than at HL. Most systems offered pathways comparable in demand to DP SL, while Australia, Japan, Singapore, and Spain showed close alignment with HL. The researchers concluded that overall alignment was stronger at SL, with comparison curricula generally requiring less work and less consistent coverage of the additional content required at HL.

Ecctis. (2025). *DP country alignment studies: Alignment of DP physics with the physics subjects in eleven comparison programmes/standards*. International Baccalaureate Organization.

<https://ibo.org/research/curriculum-research/dp-studies/dp-curriculum-alignment-studies-2023-2025/>

Keywords: *DP, physics curriculum alignment, academic demand, Australia, Brazil, Canada, Finland, France, Japan, Mexico, Singapore, South Korea, Spain, United States*

This study assessed alignment between DP physics and upper-secondary physics curricula in Australia (Victoria), Brazil, Canada (Ontario), Finland, France, Japan, Mexico, Singapore, South Korea, Spain, and the United States. Using a document analysis design, the study compared learning outcomes, content, and academic demand. Results showed substantial alignment in learning outcomes, particularly scientific knowledge, critical thinking, and inquiry. Content alignment was generally stronger with DP standard level (SL) courses than higher level (HL) courses, with Australia, Singapore, and Spain showing the strongest overall alignment. Several systems offered courses comparable in demand to DP physics SL, while only Singapore matched DP physics HL in depth of knowledge. The researchers concluded that alignment was stronger at SL and that DP physics, particularly HL, generally placed greater academic demands on students.

Journal Articles

Badham, L., Meadows, M., & Baird, J.-A. (2025). Construct comparability and the limits of post hoc modeling: Insights from International Baccalaureate multi-language assessments. *Frontiers in Education*, 10, 1616879.

<https://doi.org/10.3389/feduc.2025.1616879>

Keywords: *DP, assessment comparability, multilingual assessment, global*

The purpose of this study was to determine whether statistical analysis of existing DP assessment results could determine whether assessments offered in different languages measure comparable knowledge and skills. Using a secondary data analysis design, the researchers analyzed May 2019 DP assessment results using a statistical model that compared relative subject difficulty based on patterns in students' grades. They conducted three comparisons: 41 DP subjects based on general academic ability, 18 subjects requiring similar argumentation skills, and 12 English, Spanish, and Chinese language and literature assessments focused on literary analysis. Results showed that the models produced different rankings of assessment difficulty depending on the subjects, students, and skills included. Even the most narrowly focused comparison was limited by differences among students taking literature subjects in multiple languages. The researchers concluded that statistical comparisons could identify potential comparability concerns but cannot establish their causes or fairness. They recommended combining statistical findings with other evidence and carefully defining assessment skills to reduce linguistic and cultural bias.

Bittencourt, T., & Samaniego, P. (2025). Cosmopolitan nationalism in action: Navigating global educational mandates in Ecuador's public schools. *Discourse: Studies in the Cultural Politics of Education*, 46(1), 25-39.

<https://doi.org/10.1080/01596306.2024.2436335>

Keywords: *DP, cosmopolitan nationalism, curriculum adaptation, Ecuador*

The purpose of this study was to examine how teachers in a low-income public school balance the internationally focused DP curriculum with students' local and national experiences. Drawing on data from a larger, previously conducted ethnographic study, this study focused on one K–12 public school in Quito, Ecuador. Data analyzed included observations of classroom instruction, school-wide activities, classroom and meeting materials, and interviews with staff and first-year DP students. Findings showed that teachers had limited professional development and viewed some DP content as culturally distant from the experiences of their mostly low-income students. Teachers responded through *vincular*, a practice of connecting international curriculum content to students' local experiences rather than privileging one over the other. However, its use varied across teachers and sometimes resulted in superficial connections or reduced time for required DP content. The study concluded that this ongoing negotiation between global and local priorities illustrates cosmopolitan nationalism in practice and shows how teachers adapt international education requirements to local contexts.

Blaikie, F. (2025). A history of the International Baccalaureate Diploma Programme in Visual Arts: Antecedents and current trends. *Art Education*, 78(2), 25-32.

<https://doi.org/10.1080/00043125.2025.2455356>

Keywords: *DP, visual arts curriculum, curriculum history, global*

This study traced the development of DP Visual Arts from the IB's origins to current curriculum and assessment practices. Using document analysis, the study drew on literature, IB curriculum materials, art education scholarship, and the author's experience as an IB consultant and examiner. The analysis linked DP Visual Arts to IB commitments to intercultural understanding, experiential learning, and education through art. It described the transition from research workbooks and studio portfolios to the current process of portfolio, exhibition, comparative study, and online assessment. The author identified self-directed inquiry, intercultural engagement, and connections between research and artmaking as enduring strengths. The analysis suggested that standardized assessment was challenging because of the qualitative nature of visual arts and differences in curriculum interpretation. The author recommended greater dialogue among DP

Visual Arts teachers and examiners to strengthen understanding of assessment criteria while preserving context-sensitive teaching.

Bouran, T. (2025). Teacher and student led curriculum development: Ainu indigenous education in Japan. *Asia Pacific Education Review*. Advance online publication.

<https://doi.org/10.1007/s12564-025-10085-8>

Keywords: *DP, Indigenous education, curriculum development, Japan*

This study examined how an IB school in Japan worked with a local Ainu community to co-develop curriculum to strengthen Indigenous representation. Using a participatory action research design, the study was conducted at an IB school in Nagano in collaboration with Ainu partners in Hokkaidō from 2021 to 2023. Five students worked with a teacher as co-researchers. Data included interviews with three Ainu community members, one university scholar, and three high school teachers, as well as observations of curriculum-building activities and comparative curriculum analysis. Findings showed that student-led research and collaboration with Ainu partners informed Theory of Knowledge (TOK), Grade 10 humanities, and campus learning activities. The process also shifted students, teachers, and community members toward more collaborative roles in developing and sharing knowledge. The study concluded that community-engaged curriculum development can strengthen Indigenous representation, critical reflection, and shared educational leadership in IB schools.

Ćeman, D. K. (2025). Hidden curriculum 2.0 (inter)national identities: A qualitative study. *Journal of Research in International Education*, 24(2), 143-161.

<https://doi.org/10.1177/14752409251368573>

Keywords: *DP, hidden curriculum, international mindedness, Belgium, Luxembourg, Switzerland*

This study examined how unspoken school messages, routines, and expectations, or the hidden curriculum, shape DP students' national and international identities. The study employed a qualitative research design and was conducted in three schools in Belgium, Luxembourg, and Switzerland. The data analyzed, a subset from a larger study, included interviews with 53 students. Results showed that students valued international education for promoting intercultural understanding, global engagement, and multilingualism. At the same time, they associated national identity with home, family, childhood memories, and a stable sense of belonging. School curriculum, language, and cultural practices privilege Western identities, while expectations to be adaptable and internationally minded suppress some students' national identities. The researcher

recommended helping students recognize these unspoken influences and providing meaningful opportunities to reflect on national and global identities beyond surface-level cultural celebrations.

Dulfer, N., Nakajima, Y., McKernan, A., & Chatelier, S. (2025). Decentring the West in the International Baccalaureate Diploma Programme: Towards a framework for critical reflection on curriculum and teaching. *Educational Review*, 77(3), 941-960.

<https://doi.org/10.1080/00131911.2024.2432254>

Keywords: *DP, curriculum diversity, international mindedness, Hong Kong*

This study explored how teachers incorporate local and global perspectives and challenge the dominance of Western knowledge in the DP curriculum. Using a secondary analysis design, the researchers reanalyzed qualitative data from five teachers in high-fee international schools in Hong Kong, including interviews, lesson observations, and classroom materials. Results showed that teachers valued culturally diverse perspectives and incorporated local and global examples, but efforts to reduce Western dominance varied and were often limited. Constraints included limited critical understanding of Western-centered knowledge, assessment requirements, student and parent aspirations to attend Western universities, and perceived limits on curriculum flexibility. The researchers recommended pedagogical practices that encourage teachers to critically examine multiple perspectives, power relationships, dominant forms of knowledge, and inequitable social norms.

Dulfer, N., Saito, T., & McKernan, A. (2025). Differentiated instruction: An investigation into the effect of class compositional factors on teaching processes. *Asia Pacific Education Review*, 26, 1041-1054.

<https://doi.org/10.1007/s12564-025-10065-y>

Keywords: *DP, differentiated instruction, class composition, Hong Kong*

This study investigated how class size and combined standard level (SL) and higher level (HL) enrollment affected teachers' use of differentiated instruction in DP classrooms. Using a secondary analysis design, the study reanalyzed data from nine teachers across three international schools in Hong Kong. Data included surveys, interviews, and classroom observations. Results showed that differentiated instruction was only marginally more frequent in smaller and mixed-level classes. Although classes averaged fewer than eight students, teachers still reported challenges grouping students and teaching SL and HL curricula concurrently. The study also found that teachers' beliefs about the importance of differentiated instruction did not always correspond

with how frequently they used these practices. The researchers recommended targeted professional development to help teachers adapt instruction to different class sizes and compositions and further research on mixed-level DP classrooms.

Farooqi, N. (2025). The impact of digital technology on teaching and learning during COVID-19: Transitioning experiences of International Baccalaureate Diploma Programme teachers and coordinators. *Journal of Research in International Education*, 24(2), 104-123.

<https://doi.org/10.1177/14752409251368575>

Keywords: *DP, COVID-19 pandemic, online teaching and learning, global*

This study examined how digital technology affected DP teaching, assessment, and learning during the transition to online and hybrid instruction during the COVID-19 pandemic. Using a mixed methods survey design, the study involved IB educators across twelve countries in 2021. Data were collected through surveys of 64 DP subject teachers, 14 DP coordinators, and 7 school leaders, along with interviews with a subset of participants from five countries. The study found that about two-thirds of participants were teaching fully online, while about a quarter used hybrid approaches. Teachers reported challenges with digital readiness, technology access, workload, fatigue, student engagement, academic honesty, and adapting instruction and assessment to online environments. At the same time, many developed new digital skills and approaches they expected to continue using. The researcher recommended ongoing professional development in digital teaching and stronger organizational and leadership support.

Forrest, S. (2025). How important is it for IB Diploma Programme teachers to teach 'Approaches to Learning' skills? *Journal of Research in International Education*, 24(3), 203-227.

<https://doi.org/10.1177/14752409251393336>

Keywords: *DP, Approaches to Learning, teacher instruction, United Kingdom*

This study examined the extent to which DP teachers explicitly teach Approaches to Learning (ATL) skills and whether students consider this instruction important. The study used a qualitative research design and was carried out at an all-girls school outside London, United Kingdom. Participants included three special needs students in the school's Learning Support Programme and three high-achieving students in its Enrichment Programme. Data were collected through focus groups. Results showed that teachers often embedded or scaffolded ATL skills within instruction without explicitly identifying them, and students did not always recognize that they were being taught how to learn. Both groups considered ATL skills important for DP success and

wellbeing. Learning Support students particularly valued explicit self-management instruction, while Enrichment students preferred individualized guidance when needed. The researcher recommended more explicit ATL instruction before and throughout the DP and further research on the relationship between ATL instruction, self-regulated learning, and achievement.

Gibson, C. (2025). The importance of ethics in leading an International Baccalaureate school in China. *Management in Education*, 39(3), 135-141.

<https://doi.org/10.1177/08920206241260958>

Keywords: *DP, ethical leadership, cultural awareness, China*

This study explored the cultural and ethical challenges of leading a DP international school. Using a mixed methods case study design, the study was conducted at an international school in China with links to a private school in the United Kingdom. Participants included three senior leaders, two middle leaders, and two teachers who were interviewed, as well as 24 teachers who completed a survey. The study found that effective leadership required cultural awareness, emotional intelligence, empathy, resilience, and flexibility when working with multinational staff, students, and parents. Most surveyed teachers perceived that the school successfully balanced respect for Chinese culture with the values of its United Kingdom partner school. Participants also emphasized that when staff and parents had conflicting expectations, leaders needed to rely on consistent ethical principles to guide decisions. The researcher concluded that no single leadership model adequately captured the demands of the setting and that the school's values were often understood through its British identity rather than its IB identity.

Gluoksnyte, O., Valūnaitė Oleškevičienė, G., Chirobocea-Tudor, O., & Gulbinskienė, D. (2025). Educational experiences in the context of English medium instruction: Translanguaging in the International Baccalaureate Diploma Programme. *Analele Universității Ovidius Constanța. Seria Filologie*, 36(2), 1188-1205.

<https://www.ceeol.com/search/article-detail?id=1401318>

Keywords: *DP, translanguaging, English medium instruction, multilingual learning, global*

This study focused on how students use more than one language while learning academic content in English and how this practice, known as translanguaging, supported their learning and experiences in the DP. Using an interpretative phenomenological analysis design, the study included eight recent DP graduates who spoke Lithuanian, Latvian, Russian, Danish, or Dutch as their first language. Data were collected through semi-structured interviews. Results showed that

students often used their first language to understand difficult concepts, plan responses, discuss ideas with peers, and then express their learning in English. Translanguaging also provided emotional support, strengthened students' identity and belonging, and helped reduce anxiety. However, English-only school policies and assessment language demands often restricted translanguaging and increased stress. The researchers called for clearer language policies, teacher professional development in multilingual teaching, and more flexible assessment approaches that distinguish subject knowledge from the language used to demonstrate it.

Hatziconstantis, C., & Kolympari, T. (2025). Assessment rubrics in international education: Developing a holistic rubric to provide formative assessment and facilitate student adjustment to the International Baccalaureate Program. *Journal of Research in International Education*, 24(3), 259-274.

<https://doi.org/10.1177/14752409251371020>

Keywords: *DP, assessment rubrics, student transition, Greece*

This study examined whether the use of rubrics designed to familiarize students with DP academic expectations was effective in helping them adjust to the programme. The study used an experimental design and involved 106 students in Greece. The intervention group students used a rubric during the school year prior to entering the DP, while students in the comparison group were not exposed to rubrics. Data were collected through questionnaires. Results showed that students entering the DP faced challenges with essay structure, workload, assessment criteria, and the shift from memorization toward applying and evaluating knowledge. Students in the intervention group, however, reported that the rubrics helped clarify DP expectations, supported their self-regulation, and helped them adjust to critical and evaluative thinking. The researchers recommended using rubrics to support students transitioning between different educational systems and differentiating formative assessment according to student needs.

Kimura, M., & Umetsu, S. (2025). Teachers' strategies for English-medium instruction in International Baccalaureate schools: An analysis of the Diploma Programme in Japan. *International Education Journal: Comparative Perspectives*, 24(2), 19-36.

<https://doi.org/10.70830/iejcp.2402.21026>

Keywords: *DP, English-medium instruction, second language learning, Japan*

The purpose of this study was to examine English-medium teaching strategies that balance subject learning with the challenges of learning in a second language. Using a narrative inquiry design, the

study involved 17 English, mathematics, science, arts, and social studies teachers across three public Dual Language DP schools in Japan. Data were collected through interviews and classroom observations. Results showed that teachers used English and Japanese flexibly based on student needs, subject demands, and assessment expectations. Mathematics and science teachers used Japanese to explain complex content and support problem solving, while other teachers emphasized understanding English texts and sociocultural content. Challenges included teacher confidence in English and differences in students' proficiency. The researchers concluded that subject-specific use of both languages can support English-medium instruction and called for broader research across subjects.

Lin, X., Xu, G., & Xiong, B. (2025). Curricula for mathematics: A comparative study of the United States, China, and International Baccalaureate. *International Theory and Practice in Humanities and Social Sciences*, 2(5), 106-122.

<https://doi.org/10.70693/itphss.v2i5.83>

Keywords: *DP, mathematics curriculum, China, United States*

This study compared mathematics content in the DP, China's Ordinary High School Mathematics Curriculum Standards, and the United States' Common Core State Standards. Using a content analysis design, the researchers coded topics across five areas: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. The analysis included the higher level (HL) versions of DP Mathematics: analysis and approaches and Mathematics: applications and interpretation, China's Class A and Class B advanced mathematics pathways, and Common Core mathematics, with Advanced Placement (AP) courses included in an additional U.S. comparison. Results showed that without AP courses, the Chinese standards covered the most topics, followed by the DP and Common Core. With AP content included, the U.S. covered slightly more topics than the other two. All three gave limited attention to computational mathematics, scientific computing, variational methods, and optimization. The researchers concluded that the curricula differed primarily in the breadth and emphasis of mathematics content.

Marley, J. (2025). Integrating TOK, CAS, and EE: A holistic framework for transformative learning in the IB Diploma Programme. *OTS Canadian Journal*, 4(6), 45-61.

<https://doi.org/10.58840/8ee94457>

Keywords: *DP, Theory of Knowledge, Creativity, Activity, Service, Extended Essay, global*

The purpose of this study was to explore ways to integrate Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay (EE) to support a more coherent and holistic DP learning experience. Using a content analysis design, the researcher reviewed 15 sources published between 2010 and 2024, including IB publications, peer-reviewed research, and dissertations. Results of the analysis identified five themes: integrated pedagogy, reflective growth, rigorous inquiry, alignment with the IB learner profile, and real-world connected learning. Integrating TOK, CAS, and EE was associated with stronger connections among inquiry, reflection, independent research, student identity, and experiential learning. Effective integration depended on teacher collaboration, consistent reflection, professional development, and adequate resources. The researcher recommended teacher training, equitable access to resources, stronger interdisciplinary structures, and further research on student outcomes, student voice, and implementation across contexts.

Öz, K. (2025). Comparative analysis of drama courses in the International Baccalaureate Program and the Ministry of Education Program. *Pegem Journal of Education and Instruction*, 15(2), 95-104.

<https://www.pegegog.net/index.php/pegegog/article/view/3741>

Keywords: *DP, drama education, curriculum comparison, Türkiye*

This study compared drama education in the DP and Türkiye's national curriculum. Using a document analysis design, the researcher reviewed IB and national curricula and scholarly literature. Results showed that DP Theatre emphasized intercultural awareness, global perspectives, interdisciplinary learning, research, critical thinking, and creative problem-solving, while Türkiye's curriculum emphasized local cultural values, national identity, social responsibility, and basic dramatic skills. DP Theatre was more standardized and intensive, with 150 hours at standard level and a combination of individual, collaborative, and research-based tasks. National drama courses were offered for about two hours per week with greater flexibility across schools. DP assessment included internal and external performance, while the national curriculum relied on teacher observation and classroom performance. The researcher concluded that both supported creativity but reflected different global and local educational priorities.

Padrón de los Riscos, D., & Lores-Gómez, B. (2025). Spanish as a foreign language instruction in the International Baccalaureate: The role of the application Education Perfect. *Tecnología, Ciencia y Educación*, 31, 38-58.

<https://doi.org/10.51302/tce.2025.22483>

Keywords: *DP, Spanish ab initio, digital language learning, Singapore*

This study compared digital and print resources for teaching Spanish ab initio, the DP's beginner-level Spanish course. Using a quasi-experimental design, the study involved 29 Grade 11 students at an international school in Singapore. Fifteen students used Education Perfect, an online language-learning platform, as the primary resource for an instructional unit, while 14 used a printed resource. Data were collected through pre- and posttests, questionnaires, classroom observations, and focus groups. Results showed advantages and limitations for both approaches. Students valued Education Perfect for vocabulary access, oral recording, individualized feedback, and interactive activities but reported difficulty annotating readings. Print materials were often preferred for reading, highlighting, planning written responses, and organization. The researchers concluded that digital tools should complement rather than replace print resources and recommended selecting resources according to students' needs and preferences.

Paurowski, M., Glassmeyer, D., Kim, J., & Id-Deen, L. (2025). Struggling as part of success: International Baccalaureate students' productive struggle is strongly correlated to mathematical achievement. *International Journal of Mathematical Education in Science and Technology*, 56(5), 851-868.

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

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

This study examined the relationship between productive struggle and mathematics achievement in the DP. Productive struggle refers to students' persistence in working through challenging mathematics tasks without being given the solution. Using a correlational research design, the study involved 68 Year 1 DP students enrolled in three sections of standard level (SL) DP Mathematics: analysis and approaches at a high school in the southern United States. Data were collected through 10 mathematics problems requiring different levels of thinking and a summative assessment. Productive struggle was assessed through teacher observations and video and audio recordings. Results showed significant positive correlations between productive struggle and achievement on all 10 problems. Students demonstrating greater productive struggle also tended to score higher on the summative assessment. The researchers recommended regularly providing

sufficiently challenging tasks and giving students time and support to persist without unnecessarily lowering cognitive demand.

Putri, V. G., Mulyanto, M., & Widiyastuti, E. (2025). The creative process in music composition of higher Level music students in the International Baccalaureate Diploma Program at Pradita Dirgantara High School. *Social, Humanities, and Educational Studies (SHEs): Conference Series*, 8(1), 484-496.

<https://doi.org/10.20961/shes.v8i1.98981>

Keywords: *DP, music composition, creative process, Indonesia*

This study explored how DP higher level (HL) Music students developed original compositions and adapted prior musical knowledge during the creative process. Using a qualitative research design, the study involved three HL DP Music students at a school in Central Java, Indonesia. Data were collected through observations, interviews, and IB Music assessment results. Findings showed that students drew on existing musical knowledge and adjusted their ideas, techniques, and compositional decisions as they researched, created, reflected, and revised their work. Students followed different creative pathways based on their prior experience and the challenges they encountered. The researchers concluded that structured guidance and reflection can support students' cognitive and artistic development and recommended further research across educational levels and cultural contexts.

Romö, M. B., & Bunnell, T. (2025). 'Disconnected and disjointed': A critical investigation into levels of civic engagement among IBDP international schooling alumni in Northern Europe. *Globalisation, Societies and Education*. Advance online publication.

<https://doi.org/10.1080/14767724.2025.2543322>

Keywords: *DP, global citizenship, civic engagement, Northern Europe*

This study examined the long-term civic engagement of DP alumni and how they understood their responsibilities as global citizens. Using a qualitative case study design, the study involved interviews with 15 DP alumni ages 25–30 from an international IB school in Northern Europe. Findings showed that participants remained concerned about global social, political, and environmental issues but were largely disconnected from local and national civic life. International mobility, limited attachment to particular communities, time pressures, and a focus on higher education and career advancement contributed to low levels of sustained civic engagement. The researchers concluded that participants emphasized the personal benefits of international

education and global mobility more than the civic responsibilities of global citizenship. They argued that international schools may need stronger opportunities for sustained civic engagement to support the IB's broader aims for internationally-minded graduates.

Tay, I. (2025). Reconceptualising the IBDP and IAL as English-medium instruction: A critical review of policy and pedagogical implications for international schools. *Journal of International and Comparative Education*, 14(2), 47-61.

<https://ijeas.um.edu.my/index.php/JICE/article/view/65438>

Keywords: *DP, English-medium instruction, multilingual learners, global*

This study examined the DP and International A-Levels (IAL) as forms of English-medium instruction (EMI). Using a critical literature review, the study examined research on EMI, international education policy, second-language learning, and DP and IAL assessment policies. Results showed that both curricula function as EMI, although policies rarely identify them explicitly as such. The review found that the IB promoted multilingualism and language support but offered limited practical guidance for developing the academic English needed for subject learning, while IAL guidance varied and focused more on fair assessment. The analysis also identified gaps across both curricula in teacher preparation, coordination between language and subject teaching, and support for students' other languages. The researcher recommended explicitly recognizing both curricula as EMI, strengthening teacher preparation, integrating language support into subject teaching, and aligning instruction and assessment with both subject and language development.

Thanathitiphuwaphat, N., & Tipayalai, K. (2025). Rational decision-making model: AP Micro, AP Macro, A-Level Economics, and IB Economics. *Journal of Teaching in International Business*, 36(3), 166-188.

<https://doi.org/10.1080/08975930.2025.2561552>

Keywords: *DP, economics curriculum, course selection, global*

The purpose of this study was to identify factors that can inform student course selection among DP Economics Higher Level (HL), Advanced Placement (AP) Microeconomics, AP Macroeconomics, and Cambridge International A-Level Economics. Using a document analysis design, the researchers compared curriculum information, examination materials, course requirements, and costs. The comparison considered availability, cost, study time, examination formats, mathematical and graphical demands, grading, and university credit transfer. Results showed that each option offered different advantages. AP Economics could be completed more quickly,

allowed students to take microeconomics and macroeconomics separately, and emphasized mathematical and graphical analysis. A-Level and DP Economics required more extended written responses and emphasized applying economics to real-world issues and making evidence-based judgments. DP Economics also required internally assessed coursework. The researchers concluded that no option was universally best and recommended that students select the course that best matches their goals, learning preferences, financial circumstances, and local availability.

Yavuzkaya, M., Hasslöf, H., & Sjöström, J. (2025). Contextualising an international science curriculum in the Anthropocene: Chemistry teachers' approach to knowledge when selective traditions are challenged. *Science & Education*, 35(3), 609-634.

<https://doi.org/10.1007/s11191-025-00675-8>

Keywords: *DP, chemistry education, sustainability education, Sweden*

The purpose of this study was to explore how DP Chemistry teachers approached chemistry education in relation to the environmental and social challenges of the Anthropocene, the current period in which human activity has significantly altered Earth systems. Using a case study design, the research involved five teachers across five schools in Sweden who taught both DP Chemistry and the Swedish national curriculum. Data were collected through two focus group discussions. Findings showed that teachers used chemistry knowledge to help students understand serious environmental problems without becoming overwhelmed. They balanced concern with hope by showing how chemistry and technology could contribute to solutions. Teachers also viewed a strong chemistry foundation as necessary for understanding connections among scientific, environmental, ethical, social, and political issues and critically evaluating information. The researchers concluded that environmental challenges could prompt reconsideration of what chemistry students need to learn and called for curriculum and teacher education that connects chemistry with broader sustainability concerns.

Dissertations and Theses

Atkinson, A. L. (2025). *Cultivating quality in International Baccalaureate Diploma Visual Arts: Considering insights from teachers within international schools* [Doctoral dissertation, Concordia University].

<https://spectrum.library.concordia.ca/id/eprint/996784/>

Keywords: *DP, Visual Arts, teaching quality, global*

This study examined how DP Visual Arts teachers conceptualized quality teaching and supports they needed to achieve it. Using a grounded theory research design, the study involved 16 DP Visual Arts teachers from international schools worldwide who participated in three rounds of interviews. Findings showed that teachers valued holistic, student-centered art education but faced barriers to putting this vision into practice. They described unclear assessment expectations, inconsistent views of quality, limited resources, and workload demand. They also reported pressure to prioritize examination results and university admissions, often in conflict with their pedagogical values. The researcher recommended stronger advocacy with the IB and a university-based micro-credential to support DP Visual Arts teachers.

Benkwith, S. M., Jr. (2025). *International Baccalaureate programs: Does the holistic nature of the program improve student success at the college level?* [Doctoral dissertation, University of West Georgia].

<https://www.proquest.com/openview/9caf6597d821753e4c8dccd24749ec7d/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: *DP, college readiness, student outcomes, United States*

This study examined whether students who completed the full DP experienced stronger first-year college outcomes and greater preparedness than students who completed individual DP courses. Using a quasi-experimental design, the study involved graduates from three public high schools in the southeastern United States. Participants included 48 diploma candidates and 27 course candidates surveyed after two semesters of college. Participants reported first-year grade point average (GPA), college preparedness, and long-term programme benefits. Results showed no statistically significant differences between the groups in first-year GPA, college preparedness, or long-term programme benefits. The researcher concluded that full DP participation was not associated with stronger first-year college outcomes and recommended larger, diverse studies using objective academic records.

Bhatt, S. D. (2025). *Self-authorship development in International Baccalaureate Diploma Programme students in a Chinese internationalised high school* [Doctoral dissertation, University of Nottingham, Ningbo China].

<https://research.nottingham.edu.cn/en/studentTheses/self-authorship-development-in-international-baccalaureate-diplom/>

Keywords: *DP, self-authorship, student development, China*

This study examined how the DP supports students' development of self-authorship, or forming their own beliefs, identities, and relationships. Using a mixed methods design, the study was conducted in an international high school in China. The researcher analyzed DP curriculum documents; 32 final-year students completed a questionnaire, and five also participated in interviews and had their Theory of Knowledge (TOK) essays reviewed. Findings showed that TOK, Creativity, Activity, Service (CAS), and the Extended Essay (EE) supported cognitive, intrapersonal, and interpersonal growth. Most students were beginning to question external authority and construct personal meaning, with stronger growth in cognitive and intrapersonal self-authorship than in interpersonal development, where reliance on external validation persisted. The researcher recommended more intentional use of reflection, inquiry, and student voice to strengthen students' self-authorship.

Camilleri-Szatkowska, Ž. (2025). *Indirectness in a Maltese school setting* [Master's thesis, University of Malta].

<https://www.um.edu.mt/library/oar/handle/123456789/138509>

Keywords: *DP, classroom discourse, indirectness, Malta*

This study examined how direct and indirect communication is used and perceived in a DP school setting, including whether indirectness signals power or weakness. Using a mixed methods case study design, the study was conducted in an independent school in Malta. Participants included 14 educators and 31 students. Data were collected through questionnaires, lesson observations, and an educator focus group. Findings showed that female educators were generally more direct than male educators. Participants indicated that communication choices were shaped by gender as well as culture, language, age, teaching style, and classroom context. Indirect communication was not generally viewed as a sign of weakness. The researcher recommended examining these patterns across additional school contexts and populations.

Chernoff, K. F. (2025). *An examination of International Baccalaureate Diploma Program (IBDP) history teachers' lived experiences* [Doctoral dissertation, St. John's University].

https://scholar.stjohns.edu/theses_dissertations/977/

Keywords: *DP, history teaching, teacher experiences, global*

This study examined how experienced expatriate DP history teachers develop professionally through reflective dialogue. The study used a phenomenological design and involved four teachers from Australia, England, and the United States who had taught DP history in multiple countries. Each teacher participated in multiple interviews and reflective exchanges with the researcher. Findings showed that international experience increased teachers' awareness of cultural context and made them more flexible and confident in adapting instruction to local cultures and student needs. Reflective dialogue also helped teachers recognize previously unspoken pedagogical assumptions and better understand how their experiences shaped their practice. The researcher concluded that sustained collaborative reflection can support professional learning among expatriate teachers and recommended further research across additional IB subjects and settings.

Gulewich, B. M. (2025). *Access to rigorous high school courses for students of color and economically-disadvantaged students: A quantitative study of proportionality and perceptions of magnet high school students and educators* [Doctoral dissertation, North Carolina State University].

<https://www.lib.ncsu.edu/resolver/1840.20/45255>

Keywords: *DP, advanced course access, educational equity, United States*

This study examined whether Black, Latine, multiracial, and economically disadvantaged high school students are proportionally represented in AP and IB courses and how students and educators perceive barriers to access. Using a quantitative research design, the study was conducted in five suburban-urban high schools in North Carolina, United States. The researcher analyzed 2023–24 enrollment data and surveyed up to 213 students and 72 educators. Findings showed that Black and Latine students were consistently underrepresented in AP and IB English courses, while White and Asian students were overrepresented. Students generally perceived fewer barriers than educators, although students of color not participating in AP and IB courses identified prerequisites and prior grades as obstacles educators did not consistently recognize. The researcher recommended disaggregated enrollment monitoring, review of tracking practices, and stronger culturally responsive recruitment and classroom supports.

Jones, N. A. (2025). *Understanding the lived experiences of former International Baccalaureate Diploma Program students: A qualitative investigation* [Doctoral dissertation, Concordia University Chicago].

<https://www.proquest.com/openview/558cfa1baf360abe17188dd9bed5eb23/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: *DP, student experiences, student support, United States*

This study examined how former DP students perceive their programme experiences and how teaching practices, family circumstances, and social environments shape success. Using a qualitative inquiry design, the study involved eight graduates ages 19–23 from a suburban high school in the United States. Five had earned the IB diploma, while three had fallen one or two credits short. Data were collected through semi-structured interviews. Findings showed that family dynamics, self-efficacy, and relationships with teachers and peers shaped students' experiences. Participants described substantial academic stress and uneven school support but generally believed the DP prepared them well for college, including those who did not earn the diploma. The researcher recommended culturally responsive teaching and a more coordinated student support system.

Litticharoenporn, P.-P. (2025). *A program evaluation of the International Baccalaureate Dual Language Diploma Programme* [Doctoral dissertation, University of West Florida].

<https://ircommons.uwf.edu/esploro/outputs/doctoral/A-Program-Evaluation-of-the-International/99381563233806600>

Keywords: *DP, dual-language curriculum, programme implementation, Japan*

This study examined the implementation and sustainability of the IB Dual Language Diploma Programme (DLDP) in Japan. The study used a case study design and a strengths, weaknesses, opportunities, and threats (SWOT) analysis framework. The research sites were four Article 1 IB secondary schools, which are schools that are part of the national education system and must comply with national curriculum and teacher qualification requirements. Participants included one DP coordinator from each school, and data were collected through interviews. Findings showed that the DLDP strengthened student skills, school curricula, reputation, and pathways to higher education. Sustainability was constrained by staffing and resource limitations, curriculum alignment challenges, stakeholder misconceptions, and limited recognition by Japanese universities. The researcher recommended stronger government support, more flexible alignment of national and IB requirements, and clearer university recognition of DLDP qualifications.

Ľuptáková, A. (2025). *Institutional and cultural influences on students' higher education aspirations: A case study from Slovakia* [Master's thesis, University of Oxford].

<https://ora.ox.ac.uk/objects/uuid:0546334f-06de-4a7c-b252-63ba62010e57>

Keywords: *DP, higher education aspirations, academic pathways, Slovakia*

This study examined how institutional and cultural factors shape higher education aspirations among students following the IB and the Slovak Maturita (SKM), the national secondary school pathway culminating in Slovakia's school-leaving examination. Using a case study design, the study was conducted at a selective public high school in Slovakia offering both IB and SKM. The researcher analyzed graduate destination data from 2013–2021 and interviewed 10 alumni, five from each pathway. Findings showed that the IB was perceived as more rigorous and as better preparation for university study abroad. Negative views of Slovak universities and peer expectations increased pressure on IB students to pursue international options, while SKM students sometimes felt less able to apply abroad. IB alumni also placed greater emphasis on university prestige. The researcher recommended balanced information about both pathways and equitable access to university guidance.

Roddey, K. (2025). *Faculty and administrator perceptions of the implementation of the International Baccalaureate Diploma Program in relation to Roger's theory of diffusion of innovation* [Doctoral dissertation, Seton Hall University].

<https://scholarship.shu.edu/dissertations/4389/>

Keywords: *DP, programme implementation, teacher leadership, United States*

This study examined how teachers and school leaders perceive DP implementation and what supports inquiry-based, student-centered practice. Using a qualitative research design, the study involved 20 IB teachers from five high schools in New York State and five school leaders from the northeastern United States. Data were collected through a survey and semi-structured interviews. Rogers's diffusion of innovation theory was used to examine how inquiry-based practices spread among teachers. Findings showed that teachers viewed critical thinking as a central DP aim and reported using student-centered practices. School leaders emphasized teacher leadership, professional learning, mentoring, and buy-in. Respected colleagues also influenced teachers' adoption of inquiry-based practices. The researcher recommended supporting influential teacher leaders, peer mentoring, and sustained professional learning.

Scheetz, R. W., Jr. (2025). *An exploration of IBDP coordinator leadership in southeastern U.S. public high schools* [Doctoral dissertation, University of Kentucky].

https://uknowledge.uky.edu/edl_etds/64/

Keywords: *DP, coordinator leadership, role clarity, United States*

This study explored how DP coordinators experience their leadership roles. Using a multiple-case design, the study involved five coordinators from five public high schools in the southeastern United States. Data were collected through school documents, job descriptions, and semi-structured interviews. Findings showed that coordinators often relied on informal onboarding and became their schools' primary source of DP logistical and curricular expertise. Their responsibilities varied considerably, and many served as direct liaisons with district personnel because district-level understanding of the DP is limited. Having access to principals generally supported their work, while faculty relationships varied. The researcher concluded that there is a need for clearer role definitions and stronger organizational support for DP coordinators and identified principal-coordinator relationships and shared leadership as areas for further study.

Sethi, S. (2025). *Perceptions of International Baccalaureate Diploma Programme (IBDP) teachers, graduates and students on sustainable feedback: A case study in an IB World School* [Master's thesis, İhsan Doğramacı Bilkent University].

<https://repository.bilkent.edu.tr/items/4d253323-6ca2-4bd1-8e0f-f4b2ed1b20b8>

Keywords: *DP, sustainable feedback, feedback literacy, Türkiye*

This study examined how DP teachers, graduates, and current students perceive effective and sustainable feedback. Using a case study design, the research was conducted at a private IB World School in Türkiye. Participants included 12 DP teachers, 21 recent graduates, and 24 Grade 12 students who completed a survey. Findings showed that teachers viewed feedback primarily as supporting growth, reflection, and self-regulation, while students and graduates emphasized the value of feedback for improving work and correcting errors. Teachers judged feedback by subsequent improvement, whereas students valued detailed, specific, and personalized comments. Practices such as dialogue and opportunities to apply feedback were present but experienced differently across groups. The researcher recommended strengthening feedback literacy, follow-up tasks, and organizational support for teachers.

Sharp, D. J. W. (2025). *An investigation of the relationship between self-determination and self-regulation with achievement in International Baccalaureate Diploma Programme students in international schools* [Doctoral dissertation, University of Calgary].

<https://hdl.handle.net/1880/122947>

Keywords: *DP, self-determination, self-regulated learning, global*

This study examined how self-determination and self-regulated learning are related to DP achievement. Using a convergent mixed methods design, the study involved former DP students from international schools in 15 countries, primarily in East and South Asia. Between 64 and 75 participants completed self-regulation questionnaires or open-ended questions, and 71 reported DP scores. Results showed that autonomy and competence predicted achievement, while planning and monitoring were the strongest self-regulated learning predictors. Students also described adapting their learning strategies to different tasks and contexts. The researcher recommended strengthening students' autonomy and competence and providing more intentional support in the DP for self-regulated learning.

Sheppard, L. J. (2025). *Leadership approaches to international mindedness in CAIS IBDP boarding schools* [Master's thesis, Royal Roads University].

<https://www.viurrspace.ca/items/Oda8d709-e930-4229-ac09-89f19ed94a76>

Keywords: *DP, international mindedness, school leadership, Canada*

This study examined how leaders in boarding schools offering the DP understand and foster international mindedness among students. The study used a multiple-case study design and was conducted in six schools located in Canada. Participants included nine school leaders, and data were collected through interviews and school documents. Findings showed that leaders associated international mindedness with empathy, inclusivity, open-mindedness, and respect for diverse perspectives. They described developing these qualities through school culture, curriculum, community engagement, and the IB learner profile. Efforts were strongest when international mindedness was embedded in school mission and everyday practice. Challenges included competing workloads and inconsistent understandings of the concept. The researcher recommended clearer shared definitions, stronger professional learning, and more deliberate integration into school planning and culture.

Venturo, A. (2025). *A qualitative case study of the influence of servant leadership on Diploma Programme mathematics teachers' performance in international schools that offer the International Baccalaureate in South America* [Doctoral dissertation, American College of Education].

<https://scholarworks.ace.edu/items/af04f79b-56d0-46dc-baa3-d5c6374b1061>

Keywords: *DP, servant leadership, mathematics teaching, South America*

This study explored how principals perceive and practice servant leadership, an approach centered on supporting and empowering others, as influencing DP mathematics teaching and student performance. Using a descriptive case study design, the study involved 15 principals from IB international schools in South America. Data were collected through demographic questionnaires and semi-structured interviews. The study found that principals associated servant leadership with trust, stronger relationships, teacher empowerment, collaboration, and professional growth. They also identified rigid hierarchies, top-down leadership, organizational inequities, and resistance to change as barriers to implementation. The researcher concluded that servant leadership can strengthen instructional conditions in IB schools and recommended leadership practices that emphasize trust, empathy, role modeling, equity, and deliberate change management.

Book Chapters

Faroughi, F. (2025). Intercultural communication or language imperialism in education: The case of English language in the International Baccalaureate Diploma Programme. In F. Faroughi & I. Dabney-Fekete (Eds.), *Intercultural Communication in Education* (pp. 103–124). Center for Higher Education Research and Development – Hungary (CHERD-H).

<https://cherd.unideb.hu/sites/default/files/2026-02/R%C3%A9gi%C3%B3%20%C3%A9s%20oktat%C3%A1s%2017.pdf#page=104>

Keywords: *DP, heritage language, English-medium instruction, United Arab Emirates*

This study examined whether studying the DP in English affects students' ability to maintain proficiency in their heritage language. Using an exploratory case study design, the research was conducted at an international school in Dubai, United Arab Emirates and focused on Persian diaspora students and their families. Data were collected through two questionnaire-based case studies. The first involved 32 parent-child pairs who assessed their understanding of slang used by the other generation. The second involved 30 DP students who interpreted Persian literary excerpts, identified literary devices, and explained common proverbs. Results showed substantial generational differences in language use and weaknesses in students' knowledge of Persian

literature and culturally embedded expressions. The study also found that the DP Language A School-Supported Self-Taught option provided insufficient support for maintaining heritage-language proficiency. The researcher concluded that the dominance of English can contribute to heritage language erosion and called for greater attention to mother-tongue maintenance in multilingual international schools.

Conference Presentations

Calderón Aguirrezabala, J. L. (2025). Interdisciplinarity among the arts as an area of knowledge for class interactions in the study of Theory of Knowledge in the IB Diploma Programme [Presentation paper]. In Musicoguia (Ed.), *Conference proceedings CIVAE 2025: 7th Interdisciplinary and Virtual Conference on Arts in Education* (pp. 243–248). Adaya Press.

<https://doi.org/10.58909/adc25771457>

Keywords: *DP, arts education, Theory of Knowledge, interdisciplinary learning, Spain*

This conference paper described an instructional approach that used connections among art forms to support interdisciplinary learning in DP Theory of Knowledge (TOK). Drawing on the author's teaching in Madrid, Spain, the paper presented activities using painting, sculpture, architecture, music, literature, cinema, and theatre to explore knowledge questions and TOK concepts. Students examined relationships among artistic disciplines and connected them to other areas of knowledge, including history, the human sciences, natural sciences, and mathematics. Examples included contemporary artworks that supported discussions of interpretation, perspective, culture, politics, and the changing meaning of art. The author concluded that interdisciplinary exploration of the arts can strengthen students' relational and critical thinking and help them develop more holistic responses to TOK knowledge questions.

Sakthipreya, V. (2025). Impact of gamified platforms and simulation websites on teaching programming concepts in the IBDP computer science. *Proceedings of the International Conference on Education*, 11(1), 86–97.

<https://proceedings.tiikmpublishing.com/index.php/icedu/article/view/1701>

Keywords: *DP, gamified learning, computer science, India*

This study examined whether the use of gamified platforms and simulation tools improves students' understanding, engagement, and problem-solving in DP Computer Science. Using a single-group quasi-experimental design, the study included 17 DP students at an international school in India. During the intervention, students used gamified coding platforms and simulation

tools in classroom instruction. Data were collected before and after the intervention through programming knowledge assessments, coding and debugging tasks, engagement surveys, and classroom observations. Results showed that students demonstrated improved performance on an applied coding task, problem-solving skills, engagement levels, and classroom participation. The researcher concluded that combining gamified platforms and simulations with classroom instruction can strengthen conceptual understanding and engagement in DP Computer Science and recommended integrating these tools.

İnceçay, İ., & Öztürk, G. (2025, September 9). Unveiling the first-year journey: A phenomenological inquiry into International Baccalaureate Diploma Programme chemistry teaching [Paper presentation abstract]. *ECER 2025 Emerging Researchers' Conference*, Belgrade, Serbia.

<https://eera-ecer.de/ecer-programmes/conference/30/contribution/61871>

Keywords: *DP, chemistry teaching, novice teacher experiences, Türkiye*

This conference presentation abstract summarized a study examining how teachers in their first or second year of teaching DP Chemistry experienced the transition into the programme. Using a phenomenological design, the study involved five DP Chemistry teachers at a private IB school in Türkiye. Data were collected through semi-structured interviews. Results showed that teachers faced challenges with inquiry-based instruction, internal assessments, student autonomy, and differences between DP expectations and their previous teaching contexts. Mentoring, collaboration with colleagues, professional development, and access to IB resources helped them manage these demands. Participants also reported growth in subject knowledge, teaching practice, and global perspectives. The researchers recommended stronger mentoring, professional learning, and preparation for new DP Chemistry teachers.

Cross-programme Studies

IB-Commissioned Studies

Boyle, L., Taylor, L., Zhou, W., Riziki, A., & De Neve, J.-E. (2025). *Peer relations: Interventions to prevent and reduce bullying behaviour in childhood and adolescence*. International Baccalaureate Organization.

<https://ibo.org/research/wellbeing-research/thematic-reports-on-key-wellbeing-topics-2025/>

Keywords: *Cross-programme, student wellbeing, bullying prevention interventions, global*

The purpose of this study was to review research on bullying among children and adolescents, its effects on wellbeing, and school-based interventions to prevent or reduce bullying. The authors examined physical, verbal, relational, and cyberbullying, including experiences of perpetrators, victims, bully-victims, and bystanders. Results showed that bullying can negatively affect wellbeing through anxiety, depression, reduced peer support, and adverse academic and social outcomes. Bullying is also shaped by school climate, teacher attitudes, family relationships, and broader community and cultural factors. School-based interventions were generally found to be effective, particularly when they combined whole-school involvement, anti-bullying policies, classroom management, parent and peer involvement, victim support, and mental health support. However, effectiveness varied across contexts, and some approaches produced limited or unintended effects. The authors recommended selecting interventions appropriate to the school context, involving multiple stakeholders, and adapting approaches to local cultural conditions.

Boyle, L., Taylor, L., Zhou, W., & De Neve, J.-E. (2025). *Wellbeing interventions for schoolteachers working in childhood and adolescence*. International Baccalaureate Organization.

<https://ibo.org/research/wellbeing-research/thematic-reports-on-key-wellbeing-topics-2025/>

Keywords: *Cross-programme, teacher wellbeing, wellbeing interventions, global*

This study reviewed research on interventions designed to improve teacher wellbeing. The authors examined individual-level approaches, including mindfulness and positive psychology, physical activity, and professional development, as well as organizational and whole-school interventions. Findings showed that the evidence base for teacher wellbeing interventions remained less developed than that for student wellbeing and that no single approach was consistently effective across schools. Mindfulness-based interventions showed the most promising evidence, including moderate improvements in wellbeing, while evidence for other approaches was more limited. Interventions appeared more effective when tailored to local needs and when they included

teacher autonomy, collaboration, appropriate expertise, and regular participation. The review also found that individual-level interventions may have limited impact without supportive leadership and school cultures. The authors recommended multifaceted, context-sensitive approaches and called for large-scale, longitudinal research across diverse educational settings.

Brandt, W. C. (2025). *Measuring student success skills: A review of the literature on student agency*. International Baccalaureate Organization.

<https://www.ibo.org/research/curriculum-research/cross-programme/competencies-of-the-future/measuring-student-success-skills-a-review-of-the-literature-on-student-agency-2025/>

Keywords: *Cross-programme, student agency, assessment, global*

This study reviewed the research literature on how student agency is defined and developed, instructional practices that may support it, and approaches to measurement in K–12 settings. The author synthesized research across cognitive-constructivist, sociocultural, and social-cognitive perspectives. Findings identified intentionality, forethought, self-regulation, and self-reflection as core components of student agency. Agency is shaped by personal, behavioral, social, and cultural factors and varies across subjects, tasks, and cultural contexts. The review found that agency can be supported by giving students meaningful choice and voice, opportunities to set goals and reflect, collaborative and problem-based learning, and formative feedback, although evidence of effectiveness remained limited. Common approaches to assessing agency included self-report measures, reflective activities, performance tasks, and portfolios. The author recommended using multiple measures and developing assessments that are valid, reliable, culturally responsive, and appropriate across educational contexts.

Lee, M., Cho, H., Kim, J., Khan, K. E., Song, S.-I., Kim, N., Kim, E., & Lee Cho, H. (2025). *Implementation of IB programmes in South Korea*. International Baccalaureate Organization.

<https://www.ibo.org/research/outcomes-research/continuum-studies/implementation-of-international-baccalaureate-programmes-in-south-korea-2025/>

Keywords: *Cross-programme, implementation, instruction, student outcomes, South Korea*

This study explored IB implementation in South Korea. Using an exploratory mixed methods design, the study was carried out in 18 public IB schools across two jurisdictions. Data were collected through interviews and focus groups with 181 educators, students, and parents across 9 schools and surveys of 2,875 students and 320 teachers across 18 schools. Findings showed generally positive perceptions of IB implementation. Students described becoming more active and independent learners, with perceived gains in thinking, global citizenship, and peer

relationships. However, they reported heavy assignments and tensions between IB learning approaches and South Korea's university entrance system. Teachers described improvements in teaching and assessment supported by professional learning, but also reported increased workload, dual assessment demands, stress, and potential burnout. The researchers concluded that sustained IB expansion will require reducing administrative burdens, strengthening professional learning communities, addressing university admissions misalignment, and providing organizational, policy, and financial support.

Nikolov, M., & Rixon, S. (2025). *The benefits of learning additional languages*. International Baccalaureate Organization.

<https://www.ibo.org/research/curriculum-research/cross-programme/the-benefits-of-learning-additional-languages-2025/>

Keywords: *Cross-programme, additional language learning, plurilingualism, global*

This study reviewed research on the benefits of learning and using additional languages, focusing on school-aged learners and plurilingual individuals across a lifespan. Drawing on applied linguistics, psychology, and education, the researchers included 314 sources in the final review. Findings identified cognitive, educational, emotional, socioeconomic, and cultural benefits. Most studies found small cognitive advantages for plurilingual individuals, while positive language-learning experiences were associated with greater self-efficacy, motivation, persistence, and wellbeing. The strongest evidence concerned socioeconomic benefits, with proficiency in an additional language associated with better employment opportunities and, in some studies, earnings approximately 10% to 20% higher. The review found that content and language integrated learning and English-medium instruction did not consistently improve language development or subject learning. The researchers concluded that benefits depend on high-quality teaching, sufficient proficiency, learner autonomy, constructive feedback, supportive relationships, and equitable access.

Stern, A., McCullough, S., Newson, A., & Lam, A. (2025). *Enabling youth action pilot: A review of initiative design and stakeholder perceptions* [Executive summary]. International Baccalaureate Organization.

<https://www.ibo.org/research/outcomes-research/continuum-studies/enabling-youth-action-pilot-a-review-of-initiative-design-and-stakeholder-perceptions-2025/>

Keywords: *Cross-programme, youth leadership and action, program design, global*

This executive summary presents findings from a study of the implementation and stakeholder

experiences of three IB pilot youth strategy initiatives: the Festival of Hope, the HundrED Youth Ambassador Programme, and the Global Youth Action Fund. Using a mixed methods design, the study drew on surveys, interviews, and reviews of program documents and records. Participants included IB staff and consultants, youth over age 18, school staff, and youth organizers and speakers. Findings showed substantial global reach: the HundrED Youth Ambassador Programme received 1,114 applications from 94 countries, the Global Youth Action Fund supported 187 projects across 58 countries, and 37 Festival of Hope events were held between 2022 and 2023. Stakeholders generally viewed the initiatives positively, and youth described increased confidence, leadership opportunities, practical skills, and stronger connections. The researchers concluded that the initiatives showed early promise and recommended expanding access, strengthening connections among them, improving alumni engagement, and continuing data collection.

Stuart, J., VanderKamp, E., Sawtell, E., & Thier, M. (2025). *The International Baccalaureate in Canada: Growth, access and outcomes*. International Baccalaureate Organization.

<https://ibo.org/research/outcomes-research/continuum-studies/the-international-baccalaureate-in-canada-growth-access-and-outcomes-2025/>

Keywords: *Cross-programme, IB participation, growth, access, academic outcomes, Canada*

This report examined the growth, access, and outcomes of IB education in Canada. The report employed a descriptive research design based primarily on secondary data analysis and the synthesis of existing research and institutional data. The authors analyzed IB administrative data on authorized schools, programme participation, assessment registrations and results, examination-taking, and transcript destinations. They also compared IB World School characteristics with national school data. Separately, they reviewed and synthesized findings from previous studies of Canadian DP graduates at the University of Toronto and University of British Columbia. Results showed that in 2024–25, 383 schools offered IB programmes, and 78% of IB World Schools were public. IB schools were concentrated primarily in Ontario, Quebec, and British Columbia. MYP participation grew substantially in Ontario and British Columbia, while the number of Ontario students pursuing the DP diploma increased 44% between 2014 and 2024. In 2024, more than 4,200 students earned the IB diploma and nearly 2,000 earned the MYP certificate. Previous research at the University of Toronto and University of British Columbia found that DP graduates earned higher grades, had lower dropout rates, and generally graduated more quickly than comparison students from French Immersion and provincial curricula.

Zhou, W., Taylor, L., Boyle, L., DeBorst, L., & De Neve, J.-E. (2025). *Physical activity and wellbeing in childhood and adolescence*. International Baccalaureate Organization.

<https://ibo.org/research/wellbeing-research/thematic-reports-on-key-wellbeing-topics-2025/>

Keywords: *Cross-programme, physical activity, student wellbeing, school interventions, global*

This study reviewed research on the relationship between physical activity and wellbeing among children and adolescents. The researchers reviewed studies on factors influencing young people's physical activity, connections to wellbeing, and the effectiveness of school-based approaches for increasing physical activity. Findings showed that physical activity is associated with better physical, social, cognitive, and academic outcomes. However, many young people do not meet recommended physical activity levels. Motivation and social environment were identified as key drivers of physical activity, with enjoyment, autonomy, competence, and supportive relationships influencing participation. School-based interventions generally increased physical activity and wellbeing, although no single approach was consistently found to be more effective than others. More promising interventions incorporated activity throughout the school day, involved students in selecting or designing activities, provided supportive role models, and adapted activities to local needs. Recommendations include the use of context-specific school-based interventions and further research on intervention implementation, effectiveness, and scalability.

Zhou, W., Taylor, L., Boyle, L., DeBorst, L., & De Neve, J.-E. (2025). *Wellbeing in a digital world: Online-facilitated interventions to support wellbeing in childhood and adolescence*. International Baccalaureate Organization.

<https://ibo.org/research/wellbeing-research/thematic-reports-on-key-wellbeing-topics-2025/>

Keywords: *Cross-programme, digital technology, student wellbeing, online interventions, global*

This study reviewed research on the relationship between children's and adolescents' digital technology use and their wellbeing and the potential of online interventions to support student wellbeing. The researchers reviewed studies on young people's digital engagement, the benefits and risks of technology use, digital access and literacy, and uses of technology in schools. They also examined online wellbeing interventions evaluated through randomized controlled trials. Results showed that relationships between technology use and wellbeing varied by type and content of technology, patterns of use, age, and individual circumstances. Benefits included educational access, self-expression, social connection, and access to support, while risks included cyberbullying, inappropriate content, and emerging threats from AI and deep-fake technologies. The study also found that online wellbeing interventions have the potential to increase access and

reach, but evidence of their effectiveness remained limited and varied across approaches. Implementation challenges included cost, engagement, retention, and potential overuse. The researchers recommended that schools select and adapt digital wellbeing approaches based on student needs, available resources, and local context.

Zhou, W., Taylor, L., Boyle, L., Funk, S., DeBorst, L., & De Neve, J.-E. (2025). *Whole school approach to wellbeing in childhood and adolescence*. International Baccalaureate Organization.

<https://ibo.org/research/wellbeing-research/thematic-reports-on-key-wellbeing-topics-2025/>

Keywords: *Cross-programme, student wellbeing, whole school interventions, global*

The purpose of this study was to review the literature on whole-school approaches (WSAs) for supporting the wellbeing of children and adolescents and the factors influencing implementation. The researchers reviewed the research and evidence base on WSAs addressing students' social and emotional learning, physical and mental health, propensity to engage in risky behavior, and staff wellbeing. Findings included that WSAs can improve student wellbeing by addressing multiple aspects of school life, including curriculum, culture, policies, relationships, families, and the wider community. Conditions associated with effective WSAs included a positive school climate, meaningful student and staff participation, family and community involvement, adequate implementation time, targeted student supports, and supportive policies. The study also found that the evidence base on WSAs is mixed and the complexity of WSAs makes their effects difficult to measure and generalize across settings. Longer-term approaches embedded in school culture appeared more promising. The researchers concluded that WSAs show promise but require sustained commitment, resources, leadership, and adaptation to local school contexts.

Journal Articles

Alderson, C., & Hirschhorn, M. (2025). Exploring the foundational pillars of the International Baccalaureate (IB) through pre-service teacher experiences during B.Ed. practica. *Journal of Global Education and Research*, 9(2), 139-154.

<https://digitalcommons.usf.edu/jger/vol9/iss2/3/>

Keywords: *Cross-programme, pre-service teacher education, IB implementation, Canada*

This study examined how pre-service teachers experienced the IB's foundational principles during practicum and whether school practices aligned with the IB philosophy taught in their coursework. Using an interpretivist qualitative design, the study involved 12 IB Educator Certificate candidates completing placements in IB schools in Canada. Data came from group interviews and researcher

field notes. Findings revealed tensions between IB ideals and classroom practice. Participants often described the IB, particularly the DP, as selective or elitist and reported stress related to time, content coverage, and high-stakes assessment. They also observed wide variation in how inquiry, the learner profile, and Approaches to Teaching and Learning (ATL) were implemented across schools, subjects, and teachers. The researchers recommended structured post-practicum reflection to help new teachers reconcile differences between IB ideals and practice and called for greater attention to local school conditions when implementing IB principles.

Alderson, C., & Hirschhorn, M. (2025). Inspecting the impact of the International Baccalaureate (IB) Educator's Certificate on pre-service teacher development using Actor Network Theory. *Journal of Educational Thought*, 57(3)/58(1), 27-46.

<https://journalhosting.ucalgary.ca/index.php/jet/article/view/81348>

Keywords: *Cross-programme, IB Educator Certificate, global citizenship, Canada*

This study explored how the IB Educator Certificate (IBEC) influences pre-service teacher development and understanding of global competencies after practicum. Using a qualitative design, the study was conducted in a Bachelor of Education program in New Brunswick, Canada. Participants included IBEC candidates who completed placements in IB schools and their peers who completed only non-IB placements. Data were collected through group interviews and were analyzed using New Brunswick's six Global Competencies, a framework covering collaboration, communication, global citizenship, and other broad skills. Findings showed that the IBEC group discussed all six competencies, while the non-IB group discussed four. IBEC participants described global citizenship mainly through lessons, ceremonies, and school-wide activities, whereas non-IB participants focused more on individual students from different cultural backgrounds. The researchers concluded that IBEC influenced teacher development and identity and recommended regular reflection on how external certifications shape beginning teachers' thinking and practice.

Alkubaisi, M. (2025). Optimising adaptive learning: A case study of Intelligent Tutoring Systems in schools in Qatar, using the Activity-Oriented Design Method. *Studies in Technology Enhanced Learning*, 4(3), 1-15.

<https://stel.pubpub.org/pub/04-03-alkubaisi/release/1>

Keywords: *Cross-programme, intelligent tutoring systems, adaptive learning, Qatar*

The purpose of this study was to explore IB educators' perceptions and use of artificial intelligence (AI)-powered intelligent tutoring systems (ITSs) and the conditions that support their use for

adaptive learning. Using a case study design, the research was conducted in IB schools in Qatar. Seven IB mathematics and English teachers and coordinators completed a survey. Findings showed that participants generally viewed ITSs positively and believed they could identify students' strengths and needs and support individualized learning, although only two reported using them. Most participants emphasized the importance of organizational support, including infrastructure and staff training, and were aware of ethical implications and school policies. Fewer felt able to judge the reliability of ITS results. The researcher concluded that effective use of ITSs requires organizational support, training, privacy, fairness, and reliability and recommended broader research across educational settings.

Aryal, A. (2025). Pros and cons of International Baccalaureate teaching and learning in school education: A collaborative autoethnography on learning how to learn. *A Bi-annual South Asian Journal of Research & Innovation*, 12(1), 83-93.

<https://nepjol.info/index.php/jori/article/view/84832>

Keywords: *Cross-programme, student IB programme transitions and experiences, Nepal*

This study aimed to understand student experiences with IB teaching and learning while moving from the PYP to the MYP and between IB schools. Using an autoethnographic design, the study followed one MYP Year III student across three IB school settings in Kathmandu, Nepal. Data came from two years of student learning diaries, parent observation notes, and family dialogues. Results showed that inquiry, student voice and choice, and learning across subjects strengthened the student's sense of agency, while criterion-related assessment clarified expectations. Approaches to Learning (ATL) skills, particularly self-management and reflection, supported the student's school transitions. Challenges experienced included overlapping assessment deadlines, differences in IB practices across schools, and the cost of IB education. The researcher concluded that inquiry-driven learning, transparent assessment, and shared ATL skills were strengths, while workload, inconsistent implementation, and affordability were constraints. Recommendations included coordinated assessment calendars, ATL-based feedback, transition supports and adapting accessible IB practices for use beyond IB schools.

Azzi, I. (2025). Reviewing reflexivity in International Baccalaureate research: An examination of how practitioner-researchers position themselves. *Journal of Research in International Education*, 24(3), 228-242.

<https://doi.org/10.1177/14752409251392500>

Keywords: *Cross-programme, researcher reflexivity, practitioner research, global*

This study examined how doctoral student researchers studying the IB address positionality, or how a researcher's background may shape research, and reflexivity, the process of examining that influence. Using a content analysis design, the study analyzed 103 IB-focused dissertations published from 2011 through 2022. Most were from U.S. universities and written by doctoral students with prior IB experience. Findings showed that about a third of the dissertations explicitly mentioned positionality or reflexivity. More detailed discussions appeared in some dissertations grounded in research traditions such as phenomenology or constructivism. However, many references were brief and did not explain how the doctoral researchers practiced or integrated reflexivity throughout their research. The study concluded that reflexivity was inconsistently addressed and called for more explicit, systematic, and collective attention to researcher positionality and reflexive practice in IB and international education research.

Bittencourt, T., Bustamante Callejas, G., & Regalado Vásquez, D. (2025). Resilience or retreat: The role of the International Baccalaureate in the United States post-COVID-19. *Journal of Research in International Education*, 24(2), 89-103.

<https://doi.org/10.1177/14752409251368535>

Keywords: *Cross-programme, IB adoption and discontinuation, COVID-19 pandemic, United States*

This study investigated patterns in IB programme adoption and discontinuation in the United States following the COVID-19 pandemic. Using a secondary data analysis design, the study analyzed data from 2,081 schools from 2020–2024, including IB authorization records, federal school data, and county-level voting patterns. Results showed that IB presence remained relatively stable over the period: 82% of schools retained their status, while 9% discontinued IB programming and 9% became newly authorized. Title I schools had about twice the odds of adopting rather than discontinuing IB programmes. Schools in Democratic-leaning counties also had more than twice the odds of new adoption compared with those in Republican-leaning counties. New authorizations were more common for the PYP and MYP than the DP and CP. The researchers concluded that post-pandemic IB expansion was uneven and shaped by local resources, geography, political context, and policy priorities.

Bunnell, T., & Gardner-McTaggart, A. (2025). The cultural capital of senior leaders in elite traditional international schools: An enduring 'leadership nobility'? *International Journal of Leadership in Education*, 28(3), 574-592.

<https://doi.org/10.1080/13603124.2022.2032370>

Keywords: *Cross-programme, leadership recruitment, cultural capital, global*

This study explored the characteristics sought in senior leaders of elite international schools. Using a content analysis design, the researchers analyzed 20 senior leadership job advertisements from nonprofit, IB-authorized and internationally accredited schools across 18 countries. The analysis drew on cultural capital, or socially valued advantages such as qualifications, experience, language, and personal attributes. Findings showed a highly consistent preferred leadership profile emphasizing collaboration, extensive experience, communication, English fluency, and interpersonal qualities such as approachability and emotional intelligence. Half of the schools sought candidates with a “proven” record, while “experience” appeared 88 times across the advertisements. The researchers concluded that these expectations may favor candidates already familiar with elite international school norms and contribute to a relatively closed, privileged leadership group. They recommended further research on recruitment practices, accreditation influences, and differences across international school types.

Carter, A. (2025). International schooling in the United States: An exploratory study of a burgeoning industry. *Journal of Research in International Education*, 24(2), 124-142.

<https://doi.org/10.1177/14752409251364695>

Keywords: *Cross-programme, international schooling, school typology, United States*

This study conducted a landscape analysis of the K–12 international school sector in the United States. Using content and secondary data analysis designs, the study examined 595 schools across all 50 states and Washington, DC, with “international” or “global” in their names. Data came from publicly available sources collected between 2020 and 2022, including curricula, locations, enrollment, language offerings, and mission statements. Results showed that 438 schools were public and 157 were private, with most located in urban or suburban areas. IB was the most frequently listed curriculum/program, with 213 mentions, and enrollment data from 450 schools represented 248,715 students. The study also identified three school types: those preserving a culture or language, offering flexible programming, or serving English language learners in immigrant communities. The researcher concluded that U.S. international schooling is large and diverse and that existing classification systems should be expanded to reflect this diversity.

Clark, J. S. (2025). The impact of the International Baccalaureate on Chinese teachers' self-efficacy: A causal-comparison study. *The Asia-Pacific Education Researcher*, 34, 367-380.

<https://doi.org/10.1007/s40299-024-00860-3>

Keywords: *Cross-programme, teacher self-efficacy, non-IB teachers, China*

This study compared teacher self-efficacy among IB and non-IB public school teachers in China. Using a causal-comparative research design, the study involved Grades 1–9 teachers: 47 IB teachers who had completed at least one IB-authorized training and 106 non-IB teachers. Data were collected using the Teachers' Sense of Efficacy Scale. Results showed that IB teachers had significantly higher overall self-efficacy scores than non-IB teachers, with average scores of 85.3 and 76.3, respectively. IB teachers also reported significantly higher self-efficacy in student engagement, instructional practices, and classroom management. The researcher concluded that IB teachers demonstrated stronger self-efficacy across each of the areas measured and suggested that features of IB teaching and professional learning may contribute to these differences. The study recommended further research and examination of whether effective IB practices could inform teacher development in China.

Clark, J. S., & Terrett, M. (2025). From IB school legitimacy to aesthetic legitimacy in China: A duoethnographic perspective. *Compare: A Journal of Comparative and International Education*. Advance online publication.

<https://doi.org/10.1080/03057925.2025.2571464>

Keywords: *Cross-programme, school legitimacy, aesthetic legitimacy, China*

This study examined how national education reforms and market pressures influence IB implementation. Using a duoethnographic design, the study involved two researchers who worked as international English-medium teachers at a for-profit IB school in Shanghai, China. Data came from guided self-interviews and independently written narratives about their experiences from 2019 to 2024. Findings showed that national reforms and COVID-19 disruptions contributed to leadership changes, reduced professional learning, less experienced IB staffing, and more teacher-centered practices. The researchers also observed greater emphasis on documentation and visible activities demonstrating IB compliance. They described this as “aesthetic legitimacy,” in which the school maintained the outward appearance of IB practice while weakening its educational depth. The researchers concluded that market and policy pressures compromised authentic IB implementation by shifting attention from substantive teaching and learning toward maintaining the appearance of legitimacy.

Gamage, D., Ledger, S., Smithers, K., & Karstadt, L. (2025). The role of service-learning in the International Baccalaureate: A scoping review, 2014–2024. *Social Sciences & Humanities Open*, 12, 102088.

<https://doi.org/10.1016/j.ssaho.2025.102088>

Keywords: *Cross-programme, service-learning, global citizenship, Asia*

The purpose of this study was to explore how IB philosophy shapes the meaning and implementation of service-learning across IB programmes. Using a scoping review design, the researchers examined four studies published between 2014 and 2024 in IB contexts in China, Vietnam, and Türkiye. Findings showed that the studies focused on DP Creativity, Activity, Service (CAS) or broader service-learning, with none explicitly examining the PYP or MYP. The review identified tensions between IB global citizenship ideals and local knowledge, school structures, and educators' interpretations of service-learning. Structural barriers, elite school cultures, and limited community connections constrained meaningful engagement, while culturally responsive and relationship-based approaches supported stronger participation. The researchers concluded that service-learning practices were shaped by both IB philosophy and local contexts. Recommendations included more locally grounded research, professional learning addressing cultural assumptions, and stronger continuity of service-learning across IB programmes.

Hameed, S. A., Li, Y.-C., & Tsao, J. (2025). Navigating the neoliberal tensions during the COVID-19 pandemic: IB practices within Singapore, Hong Kong & Taiwan. *The Australian Educational Researcher*, 52, 3955-3979.

<https://doi.org/10.1007/s13384-025-00884-8>

Keywords: *Cross-programme, IB implementation, market demands, Hong Kong, Singapore, Taiwan*

This study investigated how IB schools navigate tensions between market pressures and the IB's broader educational aims during the COVID-19 pandemic. Using a multiple-case study design, the research involved 45 school leaders, IB coordinators, and teachers across 15 IB schools in Hong Kong, Singapore, and Taiwan. Data were collected through semi-structured interviews and school materials. Results showed tensions around definitions of educational excellence, access to collaborative professional development, and efforts to advance social equity. During the pandemic, schools placed greater emphasis on student wellbeing, inclusion, collaboration, and broader educational goals, while parent expectations, market competition, and academic performance pressures continued to shape implementation. Professional collaboration was more established in Singapore, whereas educators in Hong Kong and Taiwan relied more on subject-

based and informal networks. The researchers concluded that more equitable IB implementation requires reconsidering how educational value and excellence are defined rather than simply balancing market demands with IB ideals.

Lubis, N. S., Hanafi, S., & Hidayat, S. (2025). Enhancing educator performance through edupreneurship in International Baccalaureate programs. *APTISI Transactions on Technopreneurship*, 7(2), 343-359.

<https://doi.org/10.34306/att.v7i2.565>

Keywords: *Cross-programme, IB educator work commitment, learning agility, Indonesia*

This study investigated the extent to which organizational citizenship behavior, or voluntary efforts beyond formal job duties, learning agility, collaboration, and perceptions of IB curriculum effectiveness are related to educators' work commitment. Using a cross-sectional survey design, the study involved educators across three IB schools in Indonesia, and data were collected through questionnaires. Findings showed that greater learning agility and stronger collaboration were associated with more positive perceptions of IB curriculum effectiveness. In turn, perceptions of effective IB implementation were associated with stronger work commitment and partially explained the relationships between learning agility, collaboration, and commitment. Collaboration had the strongest direct relationship with work commitment. The researchers concluded that effective IB implementation, supported by educator adaptability and collaboration, can strengthen work commitment. Recommendations included continuous professional learning, stronger collaborative school cultures, improved communication, and better alignment of resources with IB implementation.

Lubis, N. S., Hanafi, M. S., & Hidayat, S. (2025). The impact of the implementation of the International Baccalaureate (IB) curriculum on shaping the quality of teacher performance at Islamic Village Tangerang School. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 10(1), 308-321.

<https://journal.iaimnumetrolampung.ac.id/index.php/ji/article/view/4567>

Keywords: *Cross-programme, teacher performance, professional development, Indonesia*

This study explored how implementation of the IB curriculum shapes teacher performance. Using an exploratory mixed methods design, the study involved 58 teachers at an Islamic IB school in Indonesia. Data were collected through questionnaires, interviews, classroom observations, and teacher planning and reflection documents. Findings showed strong performance across the six areas assessed, based on teacher questionnaire responses that the researchers scored and

categorized. Teaching skills, subject knowledge, student interaction, and classroom management were rated “very good,” while professional development and contribution to student development were rated “good.” The researchers concluded that IB implementation strengthened teacher performance across grade levels but identified professional development and contributions to student development as areas for improvement. Recommendations included ongoing training and mentoring in inquiry-based learning and authentic assessment, teacher evaluation aligned with IB philosophy, collaborative reflection, and integration of local and Islamic values into teaching.

Lucero, A., Bermúdez, B., & Mitteis, M. R. (2025). “We are not all named Maria”: Building transnational identities in a United States International Baccalaureate high school. *Journal of Language, Identity & Education*, 24(5), 1047-1061.

<https://doi.org/10.1080/15348458.2023.2263075>

Keywords: *Cross-programme, transnational identities, cultural identity, United States*

The purpose of this study was to examine how transnational students, students whose cultural, linguistic, or family identities extend across national boundaries, describe their social and academic experiences in the IB. Using a qualitative discourse analysis design, the study involved 33 students at a culturally and linguistically diverse IB high school in the United States. Data were collected through interviews. Results showed that students often viewed their heritage languages as central to cultural identity and belonging. They described navigating identities as both insiders and outsiders, including experiences of racial and linguistic stereotyping, having parts of their identities overlooked, and sometimes hiding aspects of their backgrounds to avoid negative reactions. Multilingual teachers and staff strengthened some students’ sense of belonging. The researchers concluded that transnational identities are shaped across home, school, and community contexts and recommended more responsive support that recognizes their fluidity.

Mersaud, J. (2025). Perceptions of the International Baccalaureate curriculum among educators worldwide: A thematic study. *OTS Canadian Journal*, 4(9), 45-70.

<https://doi.org/10.58840/zjs9y852>

Keywords: *Cross-programme, curriculum adaptability, teacher perspectives, global*

This study examined how teachers perceive and implement the IB curriculum across diverse international contexts. Using a case study design, the study involved 47 PYP, MYP, and DP teachers across IB settings in North America, Europe, Asia, Africa, and the Middle East. Data were collected

through interviews. The study found that teachers valued the IB's emphasis on inquiry, critical thinking, intercultural understanding, and student engagement. Teachers also reported that flexibility and autonomy helped them adapt the IB curriculum to local cultures and student needs. However, standardized assessment requirements were viewed as rigid and associated with increased workload and tensions with inquiry-based teaching. Teachers found IB professional development useful but not always responsive to regional contexts. The researcher concluded that effective implementation requires balancing global consistency with local flexibility and recommended more context-responsive professional development, greater teacher input, and more flexible assessment practices.

Özbey-Demir, Ö., & Ayyıldız, E. (2025). Intra-coordination in IB schools: A phenomenological study. *Okul Yönetimi Dergisi*, 5(1), 18-33.

<https://dergipark.org.tr/en/pub/saj/article/1604440>

Keywords: *Cross-programme, school coordination, organizational culture, Türkiye*

This study explored how members of IB school communities experience internal coordination and the factors that support or hinder it. Using a phenomenological design, the study involved 16 current or former teachers, administrators, coordinators, parents, and alumni with experience across the PYP, MYP, and DP in Türkiye. Data were collected through interviews. Results showed that internal coordination was shaped by organizational practices, school culture, leadership, individual attitudes, and responses to crises. Conditions that strengthened coordination included structured communication, accessible leadership, professional development, shared decision-making, teacher autonomy, and positive relationships. Barriers included language differences, unclear roles, hierarchical structures, uneven workloads, excessive communication channels, and limited professional learning. The study concluded that effective coordination requires both structured organizational practices and responsiveness to school context.

Palmer, N. (2025). Orienting practical global citizenship education in an International Baccalaureate international school. *Prospects*, 55(1), 263-281.

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

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

This study explored how members of an IB school community understand and implement global citizenship education (GCE). Using a grounded theory design, the study involved administrators, teachers, students, and parents at an international IB school in the Caucasus region. Data included

interviews, observations, and school documents. Analyses produced an “allosyncratic” framework, which emphasized the distinctive ways individuals and groups interact with others. This included three interconnected elements of GCE: taking action, developing empathy, and maintaining long-term responsiveness to global concerns. Participants viewed GCE as requiring collaboration and meaningful engagement rather than simply awareness of global issues. The researcher concluded that GCE is shaped by local context and should move beyond broad global ideals toward action while recognizing differences in how individuals and groups engage with others.

Palmer, N. (2025). Traces of cosmopolitan nationalism in educative global action: Exploring two International Baccalaureate international school approaches to global agency. *Discourse: Studies in the Cultural Politics of Education*, 46(1), 55-66.

<https://doi.org/10.1080/01596306.2024.2436337>

Keywords: *Cross-programme, cosmopolitan nationalism, global action, Austria, Azerbaijan*

This study explored how cosmopolitan nationalism, defined as the interaction between global ideals and national and local perspectives, shapes global action in IB schools. The study used a grounded theory design and was conducted in two international IB schools in Austria and Azerbaijan with twelve school community members. Data consisted of retrospective accounts of educators’ experiences with global action and agency. Findings showed contrasting approaches to global action. Educators from the Austrian school emphasized technical and science-based approaches, particularly STEM sustainability projects, while those from the Azerbaijan school emphasized social relationships, diverse perspectives, and community-oriented action. In both schools, approaches to global action reflected school culture, curriculum priorities, and local context. The researcher concluded that cosmopolitan nationalism provides a useful framework for understanding how global aspirations and national perspectives interact and sometimes conflict within school-based global action.

Putri, A. A. I. D. D., Widyatmaja, I. G. N., & Sendra, I. M. (2025). Developing an education-based tourism model through international school: Insights from IB school in Bali. *Asian Journal of Management, Entrepreneurship and Social Science*, 5(3), 528-550.

<https://ajmesec.com/index.php/ajmesec/article/view/1411>

Keywords: *Cross-programme, international education, parental school choice, Indonesia*

This study examined the factors that influence international parents’ decisions to enroll their children in an IB school. Using a descriptive case study design, the study involved 107 international

parents and three staff members at an IB continuum school in Bali, Indonesia. Data were collected through questionnaires, interviews, observations, and school documents. Findings showed that parents were primarily motivated by access to high-quality, internationally recognized education. They valued the IB for its global recognition, continuity across countries, multicultural environment, and English-medium instruction. School choice was shaped most strongly by the IB curriculum, followed by visa support and school services. The researchers developed an “education-based tourism model” linking global education, school choice, international schools, and foreign families. They concluded that IB schools can contribute to Bali’s education-based tourism sector and recommended integrating Balinese culture into the curriculum and strengthening school services and marketing.

Schippling, A., & Abrantes, P. (2025). IB World Schools in the Lusophone world: An exploratory field study in São Paulo, Lisbon and Maputo. *International Studies in Sociology of Education*, 34(2), 177-196.

<https://doi.org/10.1080/09620214.2024.2359680>

Keywords: *Cross-programme, international schooling, IB expansion, Brazil, Mozambique, Portugal*

The aim of this study was to describe the development and characteristics of IB World Schools in Lusophone countries. Using a document analysis design, the study examined 38 IB schools in São Paulo, Brazil; Lisbon, Portugal; and Maputo, Mozambique, drawing on school websites, public documents, databases, and previous research. Results showed that all schools were privately organized and English was the dominant instructional language. In São Paulo and Lisbon, long-established foreign schools began adopting IB programmes in the 1980s, while newer commercial schools and private networks expanded after 2010. Maputo had a smaller, more recent sector of three private English-medium schools, including one lower-fee school intended to broaden access. The researchers also identified “internationalised schools,” defined as established national private schools serving local elites that had added IB programmes. They concluded that IB expansion varied by local context and school type while remaining closely tied to private education markets.

Shah, A. (2025). Decloaking whiteness: Linguistic and pedagogical imperialisms of International Baccalaureate teacher education in Japan. *Anthropology & Education Quarterly*, 56(2), e12537.

<https://doi.org/10.1111/aeq.12537>

Keywords: *Cross-programme, linguistic and pedagogical “whiteness”, Japan*

This study examined how IB Educator Certificate (IBEC) students experience and respond to forms of linguistic and pedagogical “whiteness.” Using a grounded theory ethnographic design, the study involved 42 IBEC students across two university-based programs in Japan. Data were collected through interviews and participant observation. Findings showed that, at one university, expectations favoring English privileged Anglo-American language norms and made it harder for students to express complex academic ideas. At the other, expectations for active, discussion-based learning reflected Euro-American constructivist assumptions that conflicted with Japanese approaches to classroom participation. The researcher found that students did not simply accept these norms but also questioned and resisted them. The study concluded that IBEC programs should critically examine assumptions about language and pedagogy and work with local educators to create greater space for locally grounded educational practices.

Shukur, I. (2025). Assessing global perspectives on the IB curriculum: A qualitative study of international teachers. *OTS Canadian Journal*, 4(5), 31-50.

<https://journal.canadian-ots.ca/index.php/ots/article/view/49>

Keywords: *Cross-programme, curriculum adaptability, teacher perspectives, global*

This study explored how IB teachers across diverse educational contexts perceive implementing the IB curriculum. Using a case study design, the study included 47 PYP, MYP, and DP teachers across North America, Europe, Asia, Africa, and the Middle East. Data were collected through semi-structured interviews. Findings showed that curriculum adaptability was the most frequently discussed theme, followed by assessment challenges and intercultural sensitivity. Teachers with greater autonomy and access to locally relevant professional development felt more confident adapting the IB curriculum to students’ cultural and academic needs. Teachers valued the IB’s emphasis on inquiry, critical thinking, and intercultural understanding but viewed standardized assessment requirements as rigid and linked them to workload and burnout. The researcher concluded that effective IB implementation requires balancing global consistency with local flexibility. Recommendations included the provision of locally responsive professional development, greater teacher input, and more flexible assessment practices.

Udju, I. C. O. (2025). The cultural psychological impact of educators' identity on the concept of international-mindedness in the International Baccalaureate program. *Comparative and International Education / Éducation comparée et internationale*, 54(2), 95-111.

<https://doi.org/10.5206/cie-eci.v54i2.17808>

Keywords: *Cross-programme, international mindedness, educator identity, Czech Republic*

This study explored how IB educators interpret the concept of international mindedness. Using a discourse analysis design, the study involved four educators at an international IB school in the Czech Republic. Data were collected through interviews. Results showed that educators understood international mindedness differently based on their identities, relationships with students, and wider social environments. Participants also identified tensions related to language and equity, belonging, privilege, cultural assumptions, and engagement with local cultures. Their experiences illustrated how educators' identities evolve through interactions with different social and cultural contexts. The researcher concluded that international mindedness cannot be reduced to a single or uniform identity and called for greater attention to the culturally situated and changing identities through which educators interpret and enact the concept.

Williams, R. P., & Richardson, J. W. (2025). The lived experiences of host country national teachers in international schools. *Journal of Research in International Education*, 24(3), 187-202.

<https://doi.org/10.1177/14752409251392492>

Keywords: *Cross-programme, host country teachers, teacher equity, Vietnam*

This study explored the experiences of host country teachers working in international schools. Using a case study design, the study involved twelve Vietnamese teachers across three international schools in Vietnam, two offering IB programmes and one an American curriculum. Data were collected through interviews. Findings showed that teachers were attracted by higher salaries and benefits, smaller classes, instructional flexibility, professional learning, and better resources. However, they also reported substantial pay and benefit disparities with expatriate colleagues despite similar responsibilities, feeling undervalued by parents and administrators, and having limited opportunities for leadership and professional support. The researchers concluded that host country teachers experienced both professional benefits and persistent inequities within international schools. Recommendations included greater host country representation in leadership, stronger teaching and curriculum support, cross-cultural professional learning, and increased collaboration between host country and expatriate teachers.

Yen, F. Y. (2025). Exploration and analysis of the future introduction of the International Baccalaureate in Taiwan. *Journal of Contemporary Research in Social Sciences*, 7(2), 1-8.

<https://ideas.repec.org//a/ajp/jocrss/v7y2025i2p1-8id6669.html>

Keywords: *Cross-programme, IB expansion, national education systems, Taiwan*

This study examined the feasibility and potential implications of integrating IB into Taiwan's national education system. Using a conceptual policy analysis approach, the author reviewed Taiwan's international and bilingual education priorities and the structure and aims of the PYP, MYP, DP, and CP. The analysis also applied a framework addressing globalization and local priorities, reform goals, finances, resources, implementation capacity, stakeholder interests, and school autonomy. Results suggested that IB programmes could complement Taiwan's national education goals by strengthening international awareness, critical thinking, interdisciplinary learning, and cultural understanding beyond the current emphasis on English-language development. The study also suggested that introducing IB programmes in Taiwan's public schools could broaden access and educational choice but would require sufficient funding, teacher preparation, professional learning, and policy support. The author concluded that, with adequate resources and coordination, IB programmes could strengthen educational diversity and equity while remaining compatible with Taiwan's national education system.

Dissertations and Theses

Abah, C. F. (2025). *The experiences of expatriate teachers in international IB schools in Türkiye* [Master's thesis, Middle East Technical University].

<https://open.metu.edu.tr/handle/11511/116157>

Keywords: *Cross-programme, expatriate teachers, school leadership, Türkiye*

This study explored how expatriate IB teachers experience school leadership practices and how they shape professional integration, adaptation, and retention. Using a phenomenological design, the study was conducted in four IB schools in Türkiye. Participants included 11 expatriate teachers, and data were collected through semi-structured interviews. Results showed that collaborative leadership, cultural sensitivity, and transparent communication strengthened teachers' sense of belonging and trust. Structured onboarding and mentorship supported adjustment, while unclear roles, uneven workloads, and perceived inequities created challenges. The researcher concluded that culturally responsive and supportive leadership can strengthen expatriate teachers' adaptation and retention. Recommendations included formal mentorship and onboarding, more equitable workload and advancement practices, and sustained professional learning.

Chouseinoglou, S. (2025). *Exploring creative thinking skills and creativity in English courses: A case study of two continuum International Baccalaureate schools in Türkiye* [Doctoral dissertation, İhsan Doğramacı Bilkent University].

<https://repository.bilkent.edu.tr/items/854ae655-deb7-4fb6-a332-326a37f79b15>

Keywords: *Cross-programme, creative thinking, creative pedagogy, Türkiye*

This study examined how creativity and creative thinking are understood and integrated into English courses across the IB continuum. Using a concurrent mixed methods design, the study was conducted in two continuum IB schools in Türkiye. Participants included eight English teachers, 35 PYP Grade 4 students, and 58 MYP Grade 10 students. Data were collected through interviews, questionnaires, classroom observations, curriculum documents, and student writing samples. Findings showed that IB curricula supported creativity through Approaches to Learning (ATL) skills and inquiry-oriented teaching, but classroom integration was inconsistent. Teachers also differed in how they understood creativity and creative thinking, while time constraints limited integration, particularly in assessment. The researcher recommended clearer programme-specific guidance, professional learning, and more authentic assessment practices.

De Wilde, C. (2025). *International understanding and the creation of the International Baccalaureate: Teaching and learning at Ecolint, 1948–1975* [Doctoral dissertation, University College London Institute of Education].

<https://discovery.ucl.ac.uk/id/eprint/10219418/>

Keywords: *Cross-programme, international understanding, IB history, Switzerland*

This study investigated the historical relationship between education for international understanding and the development of the IB from 1948 to 1975. Using a historical case study design, the study focused on the International School of Geneva (Ecolint), a Swiss international school that played a pivotal role in the early development of the IB. Data included archival materials, surveys, and interviews with former students and educators. Findings showed that international understanding was embedded in the school before the IB was established through curriculum, multilingualism, co-curricular activities, and school culture. The emerging IB encouraged curricular experimentation, but the introduction of DP examinations in 1968 shifted emphasis toward content-heavy courses and university recognition. The researcher concluded that Ecolint's commitment to international understanding predated the IB and that programme formalization may have constrained teacher innovation and student participation.

Hermanson, J. M. (2025). *Self-efficacy, job satisfaction, and job embeddedness in International Baccalaureate K-12 and non-International Baccalaureate K-12 teachers* [Doctoral dissertation, Grand Canyon University].

<https://www.proquest.com/openview/6dd4469893e2099426ca13a0c30b1cbf/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: *Cross-programme, teacher self-efficacy, job satisfaction, United States*

This study compared self-efficacy, job satisfaction, and job embeddedness among IB and non-IB K–12 teachers. Using a quantitative research design, the study involved 122 K–12 teachers across the United States, including 57 in IB schools and 65 in non-IB schools. Participants completed surveys measuring the three constructs. Results showed that IB teachers reported significantly higher job satisfaction and job embeddedness than non-IB teachers, while teaching self-efficacy did not differ significantly. The researcher concluded that teaching context was associated with teachers’ satisfaction and connection to their jobs but not with their perceived teaching capability. Recommendations included using the study findings to inform professional development and teacher-retention strategies and conducting larger follow-up studies.

Nemat, M. S. (2025). *Bridging change: A case study of effective leadership in driving curriculum transitions to the International Baccalaureate Programme* [Doctoral dissertation, Wilkes University].

<https://www.proquest.com/openview/fecbcc191cf574858c779a605e9ab3e5/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: *Cross-programme, IB transition, school leadership*

This study examined leadership practices and attributes that support a school’s transition from other curricula to IB programmes. Using a case study design, the study was conducted in a private IB continuum school whose location was not disclosed. Participants included five long-serving school leaders involved in IB candidacy, authorization, or verification processes. Data were collected through interviews and IB authorization documents. Results indicated that leadership adaptability, reflection, and resilience were central to navigating the transition to IB. Effective implementation also depended on sustained professional learning, teacher empowerment, strategic planning, and stakeholder engagement. Open communication helped leaders address resistance and maintain school identity while adopting IB expectations. The researcher concluded that effective IB transitions require strategic and responsive leadership and recommended sustained professional learning, stakeholder communication, and careful financial planning.

Ramsdale, L. (2025). *How far has the cosmopolitanism of the IB become subverted by neoliberalism? A case study of an international school in Thailand viewed through the lens of Bourdieu* [Doctoral dissertation, Lancaster University].

<https://research.lancaster-university.uk/en/publications/how-far-has-the-cosmopolitanism-of-the-ib-become-subverted-by-neo/>

Keywords: *Cross-programme, cosmopolitanism, market-driven pressures, Thailand*

This study explored the extent to which market-driven pressures shape or constrain the IB's cosmopolitan ideals, including global perspectives, intercultural understanding, and respect for diverse communities. Using a case study design, the study was conducted in an IB World School in Thailand. Participants included 12 teachers, 6 parents, and 7 students, and data were collected through focus groups and interviews. Results showed that participants viewed IB schooling as providing substantial cultural and educational advantages, particularly for access to Western universities. They also described tensions between the IB's cosmopolitan and holistic ideals and expectations centered on elite credentials, examination performance, and university admission. The researcher concluded that market pressures and privilege can undermine the equity and global aims of IB international schooling.

Weber, C. (2025). *What character traits do parents want their children to have? A qualitative study of parent perceptions of character and morality in relation to the International Baccalaureate Learner Profile* [Doctoral dissertation, Gwynedd Mercy University].

<https://www.proquest.com/openview/a2f9c020e943842c537d159b24163de7/1?pq-origsite=gscholar&cbl=18750&diss=y>

Keywords: *Cross-programme, IB learner profile, parent perceptions, United States*

This study explored which character traits parents value most for their children and how these priorities align with the IB learner profile. Using a narrative inquiry design, the study was conducted in an IB World School in the United States. Participants included 37 parents who responded to open-ended prompts about character and morality. Results showed that parents most often emphasized caring, particularly in friendships, and expressed concerns about communication, self-advocacy, and peer conflict. They also wanted their children to become more willing to try new experiences and engage with others. In contrast, IB learner profile attributes related to inquiry, thinking, and knowledge were mentioned less often. The researcher concluded that understanding family priorities can strengthen school-family partnerships and dialogue around character education.

Book Chapters

Umetsu, S. (2025). Globalization of education: Perspectives on the implementation of the International Baccalaureate programmes. In Y. Ida et al. (Eds.), *Human Diversity and Educational Equity in Japan* (pp. 169–179). Springer Nature Singapore.

https://doi.org/10.1007/978-981-96-2325-9_13

Keywords: *Cross-programme, IB implementation, equity, Japan*

The purpose of the study described in this book chapter was to examine the effects of a 2013 Japanese policy aimed at developing “global human resources” through IB expansion. Using a narrative literature review, the researcher synthesized government and IB documents, programme data, and university admissions data. Findings showed substantial IB growth after 2013, but access remained uneven, with more than 80% of IB schools being private or international and concentrated in urban areas. Many DP students had prior international experience, and most planned to attend university in Japan. University admissions pathways were also unevenly distributed, with more than half concentrated in Tokyo, Kyoto, and Osaka, while nearly half of Japan’s prefectures offered none. The researcher recommended expanding access, financial support, and university pathways and applying IB approaches, including inquiry-based learning and diverse teacher recruitment, to strengthen broader Japanese education.

Reports

Warren, F., Voutilainen, M. M., & Green, C. (2025). *Spotlight: Wellbeing in schools*. HundrED.

<https://doi.org/10.58261/HDZC1151>

Keywords: *Cross-programme, student wellbeing, evidence-based innovation, global*

This report examined impactful and scalable school-based wellbeing innovations and challenges to their implementation. Using a mixed methods review approach, the study focused on 15 innovations from 13 countries across 6 continents. Data sources included internal and external research and impact reports; interviews with staff; expert ratings of impact and scalability; and questionnaire responses from youth advisory board members. The selected innovations were mostly program-based (11) and targeted students (9), with social-emotional learning as the most common wellbeing focus (8) and whole-school models as the most common implementation approach (7). The report found that successful implementation and wider adoption were supported by using evidence to refine initiatives and adapting them to local contexts. Key implementation challenges included insufficient stakeholder buy-in and school priorities that

emphasized students' academic outcomes over their holistic development. The authors concluded that more innovations are needed that address student physical health and recommended prioritizing teacher wellbeing, strengthening teachers' understanding of wellbeing, and beginning with manageable strategies before expanding schoolwide.